

Closing the gap between ELF theory and practice: an action research case study

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PRACTICE: AN ACTION RESEARCH CASE STUDY**

THIS DISSERTATION IS SUBMITTED IN ACCORDANCE WITH THE
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ABSTRACT

This action research case study focused on the research field of ELF which analyses the use of English in lingua franca contexts (Jenkins, 2012). There have been some pedagogical proposals for how ELF may affect ELT and hence this study put theory into practice by creating an ELF-awareness raising course. The focus was to examine participants' reactions to the course and whether the ELF-awareness raising course changed their perceptions of ELT. The four participants were selected from the researcher's existing students and partook in three online 1-2-1 lessons. They completed pre- and post-course interviews, questionnaires and post-lesson / course written reflections, detailing their reactions to the course and their view of ELT. The results showed that an ELF approach in the classroom is enjoyable, raises ELF-awareness and does not mean a total rejection of SLA theory. The findings also give fellow teachers and researchers an insight into which tasks were successful and which were less enjoyable, thereby helping with future effective implementation of this approach. Furthermore, the course changed the participants' views of ELT, with the majority gaining a slightly more ELF-aware view of ELT. However, it is important to note that for one participant, the course reinforced their EFL view of ELT and provoked a rejection of the ELF paradigm. Therefore, teachers need to be aware that, despite being enjoyable, an ELF approach may have unexpected results.

AUTHOR DECLARATION

1. The author has not been registered for any other academic award during the period of registration for this study
2. The material included in this dissertation has not been submitted wholly or in part for any other academic award
3. The program of advanced study of which this dissertation is part has included completion of the following units:
 - Language Awareness (ED50479)
 - Research Methods for Second Language Education 1 (ED50492)
 - Second Language Acquisition (ED50327)
 - Teaching and Assessing English as an International Language (ED50480)
 - Research Methods for Second Language Education 2 (ED50493)
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4. Where any material has been previously submitted as part of an assignment within any of these units, it is clearly identified

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Abbreviations

EFL – English as a foreign language

EIL – English as an international language

ELF – English as a lingua franca

ELT – English language teaching

ESL – English as a second language

GE – Global Englishes

NS – Native speaker

NNS – Non-native speaker

SLA – Second language acquisition

Chapter 1 - Introduction

1.1 – Introduction to the theoretical context

English as a lingua franca or ELF refers to the use of English as a way of interaction between those who do not share a mother tongue (Jenkins, 2012). However, according to Jenkins (2012), ELF is not a variety of English, rather it is the flexibility with which users adapt their English according to the communicative circumstances in which they find themselves. For example, this involves ELF speakers adopting accommodation techniques and code switching to make their message understood by others (Sung, 2018). Therefore, there is not one fixed variety of ELF, rather it is the variable use of English as a common language where users adapt their resources to what is required in the specific situation.

More recently within the research field of ELF, there have been proposals about how the concept of ELF can be incorporated into the classroom. Many proposals have focused on raising critical language awareness including challenging native speaker (NS) norms (Matsuda, 2003; Sung, 2015) as well as the teaching of strategies used within successful ELF communication (Seidlhofer, 2004; Sifakis, 2009, 2019; Deterding, 2010). As employing the language like a NS is likely to be inappropriate for ELF communication (Seidlhofer, 2001), an ELF teaching approach involving the rejection of NS norms and a focus on communicative strategies could therefore help English users learn how to use English in a way which suits their needs. However, there is a paucity of research which has examined how to put this theory into practice (Dogancay-Aktuna & Hardman, 2018).

1.2 – Introduction to the study

This study thus attempts to fill the current gap in the research and hopes to be an interesting insight into the practical application of many theoretical ELF proposals. By focusing on students' perspectives, this study offers both practitioners and researchers new understanding about students' reactions to an ELF teaching approach as well as whether this approach changes how students perceive ELT. Whilst the study contributes to the wider research community, as this study was an action research study, it also enabled me to understand how my students feel about the different teaching approach and to what extent it should be employed in the future. This was of particular interest to me as the vast majority of my students use English as a lingua franca in their everyday life and therefore the theoretical benefits for them, if realised in reality, are great.

This action research case study enabled me to focus on individual attitudes towards the course in a more detailed way as well as allowing me to implement suggestions provided by researchers. The action research case study therefore involved the teaching of one hour online 1-2-1 lessons targeted at raising awareness of ELF over the course of three weeks. Through the use of multiple data collection methods, students had the opportunity to report their opinions on the course and their perceptions of ELT. Moreover, in order to explore any changes to the participants' views, both pre-course and post-course interviews were used.

1.3 – Research Questions

Hence, the main research questions for the study were:

1. What do the participants report about the ELF-awareness raising course?
2. To what extent, if any, do the participants' perceptions of ELT change after completing the course?

1.4 – Dissertation Structure

This dissertation will thus begin with Chapter 2 in which an overview of the current literature available on ELF and its pedagogical implications will be provided. Chapter 3 will include a summary of the chosen methodology for the study and data collection methods and procedures. Chapter 4 will then contain both the presentation of the findings as well as a discussion of the results based upon current literature in the field to pinpoint any similarities, differences or possible explanations for the findings. Chapter 5 will then conclude with the main contributions that the study makes to the research field as well as its limitations and some recommendations for further research.

Chapter Two - Literature Review

2.1 - Introduction to Chapter 2

In this chapter, as the participants had partaken in EFL lessons with the researcher previous to the study, key differences between the EFL and ELF paradigms will be presented in order to see how the focus of an ELF course differs from their normal lessons. This chapter will then review pedagogical proposals made by researchers within the field of ELF and studies which have attempted to put these proposals into practice. The chapter will conclude with the positioning of the study within current research and with the introduction of the study's research aims.

2.2 - EFL and ELF

It is important to analyse the main differences between the two paradigms in order to see how an ELF viewpoint of ELT differs from an EFL perspective.

English is now used as a means of international communication in which most users are non-native speakers (NNS) (Seidlhofer, 2005). However, despite its status, there is still constant refusal to accept that NNSs are also defining English and therefore NSs continue to retain a hold over the language and its norms (Seidlhofer, 2005). Indeed, NSs are still regarded as being "the genuine article, the authentic embodiment of the standard language" (Kramsch, 1998:16). This assumption of NS ownership of the language links to how the English language is taught in EFL lessons. In these lessons, students learn the language with the aim of achieving native-like language use (Jenkins, Cogo & Dewey, 2011). Therefore, any

deviation from native-speaker-like language is regarded as a mistake that needs to be fixed (Jenkins, 2006). Moreover, there is a consistent emphasis on accuracy where learners need to demonstrate correct grammar; a tendency which is evident in EFL resources (Swan, 2017). Hence, key features of the EFL paradigm comprise of the NS as the model for language learning as well as a focus on accuracy in which any forms which are non-standard are seen as mistakes.

Not only does EFL view NS language as a goal for language learning, but so do many English learners themselves. Research has demonstrated that most learners prefer the NS as a model for language learning (Subtirelu, 2013). For example, in Friedrich's (2003) study on students in Argentina, participants indicated a desire to learn American English and therefore NS language, whilst also showing a lack of awareness of other models. Even when students display an awareness of the need for comprehensible over accurate language for communicative purposes, in Soruç and Griffith's (2019) study, they still continued to aim for NS English. This aim could be explained by the fact that students have been taught in a way that promotes grammatical accuracy and "correct" speech (Griffiths & Soruç, 2019), consequently their focus is on such language. Moreover, as students are not taught the reality of English use, they are consequently not given the opportunity to decide their target goal (Chan, 2016). Therefore, learners' desire for the NS model for language learning could be explained by a lack of awareness of other goals available or previous educational experience which has denied them the opportunity of learning about targets other than that of accuracy according to NS norms.

However, the ELF paradigm offers a different view of language use and therefore a different model for language learning. ELF refers to the use of English as a common language between those who have different mother tongues (Griffiths & Soruç, 2019) and as previously noted in the first chapter, it must not be defined as a variety of English due to its changeability (Jenkins, 2012). In ELF, as NNSs vastly outnumber those who speak English as a first language, NSs are not seen as the guardians of correct language usage (Jenkins, 2012). Therefore, any deviation from NS language is not viewed as a demonstration of ineptitude in the language, more a possible aspect of ELF (Jenkins, Cogo & Dewey, 2011). As Jenkins (2000:160) summarises, “there really is no justification for doggedly persisting in referring to an item as ‘an error’ if the vast majority of the world’s L2 English speakers produce and understand it”. This view therefore takes into consideration the fact that the majority of English speakers are not NSs and therefore any linguistic forms that they produce which may be seen as “incorrect” from an EFL perspective are not viewed as mistakes if the speakers are intelligible. The focus is therefore on effective communication rather than abiding by NS norms. Underpinning this sentiment, studies have proven that such a focus on effective communication over standard forms results in successful interactions (Hulmbauer, 2009; Galloway & Rose, 2018). This empirical research and ELF viewpoint naturally call into question EFL’s focus on NS norms which no longer reflects the reality for the majority of English speakers.

2.3 - Criticisms of ELF

However, the ELF construct still remains fairly controversial in some realms of TESOL with such an approach being criticised by some TESOL researchers in terms of a lack of focus on accuracy and the NS model.

The use of a language learning model other than that of the NS has been critiqued by some researchers. For example, Kuo (2006) states that if teachers only teach aspects of grammar which are used in interactions between NNSs, English learners will have a decreased and ungrammatical version of the language. Therefore, a focus on language other than that of a NS may be problematic in terms of grammaticality. Moreover, another frequent point made by opponents about the NS model is that education should be based upon the learners' wishes and views, therefore as learners desire to achieve native speaker-like proficiency, we should continue our focus upon Standard Englishes (Subtirelu, 2013). However, although this desire for the NS model may be true as demonstrated by the previous analysis of students' desires for the NS model, students may be unaware that another model exists and therefore naturally their focus would be on the NS model. Consequently, such criticisms are based upon a resistance towards a model other than the NS model in terms of quality of language and the students' opinions.

While these criticisms focus on the alternative to the NS model, other researchers have criticised ELF in terms of its lack of focus on accuracy. For example, Sowden (2012) heavily criticised the concept of ELF within the classroom by bringing to attention that fact that it may be problematic to ascertain which deviations from norms are mistakes and which are

aspiring features of ELF. However, Sowden misunderstands a vital aspect of ELF in that it does not refer to discovering a language variety (Cogo, 2012) hence there is no specific language model or deviations to be taught. Whilst Sowden focuses on accuracy in general, Kuo's (2006) criticism of ELF regards second language acquisition (SLA) theory. For instance, Kuo (2006) commented that as the ELF approach prioritises intelligibility, only errors which hinder communication are seen as problematic whereas SLA scholars focus on the learners' attainment of target-like language. This ELF focus on intelligibility hence goes against the processes of learning a language as it sacrifices the linguistic precision of output (Kuo, 2006). Hence, if the sole focus is placed upon communication over accuracy, then the learner may struggle with learning the language as this counteracts SLA processes which are based upon achieving target-like language.

Whilst these criticisms cast doubt on the incorporation of an ELF only approach into the classroom and demonstrate an EFL view of ELT via their focus on "errors" and a desire for NS language, ELF researchers do not wish to advocate solely an ELF approach in the classroom. For example, Sifakis (2019) states that ELF does not wish to be a substitute for EFL, rather its incorporation into lessons should take place in accordance with the specific institutional setting and perspectives of stakeholders. Matsuda (2003) extends this concept by stating that a main target model may be chosen, however learners' increased understanding of other English varieties will enable them to have a more informed perspective of English usage. Therefore, researchers do not wish to completely reject the EFL paradigm, more they wish for an incorporation of both paradigms. Whilst some researchers advocate the integration of both paradigms, others argue for student choice in their model. For example,

Jenkins (2012) states that researchers wish learners are informed of this worldwide use of English *before* they decide what model they would like to follow for language learning. Therefore, students may decide to learn and use native speaker-like language but equally other ways of speaking may be chosen which might be more suitable in specific scenarios (Cogo, 2012). Hence, an ELF approach means that teachers should incorporate ELF principles into the EFL classroom depending on the specific context and should inform their students about the reality of global English use. They should then make a decision based on students' opinions about which ELT approach to take.

2.4 - Incorporation of ELF into the Classroom

There have been many theoretical proposals by ELF researchers about how to incorporate their views of ELT into the classroom. In this section, suggestions for content, materials and teaching style are explored.

2.4.1 – Accommodation Strategies

Many pedagogical proposals for the incorporation of ELF into the classroom focus on accommodation strategies or to “the different ways of adjusting speech to facilitate communication” (Cogo, 2009:255). For example, Sifakis (2019) recognises the significance of these strategies by stating that students should be taught about those used in efficient ELF communication. Following the same vein of Sifakis' (2019) pedagogical proposal, Seidlhofer (2004:226-7) recommends that instead of learning English at school, students should instead learn the subject “language awareness” which includes being aware of ELF as well as studying accommodation techniques used in such communication. Therefore, the focus in an ELF classroom should be on techniques which are used in successful communication. In

order to facilitate the incorporation of accommodation strategies into the classroom, literature on ELF can help educators to understand which techniques should be taught (Murray, 2012). Such techniques, which lead to mutual understanding, may include repetition, paraphrasing, clarification and correcting oneself (Murray, 2012). Whilst these are potentially more obvious communicative techniques employed, it is interesting to note that House (2003) argues for the strategy of code-switching in particular to be introduced into the classroom as part of students' developing communicative ability and for an awareness of all the essential functions their multilingual ability can perform. This acceptance of multilingualism demonstrates a complete contradiction to an EFL view where NS language is the target and any deviation from this is incorrect. Hence, overall, in an ELF approach, students should be taught all accommodation strategies which are used in effective ELF communication as part of developing their communicative competence.

Whilst research may help give suggestions as to the content teachers should incorporate into the classroom, there have been less suggestions about how teachers can effectively do this. However, Lopriore and Vettorel (2015) do recommend a useful way of raising students' awareness of accommodation ELF strategies through activities which involve watching videos of interactions, identifying different techniques and concentrating on the efficient utilisation of accommodation strategies. By doing such exercises, they feel that teachers can provide students with the skills to have successful ELF communication in the future (Lopriore & Vettorel, 2015). Furthermore, this approach of using tasks to improve accommodation techniques is not only more useful than less entertaining pronunciation exercises but also more pleasant for students (Deterding, 2010). Therefore, by introducing students to

communication strategies used in ELF scenarios, teachers can introduce enjoyable tasks to the classroom which are grounded in research and which will help them be successful in future ELF interactions.

2.4.2 – Critical Language Awareness and Challenging the NS model

Apart from teaching ELF pragmatic techniques, ELF researchers have also signalled the importance of critical language awareness within the classroom. It has been suggested that teachers critically examine the linguistic guardianship of English and appropriacy of NS language for the use of English as a lingua franca (Sung, 2015). By doing so, learners may become more accepting towards the diverse uses of English worldwide (Sung, 2015) and therefore more open to uses of English other than NS English. Building on this suggestion of a critical analysis of NS norms, it has also been recommended that students learn about the worldwide use of English (Jenkins, 2012; McKay, 2012a; Wang, 2015) as well as diverse opinions of the growing usage of English and its plurality (Wang, 2015). By being informed of this, students may be encouraged to critically assess NS language and other varieties (Wang, 2015). Hence, having a raised awareness of the use of English outside of English-speaking countries and critically discussing NS norms and ownership of English may lead to learners understanding the irrelevance of NS norms for international communication.

Again, whilst there are many theoretical proposals, there are fewer practical suggestions about how challenging the NS model and raising awareness of the international use of English may be incorporated into the classroom. However, Matsuda (2003) does suggest course materials for more mature students which inform learners about English as a means

of global communication including its past, growing present and future usage, as well as how the learners will impact on this future. Hence, by using such materials, students may critically assess the effect they will have / are having on the language and understand that they are also legitimate English users. This awareness may therefore lead to a challenging of NS ownership of the language. However, it may still be problematic for teachers to practically implement such recommendations due to the scarcity of ready-made materials. Indeed, no-one as yet is selling materials based on ELF nor are students going to ELF-based lessons; instead its sole customer is the realm of academia (Grimshaw, 2011) thus problematising its incorporation into the classroom.

2.4.3 – ELF and SLA

The main pedagogical principles behind an ELF approach in an ELT classroom involve raising the students' awareness of features of ELF and of the problematic nature of a NS centric view of language. Lopriore and Vettorel (2015) add to this concept of "awareness raising" by recommending an approach which focuses on awareness raising via activities which promote 'languaging'. 'Languaging' relates to a theory by Swain (2006:97) in which producing language or 'languaging' may lead to "a new understanding, a new insight – we develop and learn". Therefore, when we engage in languaging on the topic of language, we can acquire new knowledge about language (Swain, 2006). Consequently, when students are involved in producing language as part of activities designed to raise their awareness of ELF, they are able to use languaging processes to learn about the topic. Building on this concept, Bowles (2015) proposes the use of language tasks on the subject before students discuss it as this will result in enhanced discussion and thus increased understanding of ELF concepts. Hence,

by giving learners tasks to develop a basic understanding, the result may be better discussion and thus improved languaging processes and raised ELF awareness.

Whilst the suggestions above focus on Swain's (2006) languaging theory in order to raise students' ELF awareness, the concept of production in order to learn language also links to Swain's other key SLA theory; the Output Hypothesis. In this hypothesis, the production of language may lead to the learner's raised awareness of issues with their language, their trialling of new linguistic features and contemplation of their or others' employment of language (Swain, 1998); thus allowing the learner to advance their language skills further (Swain, 2000). Therefore, not only can ELF awareness-raising tasks help learners engage in languaging and therefore gain a deeper understanding of ELF, but they may also improve language ability. Moreover, this theoretical proposal challenges Kuo's (2006) aforementioned reductive criticism of ELF on the basis of it contradicting SLA processes.

2.5 - Empirical Research on ELF Approach

The few studies which have concentrated on an alternative approach to the traditional EFL paradigm have done so via either a Global Englishes (GE) approach, ELF / English as an international language (EIL) teacher education or as part of an ELF out-of-classroom activity.

A GE approach is based on the fields of World Englishes, ELF, EIL and Translanguaging, all of which have a common interest of demonstrating how diverse English is and of promoting an alternative view to NS norms (Galloway & Rose, 2018). For example, Galloway and Rose

(2014, 2018) sought to bring Global Englishes to the classroom via their 2014 research on listening journals and 2018 research on a presentation activity. By contrasting their results of the listening journal task and the presentation task, Galloway and Rose (2018) found that learners needed to be actively engaged with the content of the materials. For example, the presentation task, which encouraged students to reflect deeper and to exchange information, facilitated students to recognise the diverse uses of English globally and to not view such diversity in English use as either incorrect or correct (Galloway & Rose, 2018). Whereas with the listening journals, learners only heard extracts with the aim of increasing their understanding of the diversity of English (Galloway & Rose, 2018). Consequently, the task only made stereotypes stronger as participants directly contrasted non-standard English against their target model (Galloway & Rose, 2018). Therefore, merely exposing students to a variety of English is not enough to have success with challenging stereotypes and raising awareness of the plurality of English.

Similarly, Fang and Ren (2018) also explored incorporating GE into the classroom via a course which was created to raise learners' awareness of the growth of English being spoken internationally and different viewpoints of ELT. Through the use of interviews and written reflections, Fang and Ren (2018) investigated participants' reactions to GE and found that students were more accepting towards non-standard forms if communication was successful. Furthermore, the participants gained a more critical viewpoint of English, were able to critically assess established linguistic views and stated that due to an awareness of the diversity of the English language, using solely a Standard English model in the classroom may no longer be sufficient (Fang & Ren, 2018). Hence this study demonstrated that by

informing students about different ideologies and the diversity of English, a teacher can increase learners' tolerance towards non-standard forms and encourage criticality. However, it must be noted that Fang and Ren did not attempt to measure their students' viewpoints on these topics before the course and therefore one cannot know for sure the true impact of the course on their opinions. Indeed, Fang and Ren (2018) recognise this limitation themselves and call for a study which uses a pre- and post-test research design to gain a better idea of changes in perceptions.

Sung's (2018) study based on ELF found some similar and differing results to those of GE focused studies. In Sung's (2018) study, the participants completed an activity where they had to communicate in an ELF scenario once a week and write reports and two longer accounts of their interactions. The task was used as a supplement to a module on professional communication which included content which made students more aware of ELF (Sung, 2018). Similar to Fang and Ren's (2018) study, Sung (2018) found that students demonstrated that they were aware of and more open towards the many types of English and also challenged the NS model in terms of its use in ELF communication. Dissimilar to previous studies was the fact that participants also had a raised awareness of the significance of accommodation techniques for efficient ELF interaction (Sung, 2018). Consequently, it can be deduced that the ELF approach may have a slightly different impact on students in comparison with a GE approach as it also raises awareness of useful techniques employed in ELF interactions.

Whilst empirical research about the practical application of ELF still remains fairly scarce, there have been a few studies with teachers as the focal point of their research which can provide some insights into pedagogical implications. Sifakis and Bayyurt's (2015) research involved an ELF teacher education program which included an application section where teachers practically implemented what they had learnt. Whilst there were no specific details given about the lessons or tasks that the teachers used within their ELF inspired lessons, the reported results of the practical application stage were that the students responded favourably to these lessons (Sifakis & Bayyurt, 2015). A suggested reason for this was that such lessons are more effective when they are created by teachers who understand their own class more than any other person (Sifakis & Bayyurt, 2015).

Following on from this, Rose and Montakantiwong (2018) provided a duoethnography of their teaching experience of a similar concept; English as an international language (EIL). EIL also involves the exposure of students to the plurality of English and the challenging of NS ownership of the English language (Mckay, 2012b). Rose noted how students reacted well to the new approach and how they questioned some ideas of Standard English (Rose & Montakantiwong, 2018). Interestingly, Rose also stated that the EIL approach in the classroom did not have an impact on students' performance in tests; in fact, there was some proof of larger gains in linguistic development than during the previous year (Rose & Montakantiwong, 2018). This study thus provides further evidence for the students' enjoyment of an approach which challenges EFL customs. It also shows that such an approach promotes students' more critical view of Standard English but does not lead to lesser linguistic ability.

In conclusion, many similar results have been reported about the incorporation of GE, EIL or ELF approaches in the classroom such as learners' more critical perspective of NS norms and an awareness of the priority of intelligibility over accuracy.

2.6 – Research Gap and Introduction to Study

In order to present the current study within the context of current literature, it is important to introduce how it will add to the research field.

Despite the research reported in this chapter, there is still a shortage of studies which have explored the effect of an ELF approach in the classroom (Dogancay-Aktuna & Hardman, 2018; Sung, 2018). In particular, multiple researchers have called for more action research (Jenkins, Cogo & Dewey, 2011; Griffiths & Soruç, 2019) which may lead to advances in ELF and pedagogy (Bowles, 2015). Sung (2018) also declares the need for research into students' perceptions of an ELF approach in the classroom. This would provide evidence for how enjoyable such a teaching approach is and what aspects may need to be improved. Apart from a focus on the practical implementation of an ELF approach, research is also needed which has a pre- and post-test design in order to see the impact, if any, of ELF on learners' opinions (Fang & Ren, 2018). This focus on attitudinal changes will help shed light on whether ELF pedagogical proposals and their theoretical impact on learners' attitudes are reproduced in reality. Therefore, the gap in the literature indicated by ELF researchers comprises of action research into the practical implementation of an ELF approach as well as research focused on attitudinal changes which also considers pre-course opinions.

This action research case study thus attempts to fill this research gap by incorporating an ELF approach in the classroom and investigating both students' perspectives of this approach as well as attitudinal changes towards ELT. In terms of students' perspectives towards an ELF approach, pedagogical proposals from ELF researchers will be practically implemented and data on learners' opinions will be gathered through written reflections and a post-course interview. As it is essential to pinpoint and exchange information about effective activities which introduce learners to the diversity of English (Lopriore & Vettorel, 2015), it is hoped that the reports of the course by the participants will also be able to shed light on any specific tasks which were effective or enjoyable. In regard to attitudinal changes towards ELT, pre- and post-course interviews and questionnaires will be used as a way of understanding any changes in perception of ELT caused by the study's ELF awareness raising course. Learners' opinions and post-course ELT preferences will then be used to make a decision about the appropriateness of an ELF approach in the researcher's context and the degree to which it will be incorporated in future teaching practice.

Thus, the aims for the study are as follows:

To explore the participants' reports of the study's ELF awareness raising course

To investigate whether raised ELF awareness results in attitudinal changes towards ELT

Chapter Three – Methodology

3.1 - Introduction to Methodology Chapter

In this chapter I will discuss the study's research design, participants, methods of data collection and analysis as well as quality criteria and ethical considerations. I will also consider the steps which were taken to minimise any limitation of decisions made about the study.

3.2 - Research Strategy and Design

Whilst quantitative research seeks the generalisation of data, the goal of qualitative studies is to select individuals who are able to give the researcher detailed data which can provide fresh insight into the topic of the research (Littlemore & Groom, 2011). Therefore, a qualitative research strategy for this study will enable me to gain rich data about an ELF approach in the classroom which may reveal new information. Moreover, if there is a scarcity of research about a field, qualitative enquiries are useful for investigating the unknown (Dornyei, 2007). Hence, due to the lack of previous research on the practical implementation of an ELF teaching approach and the study's aim of exploring individual participants' perceptions, a qualitative research strategy was chosen.

Following on from my decision to conduct a qualitative study to focus on individual participants' reactions rather than a broader analysis, I chose to conduct an action research case study to allow me both to implement the researchers' proposals in the classroom and to gain rich data.

Action research is “an enquiry, undertaken with rigour and understanding so as to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner’s continuing professional development” (Koshy, 2005:1-2). Hence, the goal of action research is to gather evidence which will then help the teacher-researcher to develop their teaching practice further. Whilst action research allowed me to practically incorporate an ELF approach into lessons to fulfil the aims of the study, I believe this action research study was also highly beneficial for my own teaching practice as it provided me with a deeper understanding of whether my own students enjoy an ELF teaching approach. Moreover, action research can also be socially beneficial as it results in the creation of knowledge which in turn develops our insight into a phenomenon (McNiff & Whitehead, 2003). Therefore, I believe that action research on an ELF approach in the classroom could also help others understand how to apply an abstract concept in reality and could therefore lead to social benefit by spreading the reported benefits of ELF throughout lessons worldwide.

As well as being an action research study, this study is also a case study. A case study is “typically the detailed and intensive examination of one or a very small number of cases” (Bryman & Becker, 2012:225) and thus for my study only four cases were selected. Moreover, in case studies, dissimilar to group research, a researcher is able to concentrate on individual participants and can examine the similarities and differences between participants in their specific setting (Mackey & Gass, 2015). In the case of my study, this was done first via a detailed analysis of the data arising from each individual case and then consequently cross-case analysis to explore any differences or parallels between

participants. Furthermore, such an in-depth analysis of an issue within a specific setting may be useful for researchers who wish to execute studies of the same ilk in another context (Duff, 2007). Indeed, I believed that a detailed analysis would help other teachers who wish to incorporate ELF in their specific context and, similar to the advantage of action research, may lead to social benefit.

3.3 - Participants

This study concentrated on four participants (Daisy, Carl, Helen and Louise) who had been taking regular 1-2-1 EFL lessons online with the researcher and who have an upper-intermediate to advanced level of English. A pre-course questionnaire provided the researcher with information on the participants' language learning background; the results of which will be partially used here to give the reader more detailed information about the participants. Daisy is from Russia and has been learning English for 20 years. Louise is Argentinian and has also been learning English for 20 years whereas Carl is Italian and has been studying the language for 15 years. Helen is from Spain and she has been learning English for the shortest amount of time, 7 years. Carl, Helen and Louise's first language is Spanish whereas Daisy's mother tongue is Russian. All participants need English to communicate with NNSs with the majority also needing English to interact with NSs. Hence, the participants appear to partake in ELF communication frequently, in particular with other NNSs. Moreover, their reasons for learning language mostly include for work, studying, communication with people in other countries or for personal interest and some of the participants also indicated in the pre-course questionnaire the importance of learning English for them.

3.4 - Data Collection Methods and Procedures

3.4.1- Questionnaire

As previously mentioned, a pre-course questionnaire (See Appendix 1) was given to the participants which gathered information such as their goals for English language learning and the frequency with which they spoke English with native / non-native speakers. In addition to this information, a construct adapted from Saito *et al.*'s (2019) questionnaire which focused on metacognition of successful communication was also included. In this construct, participants rated the importance of six different aspects for successful communication. Three of these aspects referred to aspects of importance for the EFL paradigm whilst three other elements were aspects which are more highly valued in the ELF paradigm. This construct was also completed again as part of the post-course interview to see if an ELF approach in the classroom had an impact on the participants' view of crucial elements for successful communication and hence view of ELT. As questionnaires need to be as easy as they can to answer as the researcher will not be there to guide the participants (Park, 2012), the remaining constructs were formed of very simple background information questions and the more complicated construct of metacognition was adapted from a questionnaire which had previously been successfully used. The main disadvantage of using questionnaires is that one can only gain a shallow overview of complicated constructs (Wagner, 2010), however in the case of this study, this questionnaire was used as part of a case study approach where multiple data collection tools were used to gain a more detailed picture of the phenomenon.

3.4.2 - Interviews

Pre- and post-course semi-structured interviews (See Appendix 2 for written guide) were conducted during the study. The aim of these semi-structured interviews was to gain data concerning the participants' views of ELT to observe whether these attitudes changed as well as to gather data about the participants' reactions to the course. As a written guide allows the interviewer to consider beforehand clear questions which do not influence the interviewee to respond in a certain way (Harding, 2013), I decided to conduct semi-structured interviews. Moreover, with semi-structured interviews, despite having a written guide, the researcher can still elicit additional information or deviate from the main topic (Mackey & Gass, 2015). Therefore, there was an element of freedom for the researcher in the semi-structured interview whilst being supported by a carefully thought-out written guide. However, the researcher needs to be aware that they can sometimes follow the interview guide too rigidly (Harding, 2013) and therefore I ensured that I did not use the written guide too inflexibly.

3.4.3. - Lesson Tasks

For my ELF course, I focused on aspects and tasks proposed by researchers such as critical language awareness as well as teaching about strategies used in ELF communication. Each one hour session concentrated on different aspects, for example, lesson 1 focused on challenging NS norms as well as the international spread of English, lesson 2 on an introduction to ELF and accommodation skills and lesson 3 on ELF accommodation strategies including a focus on code-switching (See Appendix 3 for lesson plans). As according to Bowles (2015) pre-discussion language tasks based on ELF topics can improve the student's

ability to partake in discussions, my lessons therefore revolved around students completing pre-discussion reading and listening tasks based on ELF topics followed by discussions of the issues addressed in the materials. The hope was that this structure would result in improved languaging processes as students were encouraged to discuss ELF concepts and therefore this would enable them to better understand issues targeted as part of the course.

Furthermore, the listening materials used included both NSs and NNSs with the vast majority of clips being examples of ELF communication. Hence, the participants were informed of ELF via reading and listening exercises and were exposed to real-life examples of ELF interaction. Moreover, as an ELF approach does not view abiding by NS norms as important (Jenkins, 2006), as part of my error correction, I focused on achievement of successful communication rather than accuracy according to NS norms. Thus, I only probed my students to correct themselves when they made a mistake which meant that I could not understand their speech.

3.4.4 - Written Reflections

After each class and after the course (see Appendix 4 for prompts), each participant wrote a written reflection about the lesson / course. The aim of this data collection tool was to gather data about my students' perceptions of the course. There are many benefits of using written reflections as a data collection tool. For example, such reflections may provide insights into the learning experience which the researcher may not have considered as questions for other data collection tools such as questionnaires (Allwright & Bailey, 1991). This means that I was able to give my participants more freedom to express their thoughts freely on the ELF course. By doing so, I was also able to use a more targeted data collection

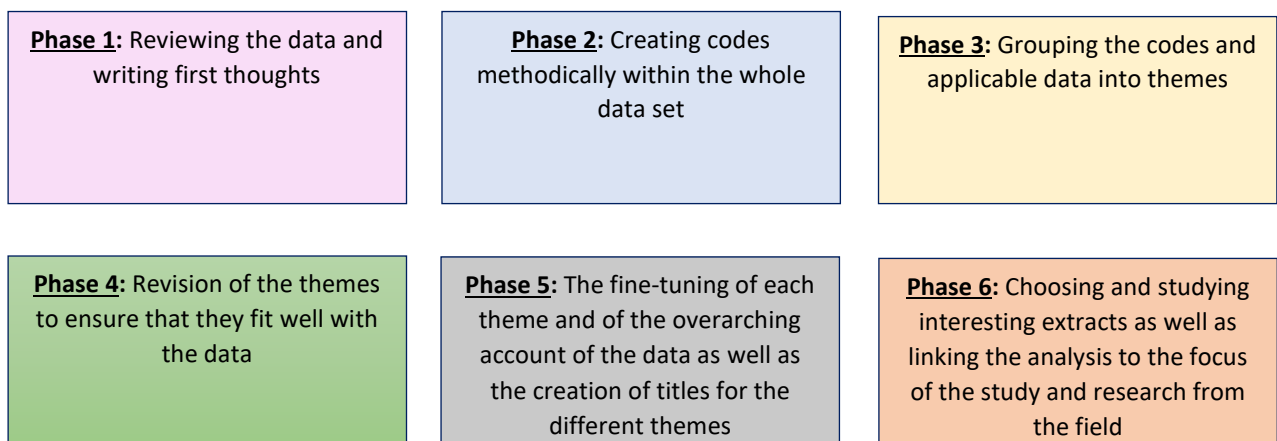
method, the post-course semi-structured interviews, to probe my participants further about any poignant remarks they made in their written reflections. Furthermore, this type of data collection tool can also show how opinions and thoughts have altered during a time period (McNiff & Whitehead, 2002). This was particularly interesting for my study as I was able to see whether a particular task or lesson was particularly significant for my students. One of the main issues, however, with diary studies such as written reflections, is that participants may incorrectly complete them because of issues with remembering (Krishnamurty, 2011). Hence, I asked my participants to complete their written reflections immediately after each lesson in order to reduce this problem.

3.5 - Methods of Data Analysis

The first step in data analysis was preparing the data and therefore the interviews were fully transcribed (See Appendix 5 for example transcripts). If the researcher is focused on the content of the interview and not how the interviewee speaks, it is not necessary to include imperfections such as false starts and repetition of words (Dornyei, 2007). Hence, I transcribed the data omitting these features as I was only concerned with the content of my interviews. The remaining data from the written reflections and the questionnaire were already prepared for analysis. In terms of the questionnaire data, the qualitative background information gathered was used to inform the data analysis by providing a deeper insight into the participants' language learning background. Moreover, the questionnaire construct on successful communication was used as a prompt for discussion in the post-course interview and to measure any attitudinal changes as data gathered from this construct in the pre-

course questionnaire was contrasted against answers to the post-course questionnaire construct.

In terms of data analysis of the written reflections and the interviews, I used thematic analysis which relates to “a method for identifying, analysing and reporting patterns (themes) within the data” (Braun and Clarke, 2006:79). There are many benefits of thematic analysis such as allowing the researcher to deal with significant quantities of data at the same time as being able to maintain closeness to the data (Lapadat, 2012). The use of this method therefore enabled me to manage the vast amount of data created through the different data collection methods without losing sight of the original data. Moreover, I used an inductive approach to coding which allowed the main themes to be grounded in the data (Lapadat, 2012) and I felt that an inductive approach also increased my ability to remain consistently close to the data. In terms of the steps I took to complete the thematic data analysis, I followed the instructions laid out by Braun and Clarke (2006) and therefore completed the thematic analysis in the following manner:



(Braun & Clarke, 2006)

I analysed the data using this method on a case-by-case basis initially and then across cases to see if similar or different themes appeared overall. In terms of the pre-course and post-course interviews, analysis for the pre-course and post-course interview was reported separately to explore whether there was any attitudinal change.

3.6 - Quality Criteria

Within the qualitative research paradigm, researchers need to consider the credibility, transferability, dependability and confirmability of the study. Credibility refers to the extent to which results are plausible, transferability to how far the findings can be generalised to other situations, dependability to the trustworthiness of the study's results and confirmability to how far the results can be substantiated (Brown & Rodgers, 2002).

According to Richards, Ross & Seedhouse (2012), transferability can be improved through a detailed account and analysis. Whereas, Brown and Rodgers (2002) suggest that data triangulation can increase dependability, credibility and confirmability. I therefore described my data collection processes, my data analysis and findings in as much detail as possible to increase the transferability of my results. In order to increase the credibility, dependability and confirmability of my research, I used two types of triangulation; methodological and time. The former involves different methods of data collection being employed (in my case interviews, written reflections and questionnaires) and the latter refers to collecting data at different and numerous points (i.e. the study's pre- and post-course interview and post-lesson written reflections) (Brown & Rodgers, 2002). These different strategies should ensure higher credibility, transferability, confirmability and dependability of my study.

3.7 - Ethical considerations

In any study, there are some ethical considerations and guidelines to abide by. For example, before the study begins, participants need to voluntarily give their consent and be informed that such consent may be revoked at any time during the study (British Educational Research Association, 2018). Furthermore, all participants should know to the best of their ability what being a participant of the study will involve i.e. why they are needed as participants, what the researcher will request they do, what the researcher will do with data gathered from them and the way in which and to whom the data will be presented (British Educational Research Association, 2018). In order to fulfil these essential ethical considerations, I asked my participants to complete a form which asked for their consent and explained their right of withdrawal (See Appendix 6). I also gave them an information sheet about the study (See Appendix 7) which provided them with details of the data collection process and dissemination of results. As the information and consent forms were in English and not in the mother tongues of my students, I informed my students that they could contact me at any time if they had any queries.

Furthermore, in regard to action research and case studies, there are a few extra ethical considerations that a researcher needs to take into account. For example, in both case study and action research it may be more problematic to conceal participants' identity (Koshy, 2005; Duff, 2007). Hence, in order to keep the identity of my participants confidential, I omitted any identifiable data from the final report and gave my participants pseudonyms. Moreover, another ethical aspect to take into consideration revolves around the power dynamics between the researcher and the participants as the researcher will also have the

role of teacher. According to Harding (2013), in such scenarios where the researcher conducts an interview with their own pupil, the researcher must fully understand that they may potentially influence the participant due to power dynamics. I therefore encouraged my students to be as honest as possible with me before and during the interviews and reassured them that I was only interested in their personal opinion. Moreover, written reflections also functioned as a means of gathering data without the presence of the researcher and therefore without the power dynamics which might have affected the participants' responses in interviews, despite efforts to reduce them.

3.8 - Conclusion

To conclude, this study was an action research case study which focused on four participants who partook in three online 1-2-1 lessons based on ELF. To gather data about the participants' perceptions of the course and ELT, pre- and post-course interviews, a pre- and post-course questionnaire and written reflections were used. As the study gathered qualitative data, thematic data analysis was used to analyse the data in order to find overall themes within the data. Furthermore, to increase trustworthiness, credibility, confirmability and dependability, detailed descriptions of the study were provided as well as data triangulation. Moreover, to reduce any ethical issues, participants were fully informed about the study and their right of withdrawal.

Chapter 4 – Findings and Discussion

4.1 - Introduction to Chapter 4

In this chapter, findings from the multiple sources of data collection will be reported in response to the study's two research questions. This chapter will also include a discussion of the findings in reference to key research and theories on ELF. The chapter will then conclude with an overview of the key findings and their significance.

4.2 - RQ1: What do the participants report about the ELF-awareness raising course?

The data revealed three main themes concerning reports about the course; greater ELF awareness, positive aspects of the course and negative aspects of the course. The themes will be split into subthemes for a more detailed analysis (see Appendix 8 for thematic map).

It is the researcher's hope that the results will provide greater insight into the implementation of an ELF approach, however, due to the small sample size and specific context of 1-2-1 lessons, these results may not be generalisable.

4.3 - Greater ELF awareness

The participants mentioned two key aspects in regard to ELF-awareness in their written reflections and interviews; different ELF concepts and the fact that they had never considered such concepts before. These two aspects will be explored in further detail as part of an exploration of two subthemes – previous lack of awareness and raised ELF awareness.

4.3.1 - Previous lack of awareness

Overall, the participants demonstrated their lack of ELF awareness previous to the course. For example, many participants mentioned how they had never thought about the course topic before: “it’s something I never have think of” (Carl, I2) or that they now had increased language awareness: “It made me understand better how languages work” (Louise, WR4). This previous lack of awareness could be explained by their attendance of EFL lessons before the study which are based on the idea of the NS as the model for language learning (Jenkins, Cogo & Dewey, 2011) as well as materials focussing on the accuracy of linguistic forms (Swan, 2017). It is, therefore, not surprising that students were previously unaware of ELF concepts as the main underlying concepts of EFL are paradoxical to those of ELF. It is, however, interesting to note that all participants did demonstrate an awareness of the use of ELF in pre-course interviews such as “you need to speak a common language and this common language is English” (Louise, I1) and English is “our only thing in common, our only language in common” (Helen, I1). Hence, whilst before the course, participants were aware of the use of English as a common language for communication, they did not have an explicit awareness of how this may affect ELT or more detailed knowledge of ELF.

4.3.2 - Raised ELF Awareness

However, by the end of the course, all participants had more explicit awareness of different ELF concepts. In particular, there was one aspect that all participants reported having learnt about; accommodation skills. For example, Daisy pinpointed the role of adapting to the interlocutor as she learnt “it is also important to communicate with other people taking into account their level of English” (Daisy, WR4) and Helen specifically referred to the importance

of accommodative strategies “Sometimes we do not realize that the techniques we use are important to make us understand” (Helen, WR2). This shows that an ELF approach in the classroom which includes a focus on accommodation strategies can not only teach students about the strategies but can also raise awareness of their importance for effective communication. It is interesting to note that whilst all participants mentioned accommodation strategies, Louise referred to such techniques with more frequency than any other participant, noting that that the course “gave me different strategies to have a successful communication with my colleagues at work (native and even non-native speakers)” (Louise, WR4). Here, Louise not only demonstrates her understanding of the utility of such techniques in ELF communication but also shows her desire to use them in a real-life scenario. Data from the pre-course questionnaire also showed that Louise is the participant who uses ELF the most and therefore this could mean that she is more able to relate these strategies to her immediate needs and previous experience.

The participants’ focus on accommodation strategies also mirrors results from Sung’s (2018) study in which participants were more aware of the significance of accommodation techniques for effective interaction. An explanation for increased awareness in terms of this specific course could be the video tasks which asked learners to identify any communication strategies used in accordance with Lopriore and Vettorel’s (2015) pedagogical proposal. The explicit focus on identifying strategies within the context of real ELF communication could have therefore raised students’ understanding of their importance within ELF interaction.

Other key concepts that were mentioned by participants include the concept of NSs being unsuccessful communicators “sometimes even with native speakers communication cannot be successful” (Daisy, WR4), accuracy being of a lesser importance “we can have a successful conversation even if we don’t have a perfect pronunciation” (Louise, WR4), the diversity of English “I learnt [...] the different type of English” (Helen, WR4) and challenging the idea of NS ownership over the language “the volume of non-native speaker is going to impact in the English language” (Carl, WR4). Consequently, all participants demonstrated raised ELF awareness as they referred to various fundamental concepts of ELF in their written reflections and interview answers, showing that the course was effective in increasing the participants’ understanding of ELF. These results echo findings from other empirical studies on GE instruction such as Galloway and Rose (2018) whose participants were more aware of the plurality of English as well as Fang and Ren’s (2018) research which found that participants also felt that communication was of higher importance than accuracy and challenged the NS model. However, it is important to note that not all participants showed a high level of ELF awareness as Daisy only mentioned vaguely that she “learned [...] new concepts of using English” (Daisy, WR4) and only specified two ELF aspects. In contrast, other participants reported learning about a larger quantity of various ELF concepts and were more explicit in their descriptions of their newfound knowledge. Therefore, an ELF approach to the classroom may lead to increased ELF awareness, however, to varying degrees.

4.4 - Positive Aspects of the Course

Another main theme which arose from the data were many positive reports about the course and specific tasks. In this section, I will discuss three main subthemes; enjoyment of the course, tasks which developed skills and effective tasks.

4.4.1 - Enjoyment of the Course

The course received positive comments in the written reflections (WR) and interviews from all of the participants. Carl, Louise and Helen were particularly positive, made multiple positive comments and described the course as “great” (Carl, WR3), as not needing improvement “I can not think of any improvement regarding to this course” (Helen, WR4) and as “amazing” (Louise, WR1 and 2). In comparison, Daisy’s reaction was slightly less positive when comparing the number and content of comments such as “in general, it wasn’t boring” (Daisy, WR2) and her most positive comment “very interesting and new content” (Daisy, WR4) against the other participants’ descriptions. Perhaps this perceived slightly lower enjoyment of the course could be linked to Daisy’s lower explicit ELF awareness as this may have prevented her from fully benefitting from the lessons. Generally, however, all participants mentioned enjoying the course which was also the case in Sifakis and Bayyurt's (2015) ELF study and Rose and Montakantiwong's (2018) EIL study. Therefore, this study provides further proof that an ELF approach in the classroom can be highly enjoyable for students.

A reason for such enjoyment of the course was the wide variety of tasks which were used during the lessons. For example, Helen stated “Time flies when you are doing different tasks

and that means I have enjoy the class” (Helen, WR2). Similarly, despite her slightly less enthusiastic response, Daisy also mentioned enjoying the variety of tasks as “it was very interesting because we did so many exercises” (Daisy, I2). These positive comments about the different tasks which were completed during the course demonstrates that participants enjoyed learning about the concepts through a variety of different activities rather than solely focusing on one task type. However, another explanation for this enjoyment could be that ELF tasks made by teachers, who have a unique understanding of their own classroom, function better (Sifakis & Bayyurt, 2015). Therefore, as the tasks were designed whilst taking the context into consideration, enjoyment came from not only the variety of these tasks but from the completion of the tasks themselves.

4.4.2 - Development of skills

There were also positive comments about the tasks helping to develop the participants’ listening and speaking skills. For instance, both Louise and Daisy mentioned enjoying tasks which allowed them to practice their listening and speaking skills “I enjoy all the tasks, specially the videos, as they not only help me improve my listening skills” (Louise, WR4) and “I enjoyed tasks with speaking and listening practice” (Daisy, WR4). This shows that an ELF awareness raising course may develop language skills and ability which can be an enjoyable experience for the students. This matches results from Rose’s (2018) experience with the implementation of a similar pedagogical approach in the classroom (Rose & Montakantiwong, 2018). Therefore, language development can still occur in ELF lessons which have a stronger focus on communicative effectiveness. However, it must be noted that in this study, participants only reported the development of their listening and speaking

skills whereas in Rose and Montakantiwong's (2018) EIL research, students demonstrated a raised language ability in tests.

Whilst Louise and Daisy mention both listening and speaking practice, Carl's focus throughout the WRs and interview was mainly on the discussion tasks. For example, in his WRs, he stated "I really like the lesson, probably because was full of discussion" (Carl, WR3). When probed further about this, Carl reported that he thought they were important "because it push me to, I don't know, to express my ideas" (Carl, I2) and "because you are asking me or the student to express an idea that maybe we hadn't read or we hadn't said and that's difficult. At that moment you have to think more and say words in various way" (Carl, I2). The fact that Carl is being challenged by the discussion questions to reflect more as well as to express his ideas links to two theories; languaging and the role of output on SLA. As Carl is producing output or languaging about language and reflecting more, he may be able to gain more understanding of the concepts and thus develop his ELF awareness. Furthermore, Carl's awareness of his difficulty in producing output links to Swain's (1998) theoretical proposal that production of language may lead to processes such as noticing any issues with language ability. Output, therefore, leads to increased language ability (Swain, 2000). Consequently, the difficulty that Carl faces during these discussions may enable him to be more aware of his linguistic problems and thus help facilitate SLA processes and his language learning. Hence, whilst it has been claimed that ELF "would appear to contradict and misinterpret the nature of language learning and second language acquisition" (Kuo, 2006:216), Carl's comments show that such an approach in the classroom does not mean that SLA theory is completely foregone.

4.4.3 - Effective tasks

As Lopriore and Vetterol state “it is thus important to identify, implement and share successful activities, tasks and materials that promote and sustain learner awareness of different instantiations of English”(2015:18). Hence, this study offers teachers and fellow researchers an insight into the task types which were particularly effective in achieving raised ELF awareness.

Certain tasks were mentioned by students as being effective in facilitating their learning and helping them process the content of activities. For example, a commonly mentioned task was the first introduction task of lesson 2 and 3 which was a simple revision of the previous lesson’s content. This activity was referred to as “helpful” (Daisy, WR3), as “handy to refresh concepts” (Carl, WR3) and as a task which “helps you to remember the things that you learnt” (Helen, I2). This shows that using a simple review of concepts from previous lessons was useful and also facilitated learning course content. Moreover, other tasks were also mentioned by the participants as being effective in helping them consider content on a deeper level. For Daisy, a reading task requiring her to find sections of the text to support her answer was particularly successful and enjoyable as “it made me think twice about the answer and don’t answer randomly” (Daisy, WR2). The need to consider more deeply the content of the text could mean that she processed the information on a deeper level, rather than arbitrarily answering. Louise felt the same way about the video task from the first lesson where she had to complete sentences about the video without transcribing the audio word for word. She stated that this task “made me reflect what he meant, and not only focus on listening and copy exactly what I heard” (Louise, WR1). Hence, a reflection task at

the beginning of the lesson was deemed helpful and facilitative of learning whereas the reading and listening tasks functioned as a means of processing content more deeply.

Such exercises before discussion tasks may facilitate students' understanding of the subject and discussion and as a consequence, they will have higher ELF awareness (Bowles, 2015). Hence, the aforementioned tasks which helped the participants learn, understand and reflect on the course content may have improved their ability to partake in discussion tasks and therefore languaging processes, leading to higher ELF awareness. Interestingly, however, whilst individual tasks which facilitated learning were specified, the variety of tasks were also mentioned as a factor which helped the participants to process and learn new information. Daisy mentioned the ease with which she could refer to concepts and thoughts afterwards due to the different exercises and mentioned that "nowadays I can remember 80% I guess of the whole information and it's pretty good" (Daisy, I2). Whereas for Helen, as having a variety of tasks is more enjoyable, they are "better to understand and learn quickly if you compare doing the same exercise, the same everyday" (Helen, I2). Therefore, both participants felt that the wide variety of activities helped with retention of course content as well as understanding of new ideas. This suggests that not only do ELF courses need to use language activities to help students process the course content and promote languaging but also a wide range of tasks to ensure successful learning.

4.5 - Negative Aspects of the Course

There were particular criticisms and suggestions for improvements made about the course by the participants. In this section, I will discuss specific tasks which were disliked by the participants as well as some suggested improvements.

4.5.1 - Disliked Tasks

Whilst imparting knowledge about successful tasks is key (Lopriore & Vettorel, 2015), it is also essential to share tasks which were disliked to ensure that future ELF courses are as effective and enjoyable as possible for students.

In this study, the majority of the participants mentioned tasks which they did not enjoy, although these tasks depended on the participant. For example, Helen and Daisy disliked tasks requiring guesswork or memory recall. When asked about such tasks, a lack of ability and frustration were pinpointed by Helen as key aspects for such unenjoyment “The ones I liked the least are those of guess because I’m pretty bad at doing them and I do not like the ones that give you the definitions and you have to know the specific word because sometimes you know how to explain it but you do not remember the word which is frustrating,” (Helen, WR4). Similarly, Daisy expressed a feeling of stress when she had to complete this type of tasks due to pressure to find the correct answer in a timely manner. “Personally, I do not like this type of tasks, because it is expected from me that I’ll find a good definition, or I am aware of a problem. Sometimes I experience that feeling that I don’t have any proper word in my mind right now, so I keep silence” (Daisy, WR1). Both participants focus on the idea of needing the proper or specific word which then provokes a

sensation of stress or frustration as they feel unable to do so and in Daisy's case, this results in her not answering the task. Whereas for Helen and Daisy, tasks provoking stress were disliked, Carl critiqued a task due to its inappropriate level. He found the video task from lesson 1 "a little flat" (Carl, WR1) and repetitive as he "didn't find the video difficult enough" (Carl, WR4). Consequently, certain tasks were disliked due to causing stress for the participants or them being at the incorrect level. It is, however, difficult to compare these results against previous findings from studies based a GE / EIL / ELF approach (e.g. Sifakis & Bayyurt, 2015; Fang & Ren, 2018; Galloway & Rose, 2018; Rose & Montakantiwong, 2018; Sung, 2018) as there has been a paucity of research concentrating on the practical implementation of an ELF approach. Therefore, these criticisms function as a means for teachers or researchers to understand possible task types which may not function well in this context.

It is important to note, however, that some of the participants recognised that their dislike for these tasks was based upon their own personal preferences. For example, Helen did not criticise the task itself, more her criticism was based on her personal dislike of tasks involving memory recall as she is "hopeless at this but it's my problem, not everybody's problem so that task was good" (Helen, I2). Whereas Daisy mentioned that such tasks using memory or imagination could be advantageous for some students as they need to actively engage in the lesson and, therefore, "they don't feel that everything should be done somehow during the lesson by the teacher" (Daisy, I2). Indeed, the idea that such tasks may be more beneficial and enjoyable for some students is supported by the fact that whilst a task was criticised by one participant, it was normally praised by another participant. For example, Carl was

particularly positive about a task which required memory recall as Louise was about the “very good” (Louise, I2) video task that Carl criticised. Therefore, whilst tasks involving imagination / memory recall and a specific video task were criticised, this criticism was normally based upon personal preferences or the task level, rather than the task type itself. This gives weight to Bayyurt and Sifakis’ (2015) aforementioned reasoning for participants’ enjoyment in that course enjoyment derives from tasks which fit the context. In this case, a couple of the tasks did not fit the individual student’s context i.e. preferences / level and were therefore disliked.

4.5.2 - Suggestions for improvement

All of the participants, apart from Helen, suggested ways to improve the course when asked as part of their post-course WR or interview. Interestingly, their suggestions tended to echo two contrasting paradigms within ELT; ELF and EFL.

Daisy based her many suggestions on the EFL concept of accuracy according to NS norms. She mentions both in her WRs and in her post-course interview about the need for more correction and help to sound “more natural (as a native)” (Daisy, WR2). Moreover, she states the need for feedback such as “you didn’t do this correctly or at your level you should make less mistakes [...] like negative and positive” (Daisy, I2). These comments show that Daisy is focused on producing accurate language according to NS norms and that for her, the ELF course lacked this same focus. Building on this, her suggestions for additional tasks also concentrate on NS language and accuracy such as “new vocabulary when people for example in England are talking about this topic, they use this language” (Daisy, I2) and

“those tasks where you have to find a mistake” (Daisy, WR4). This desire for native-like language indicates an affiliation with the EFL view of ELT where linguistic forms which are different to NS norms are viewed as incorrect (Jenkins, 2006). Hence, Daisy’s suggestions for improvement involve a stronger focus on accuracy and the NS model which alludes to a EFL view of ELT. A potential reason for this viewpoint could be due to Daisy’s more frequent communication with NSs (4 times a month) than NNSs (2 times a month) as indicated in her pre-course questionnaire and hence her communicative needs are more NS-oriented.

In stark contrast, Louise and Carl’s suggestions for improvement do not focus on NS language. They both mention the need to adapt the course depending on the student’s level and preference for tasks. Of course, for Carl, one of the most probable reasons for this is his criticism of the video task and therefore he recommended the adaptation of the course “to the different levels of English of the students” (Carl, WR4). However, another reason for his suggestion is more explicitly linked to an ELF concept as he mentions that “we have talked about adapting to different people, the other interlocutor, maybe if the course could adapt to the ones who are interviewing” (Carl, I2). Hence, Carl makes a direct link between the ELF concept of adapting speech and adapting lessons according to the student. Interestingly, Louise also mentions the need to adapt lessons to students as she writes “every student has different abilities, interests and needs. That’s why I think that the teacher should adapt the lesson for each person” (Louise, WR4). Therefore, Carl and Louise both suggest adaptation of the lesson for the student; an idea which was sparked for Carl by his raised ELF awareness. This tentatively suggests that while ELF and similar courses can challenge NS norms and raise awareness of the plurality of English (Fang & Ren, 2018; Galloway & Rose, 2018; Sung, 2018);

ELF courses may also have an impact on the learner's view of language learning in terms of course structure and focus.

4.6 - RQ1 Findings Conclusion

Overall, the data and main themes have shown that the ELF-awareness raising course informed participants about ELF and was enjoyable. However, as both the researcher and practitioner, it is important to note that despite being encouraged to answer questions as honestly as possible, the participants may have felt influenced to write or say positive comments due to unavoidable power dynamics. Furthermore, some suggestions for improvements demonstrated the participants' views of ELT as Daisy recommended a stronger focus on the NS model whereas Carl proposed a suggestion based on an ELF concept.

4.7 - RQ2: Does the ELF-awareness raising course change the participants' perception of ELT?

In order to answer this research question, main themes arising from the pre- and post-course interviews will be analysed in order to see if there has been any change in perception. Results from the pre- and post-course questionnaire construct about successful communication (as described in the methodology chapter) will also inform analysis as well as literature from the research field. The two principal themes which will be reported are an ELF view of ELT and an EFL View of ELT with the sub themes demonstrating pre- and post-course perceptions (see Appendix 8 for thematic map).

4.8- An ELF View of ELT

Overall, only Daisy does not feature at all in this theme as she has a more EFL view of ELT; an aspect which will be analysed later in more detail. The other three participants all demonstrate a pre-course implicit ELF view of ELT to varying degrees; implicit due to the fact that in WRs and interviews the participants mentioned never having considered ELF concepts previously.

4.8.1 - Pre-course implicit ELF view of ELT

In the pre-course interview, both Helen and Louise demonstrated an awareness of the importance of successful communication when discussing the goal for ELT. For example, Helen described “a normal English, a plain English which can help you to talk with everyone” (Helen, I1) as for her “the main thing is to talk with everyone” (Helen, I1). Similarly, Louise also expressed that the target for ELT should be “to communicate with anyone in the world” (Louise, I1), thus demonstrating the two participants’ ELF-like view of the importance of effective communication.

Whilst Helen and Louise focus on successful communication, Carl recognises that models for language learning other than the NS model exist. For example, when queried about the target for ELT, Carl answered “I don’t think there is one particular model, there are people with different needs” (Carl, I1). Thus, Carl shows that he does not subscribe solely to an EFL view of ELT and is aware that the model for language learning may change depending on particular learners’ needs. Moreover, he continues to state that “but of course when you

start from zero you have your structures you probably is helpful to follow” (Carl, 11). This statement can be interpreted in two ways; one could determine that by this statement, Carl was either referring to the need for accuracy or that whilst at the beginning structures are helpful to follow, at a later stage they may be less important. Overall, however, Carl’s realisation of the existence of different models for ELT demonstrates an awareness that the NS may not be the only model for language learning.

The fact that three of the participants already demonstrate awareness of an ELF, albeit implicit, view of ELT shows that previous studies’ research into the effect of ELF, EIL or GE approaches to the classroom may not show such drastic changes in the students’ perceptions as first thought. Indeed, as mentioned in Chapter 2, Fang and Ren (2018) acknowledge this by stating the necessity for research which measures participants’ pre-course perceptions as a means of comparison against their post-course perceptions of ELT and English. Interestingly, despite the fact that students do not learn about the real use of English and therefore do not have many options for the ELT target (Chan, 2016), the three participants show an awareness of other goals / models apart from that of the NS.

4.8.2 - Post-course ELF view of ELT

Overall, after the course, Carl, Louise and Helen demonstrate a stronger ELF view of ELT than shown in the pre-course interviews due to their post-course view of the priority of communication over accuracy. Furthermore, personal language goals and results from the questionnaires demonstrated a strengthening of an ELF perspective of ELT.

All three participants viewed successful communication as being primordial for language learning and accuracy of lesser importance. For example, for Louise, the target for ELT is “to be able to communicate in English, not to reach the best pronunciation, the best grammar, the best vocabulary, only to be able to understand whatever people are saying and to be able to communicate what you want to say” (Louise, I2). By stating that the main goal is to communicate rather than highly accurate English, Louise shows her ELF perspective of ELT. Carl also demonstrated the same ELF view by saying some grammar rules do not help communication and so “there is no real reason to use them” (Carl, I2). However, whilst Carl and Louise’s change in perspective was more implicit and interpreted through their comments, Helen states this explicitly in her post-course interview; “For me at first I just thought about learn English in a following the rules without mistakes, using grammar perfectly but right now I know it’s important but sometimes [...] it’s more important other understand each other”(Helen, I2). Therefore, whilst the importance of communication was previously mentioned, all three participants now state that communication is the priority over accuracy. This finding replicates results from Fang and Ren’s (2018) empirical research and Galloway and Rose’s (2018) study as participants became more tolerant towards forms other than Standard English.

In terms of personal goals for ELT, during the pre-course interview, the majority of participants wanted to obtain the NS goal. However, in both the pre- and post-course interview, Louise’s personal goal for ELT was more ELF-aware as she wanted to be able to communicate with her colleagues and speak fluently; “so my goal is to be fluent nowadays and to be able to understand everything what they are saying” (Louise, I2). This personal

language learning goal reveals Louise's more consistent ELF view of ELT and therefore her view of ELT may not have been drastically changed by the course. Whilst Louise continues to have the same goal, during the post-course interview, Carl changed his personal goal from having accurate language to being confident in communication. A change in this goal and the continuation of Louise's goal of successful communication could be due to the fact that they both demonstrate an awareness of the inadequacy of the NS goal in their post-course interviews. For example, Louise uses her personal experience as she mentions that even Spanish speakers who are supposed to be an exemplar for others do not use the language perfectly "everybody speaks so bad here" (Louise, I2). Whereas, Carl shows an understanding that the NS model may be inappropriate for some as he says "I think you need to make conversations, if you pretend that everyone speak like a native speaker, you won't be able" (Carl, I2). Hence, the NS model is explicitly challenged and therefore both participants demonstrate an awareness of its inadequacy as a goal. This may be due to tasks from lesson 1 which were aimed at challenging NS norms such as Sung's (2015) suggestion to consider who "owns" English with students.

Results from the post-course questionnaire construct also show a change in the participants' perception of ELT. All three participants gave the ELF focused aspects (comprehensible English regardless of accentedness, adapting speech to the interlocutor and communication strategies) the highest rating in terms of their importance for successful communication. These ratings also correspond with comments made during the interviews by the three participants about the importance of different ELF aspects for successful communication. For example, Carl refers to adapting to the interlocutor as important for successful

communication; “if you adapt it [your speech] you have a more successful communication” (Carl, I2), Helen to how it is better to use “comprehensible English instead of use a sophisticated accentness which nobody is going to understand” (Helen, I2) , whereas Louise states that strategies for communication are “the most important” (Louise, I2). Therefore, all of the participants felt that the ELF concepts were highly important for successful communication. Furthermore, all participants rated at least one EFL focused element lower in their post-course questionnaire than in their pre-course questionnaire, demonstrating the weakening of their EFL views. The higher ratings given to ELF aspects and lower ratings for EFL aspects shows the participants challenged the appropriacy of NS norms for successful communication as did participants in Sung’s (2018) study. However, whilst this does demonstrate a change in perception to a more ELF aware view, it is important to note that some EFL aspects were still highly rated. For example, Helen rated all six factors very highly, giving all aspects either an 8 or a 9 (the highest rating). These questionnaires therefore show a more mixed viewpoint of ELT, rather than a clear ELF view. Indeed, this mixed view reflects Sifakis’s (2019) statements on the aim of ELF not being a replacement for EFL but to be combined with it.

What this study shows is that participants may not have such a low awareness of ELF concepts as previously assumed, however it does also provide additional evidence of explicit ELF awareness resulting in a more ELF-aware view of ELT. Although, one cannot claim that the participants have a solely ELF view of ELT.

4.9 - A EFL View of ELT

In this section, the participants' EFL views of ELT will be discussed to see whether these views change post-course. Whilst some of the participants demonstrated a more EFL view of ELT in terms of their personal goals and ways of learning English in the pre-course interview, there was one participant that stood out as a supporter of this view of ELT; Daisy.

4.9.1 – Pre-course EFL view of ELT

Three participants' EFL view of ELT was shown via their desire for EFL learning goals such as accurate language and the NS as the target for language learning. For example, Daisy wanted "to speak like a native speaker" (Daisy, I1) and felt that the NS should be the model for ELT. A possible reason for this viewpoint is that she perceived mistakes as preventing communication: "when I do mistakes in pronunciation or in grammar, people can understand me in a different way so this is a lack of communication" (Daisy, I1). Therefore, for Daisy, a focus on accuracy ensures successful communication. Building upon this, when speaking about his own personal ELT goal of precise language, Carl also rejected the ELF paradigm by alluding to the idea of ELF being a reduced form of the language; "I think when you need to be precise in work, you need more than make yourself be understood" (Carl, I1). By stating that making yourself understood is not sufficient for the work environment, Carl is suggesting that accuracy is more important and therefore shows an EFL view. Whilst Helen also had an EFL-oriented goal in that she wanted to "think like a native speaker" (Helen, I1) and use "expressions like a native speaker" (Helen, I1), she did also acknowledge that "I know that not everybody has C1 level in my own language" (Helen, I1), therefore showing an understanding of the potential inappropriacy of this goal. However, the participants' overall

goal for ELT was NS or accurate language. This reflects research into students' preferences for ELT models which showed that the vast majority favoured the NS model (Friedrich, 2003; Subtirelu, 2013; Griffiths & Soruç, 2019).

It is therefore necessary to ascertain whether with increased ELF awareness this tendency changes or whether the course had no impact on the participants' views of ELT.

4.9.2 - Post-course EFL view of ELT

Through data obtained in the post-course interviews, the findings showed that the participants' EFL views altered in different ways for different participants.

In terms of personal goals for ELT, there was only a slight change post-course as Carl's goal become more ELF-aware and not focused on accuracy whereas both Helen and Daisy maintained their NS goal. When asked about the reasoning behind her goal, Helen said "you want to speak correctly, you want the perfection" (Helen, I2). The use of the words "correctly" and "perfection" shows that Helen still highly values the NS as a model and accurate language. However, interestingly, she also remarks that NSs have more freedom to adapt their language to their interlocutor. This shows that despite her personal ELT goal being NS competence, she also demonstrates ELF awareness. Therefore, Helen's ambition to speak like a NS is a complicated mixture of the EFL and ELF paradigm as she wants to speak "correctly" and she feels that by doing so, she can adapt better to her interlocutor. Building on this concept of a mixed ELF / EFL view, interestingly, whilst Louise maintained a stronger

ELF viewpoint of ELT throughout, she did once hint at a desire for a NS goal in her post-course interview as she mentioned that as she is not living in an English-speaking country, she won't "be able to speak like a native *unfortunately*" (Louise, I2, emphasis my own). Therefore, both Helen and Louise provide evidence of a post-course mixed perspective of ELT, albeit to differing degrees.

Building upon this, whilst Carl's own personal goal changed to be more ELF-aware, Carl still believed that the NS should be the model for ELT. For Carl, the NS model is needed as a unifying language learning goal for all English learners: "we need a level or something to aspire, that we all try to get there" (Carl, I2). His reasoning behind this perspective is because "if there is no one trying to speak like a native speaker, at least when they're learning, I think English will diverge in many different variations" (Carl, I2). He also stated that he felt that this would result in a lesser ability to communicate internationally. This is a unique viewpoint demonstrates that whilst Carl supports the key ELF concepts, he sees the NS model as essential for continuing ELF. The approach as mentioned in Matsuda (2003) of teaching one main model whilst also having knowledge of different types of English may therefore be appropriate for the participants Helen and Carl (and Louise to a much lesser degree) who have a mixed ELF / EFL view of ELT. Matsuda (2003) states that this would mean that learners can have a more complete understanding of English. Hence, by focusing on the NS model for such lessons as desired by Carl and Helen whilst also raising awareness of other uses and types of English, the participants could receive lessons which reflect their perceptions of ELT as well as informing them of the reality of English.

However, in stark contrast to these mixed views, Daisy had a solely EFL view of language learning and continued to specify the NS as her personal goal and the overall target for ELT, describing NS language as “if you know some kind of idiom, how to make it more interesting, more powerful your thoughts, if you can also add certain examples and certain words then you can use this language as a native speaker” (Daisy, I2). Such an idealistic view of NS language gives weight to Kramsch’s (1998:16) statement about the way in which NSs are viewed as being the epitome of the English language. The fact that twenty years later this sentiment still rings true demonstrates the enduring strength behind the perception of NS ownership of the English language.

Daisy not only showed her EFL view of ELT via personal language learning goals but also through her total rejection of the ELF paradigm’s key beliefs. For example, Daisy referred to ELF as a basic knowledge of English which is full of mistakes and felt that adapting speech results in a reduced language “our speech could be changed to the basic level” (Daisy, I2) and that “it’s not language anymore, it’s just a way, a code, how to communicate” (Daisy, I2). These comments and viewpoint of ELF as a reduced language echo the arguments of researchers opposed to ELF (e.g. Kuo, 2006). Moreover, as part of this rejection of the ELF position of ELT, Daisy also strengthened her pre-course focus on accuracy over communication. For instance, Daisy feels that learners should “be liable and responsible” (Daisy, I2) for their own language ability and therefore they should focus on making “English perfect or perfect enough for others to understand it” (Daisy, I2). She adds to this by stating that “I do not think it is necessary to focus on this communication” (Daisy, I2) and “it’s not your aim yes to learn communication strategies” (Daisy, I2); thereby also rejecting the ELF

teaching approach of focusing on accommodation skills as proposed by ELF researchers (e.g. Seidlhofer, 2004; Sifakis, 2019). This rejection of accommodation strategies in the classroom disproves, in Daisy's case, Deterding's (2010) hypothesis that such a focus would be more entertaining than concentrating on pronunciation activities as for Daisy, a concentration on pronunciation according to NS norms would probably be preferable.

Daisy's stronger EFL focus on accuracy and consequent weak ELF focus on communication skills is also clear when comparing her answers from her pre- and post-course questionnaire. Whilst pronunciation was always given the highest score, the rating for both NS accent and appropriate vocabulary and grammar was increased to the highest rating whereas the rating for two aspects referring to the ELF paradigm fell considerably, thus showing a stronger affiliation to the EFL paradigm. This demonstrates that such a course may not have the expected results and whilst the opposite intended effect also occurred in Galloway and Rose's (2014) study which was explained by the use of passive activities (Galloway & Rose, 2018), in this study, the participants were actively engaged with the material. Therefore, this study shows that providing students with information on ELF in an engaging way does not automatically result in their gaining a more ELF-aware view of ELT and could result in the strengthening of their EFL views. However, as Jenkins (2012) states, ELF researchers do not wish to oblige teachers to instruct in a certain way, they only wish that learners are given a choice about their language learning model, after having been taught about global English usage. Therefore, having been informed of ELF and the diverse uses of English, Daisy's preference is still the EFL paradigm, hence as a practitioner, I will teach her accordingly.

4.10 - RQ2 Findings Conclusion

On the whole, the students' perceptions were changed by the course, however their viewpoints are on a spectrum in that Louise has the strongest ELF viewpoint whereas Daisy has the strongest EFL viewpoint. Carl and Helen hold a mixture of viewpoints taken from both paradigms as shown by their explicit support of the NS model and focus on communication. This shows that one does not necessarily have a clear-cut view of ELT and therefore students may prescribe to the viewpoints held by both ELF and EFL.

4.11 – Chapter 4 Conclusion

Overall, the participants reported having enjoyed the course, including particular useful tasks, and having learnt more about ELF concepts. The results of most participants' increased ELF view of ELT are similar to findings from previous studies on GE, EIL and ELF informed teaching (e.g. Fang & Ren, 2018; Galloway & Rose, 2018; Sung, 2018). However, there was not a total rejection of the EFL paradigm as the majority of participants continued to view the NS as a goal for language learning. Moreover, the ELF course also had the unintended consequence of strengthening one participants EFL view of language learning. This mirrors results from Galloway and Rose's (2014) study where stereotypes were bolstered rather than challenged (Galloway & Rose, 2018).

Chapter 5 - Conclusion

5.1 – Chapter 5 Introduction

In this chapter, I will discuss the study's contributions, implications as well as limitations and recommendations for further research.

5.2 - Contributions of the Study

The aim of the present research was to investigate students' perceptions of the ELF-awareness raising course and to what extent, if any, the course had an impact on their views of ELT. In terms of the participants' reports of the course, the study has shown that an ELF approach in 1-2-1 online lessons is enjoyable and effective in raising awareness of ELF concepts. Moreover, the study offers an insight into certain tasks which can be used by teachers to introduce ELF as they were identified as helping the students to learn and understand ELF concepts. Building on this, the findings also underlined the importance of adapting such an approach to the teacher's individual context. In regard to language development, the research has also demonstrated that ELF lessons do not mean that SLA is foregone as improvement of speaking and listening skills as well as recognition of the difficulty of expressing desired output was mentioned. Thus, overall, this study provides teachers and researchers with an insight into the effective incorporation of ELF into the classroom.

With regard to any changes to perspectives of ELT, due to the pre- and post-course interviews and questionnaires, this research indicated that students may already have an implicit awareness of ELF and related concepts before taking part in an ELF course. This

means that any reported changes in awareness in previous studies may need to be reappraised in light of this finding as the student may have implicitly already had such knowledge or views of ELT. However, this study does support previous findings in that overall students did change their view of ELT with the majority viewing ELT from a more ELF-aware perspective. Nevertheless, an ELF approach may have the opposite intended effect and may strengthen traditional EFL views of ELT as was the case for one participant in this study. It is also important to note that the participants' views were on a spectrum between EFL and ELF and thus some held mixed views of ELT.

5.3 - Implications of the Study

This study sheds light on the practical implementation of an ELF approach in the classroom and gives a more detailed account of students' perspectives. Whilst my participants had a positive response to the course overall, I advise teachers to determine whether the results are transferable to their own context and to determine themselves whether the tasks I employed as part of the study (see Appendix 3 for lesson plans) would also function well in their particular context. As an ELF course is seemingly more successful when teachers plan them for their own students (Sifakis & Bayyurt, 2015), it is not for me to determine what these results signify for an ELF course in a never-ending number of unique teaching contexts. I only hope that by giving a new insight into this research field and by putting theory to practice that other practitioners will feel more confident to do the same to whatever extent is appropriate for their own context.

However, as this study was not only a case-study but an action-research study, it is also important to discuss the practical implications of this study for my particular context. For my students, I have determined that an ELF-awareness raising course is an effective way of determining which approach they would enjoy in the classroom; be it EFL or ELF. Hence, as suggested by Jenkins (2012), I will continue to teach my students about the use of English internationally and will allow them to make an informed decision about their preferences for language learning. For this study's participants, I will teach them according to their preferences, hence Louise will receive more ELF aware lessons, Helen and Carl will partake in lessons which use the NS as a dominant model but still incorporate some aspects of ELF whereas Daisy will take EFL lessons due to her strong NS focus and learning goals. In this sense, I will be following the suggested improvements by my students Carl and Louise in that I will be taking the ELF accommodation strategy of adapting to interlocutors and will apply it to lesson content and structure depending on the student. Of course, being an instructor who teaches 1-2-1 lessons and who has complete freedom in terms of course content and creation, I do acknowledge that such changes are considerably easier for me than the majority of practitioners who are confined by the EFL expectations of stakeholders.

5.4 - Limitations

Whilst this study has provided an initial insight into what an ELF approach to the classroom means in practical terms as well as the effect this may have on students, it must be noted that there are some limitations.

The context of the study was 1-2-1 online lessons and therefore the participants were learning on an individual basis rather than as a group which is not the case in most educational contexts. Moreover, the fact that these lessons took place online rather than in a physical classroom may have had an added impact on the results of the study.

Furthermore, as this study was a case study, the sample size was very small, meaning that it may not be representative of the wider population and therefore limiting its generalisability. Consequently, the specificity of the context and small sample size significantly reduces the study's ability to be generalised.

A further limitation is that due to time restrictions, the study only took place over the course of three weeks and therefore the exploration of attitudinal effects of ELF is limited by the fact that the students were not exposed to ELF concepts and the ELF approach in the classroom for a very long time. Perhaps a longer exposure to ELF in the classroom may have produced differing results in terms of changes in attitudes.

5.5 - Recommendations for Further Research

In terms of recommendations for further research, a longitudinal study with a larger sample size which focuses on a more common institutional context such as a secondary school would significantly add to this research area as the effects of longer exposure to ELF lessons in a more common context could be examined. Furthermore, additional action research would give teachers further resources and insight into how to apply an ELF teaching approach to their own context. Such action research could involve larger sample sizes and the use of quantitative measures to assess the effect of such an approach or more multiple

case studies to gain a deeper understanding of the complexities of implementing an ELF approach. Additionally, whilst this study tentatively offers evidence for the development of communication skills due to the participants' reports of language development, it would be interesting to conduct further research into whether an EFL or an ELF approach develops students' communicative ability more.

5.6 - Conclusion to Chapter 5

This study attempted to bring theory to practice and therefore to fill a much-needed research gap. ELF is a current and evolving research field which could potentially have a large impact on ELT, however, it is essential to continue such practically oriented research to see this become a reality.

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Appendices

APPENDIX 1 – Questionnaire

Pre-study Questionnaire

Please complete the following questionnaire. Write your answer on the line provided.

1. What is your gender?

2. How old are you?

3. What is your nationality?

4. What is your first language?

5. What is your occupation?

6. How long have you been learning English?

7. Why are you learning English?

8. Do you have an official English qualification? If so, what qualification and level?

9. How often do you speak English with native speakers?

_____ times a week *or*

_____ times a month *or*

_____ times a year

10. How often do you speak English with non-native speakers?

_____ times a week *or*

_____ times a month *or*

_____ times a year

11. While speaking English as a foreign language, which aspects of language do you think are relatively crucial for successful communication? Please rate the following statements on a 9-point scale (1 = not important, 9 = very important)?

- (1). Speaking English without any accent like a native speaker _____
- (2). Speaking comprehensible English regardless of accentedness _____
- (3). Good pronunciation _____
- (4). Adapting your speech depending on who you are communicating with _____
- (5). Appropriate vocabulary/grammar _____
- (6). Communication strategies e.g. asking for clarification, repetition, signaling non-understanding _____

APPENDIX 2 - Interview Guides

Pre-course interview

- 1. What do you think about your own English? Are you confident in your ability?**
- 2. Why are you learning English?**
- 3. How do most people in the world use English?**
- 4. How should we learn English? / What is the best model for English language learning? / What should be the target for language learning?**
- 5. What is your goal for language learning?**

Post-course interview

- 1. What do you think about your own English? Are you confident in your ability?**
- 2. How do most people in the world use English?**
- 3. How should we learn English? / What is the best model for language learning? / What should be the target for language learning?**
- 4. What is your goal for language learning?**
- 5. What did you think of the lessons? (The topics / content of the course, particular tasks liked or disliked...) Can you suggest any improvements?**

APPENDIX 3 – Lesson Plans

Lesson 1

| | | | |
|--|---|---|---|
| Topic | Critical Language Awareness – Native Speaker Norms | | |
| Class | General English Adult Learners (1-2-1) | Level | Upper Intermediate to Advanced Level |
| Objectives | By the end of this lesson, students will: <ol style="list-style-type: none"> 1. Have an increased knowledge of the different ideologies within ELT 2. Understand the role of English as a global language 3. Develop a critical awareness of NS norms | | |
| Step | Stage Aim | Procedure | Time And Interaction |
| Warm up | To introduce concept of native speaker and Standard English | T asks S why English is an international language and what they think the words in the boxes (native speaker, Standard English, General American / Received Pronunciation) mean. T writes down ideas. | 6 mins |
| Standard English | To introduce ideologies about native speaker norms | T introduces fact about Standard English and various researchers' opinions about native speakers. T asks S to summarise the different extracts. T asks S for their opinion. | 17 mins |
| Facts about use of English globally | To introduce concept of international use of English | T asks S to complete facts about the international use of English. | 5 mins |

| | | | |
|--|--|--|-----------------------|
| <p>NESs losing control of English</p> | <p>To raise critical awareness</p> | <p>T asks S to predict topic of video on native speakers losing control of English by David Crystal. T plays video and S checks predictions. T plays video again. S complete sentences which relate to the content of the video (<i>not</i> word for word transcription). T asks S if they agree with David Crystal's opinion.</p> | <p>15 mins</p> |
| <p>Debate about English Ss should learn</p> | <p>To raise critical awareness</p> | <p>S given role of being against learning Standard English. T promotes Standard English. T gives S five minutes to think and ideas to help. S and T debate the topic.</p> | <p>18 mins</p> |
| <p>Materials</p> | <p>Extracts from journals and a newspaper article (Kramsch, 1998:16; Modiano, 1999:7; Medgyes, 2000:436-7; The Economist, 2002; Seidlhofer, 2005:339), facts from a report from British Council (Howson, 2013; Robson, 2013), a fact from Sowden (2012) and YouTube video with David Crystal (Macmillan Education ELT, 2010)</p> | | |

Lesson 2

| | | | |
|--|---|---|---|
| Topic | Introduction to ELF and accommodation strategies | | |
| Class | General English Adult Learners (1-2-1) | Level | Upper Intermediate to Advanced Level |
| Objectives | <p>By the end of this lesson, students will:</p> <ol style="list-style-type: none"> 1. Understand the underlying principles of ELF 2. Be able to identify accommodation strategies | | |
| Step | Stage Aim | Procedure | Time And Interaction |
| Recap | To remind S of previous lesson (NS norms) | T asks S what happened last lesson and what they discussed. | 5 mins T-S |
| Intro to ELF | To introduce ELF concept | T gives S text introducing ELF and basic concepts. S answer comprehension questions. T and S discuss S initial opinion on ELF. | 25 mins S T-S |
| Accommodation strategies introduction | To introduce accommodation strategies | S to match accommodation strategies to their definitions. T asks S which strategies they use or think would be useful in international communication. | 15 mins S T-S |

| | | | |
|------------------------------------|---|---|--|
| Videos of ELF communication | To practice identifying accommodation strategies | T plays clip of Euronews interview. S completes comprehension questions. T asks S if the communication was successful or not and which strategies were used / could have been used. | 15 mins S T-S |
| Materials | Video from Euronews (in English) (2019), a text on ELF created by researcher using various journal articles as sources, a table gap fill activity created by the researcher | | |

Lesson 3

| | | | |
|---------------------------------|---|--|---|
| Topic | Accommodation and Code-Switching in ELF | | |
| Class | General English Adult Learners (1-2-1) | Level | Upper Intermediate to Advanced Level |
| Objectives | <p>By the end of this lesson, students will: Better understand accommodation strategies in ELF interactions Better understand the role of code-switching in ELF interactions</p> | | |
| Step | Stage Aim | Procedure | Time And Interaction |
| Warm up | To revise the topic of the previous lesson (ELF and accommodation strategies) | <p>T asks S what they learnt last lesson.</p> <p>T asks S discussion question about whether teachers should focus on successful communication or accuracy.</p> <p>T asks S to complete the missing definitions / key words in from the previous lesson's accommodation strategies table.</p> | <p>10 mins T-S</p> <p>T-S</p> <p>S</p> |
| Accommodation strategies | To provide extra practice identifying useful strategies | <p>T plays clip from an interview with Audrey Tautou by NNS. S complete comprehension questions. S watch again and identify any strategies.</p> <p>T plays clip from interview with Audrey Tautou by NS. S complete comprehension questions. S watch again and identify any strategies.</p> | <p>25 mins T S S</p> <p>T S S</p> <p>T-S</p> |

| | | | |
|--------------------------------|--|---|--|
| | | T asks S which interaction they thought was more successful and why. | |
| Code Switching | To inform student about code-switching in ELF | <p>T asks S what code switching is and to think why people use another language.</p> <p>T reveals further reasons identified by Klimpfinger (2009).</p> <p>T asks S if they have ever used code switching in interactions</p> | <p>10 mins T-S</p> <p>T</p> <p>T-S</p> |
| Code-Switching Examples | To provide student with examples of code-switching | T shows S example from Cogo and Dewey (2006) study of code-switching and asks S why they think the participants used code-switching. | <p>5 mins T-S</p> |
| Wrap Up | To remind student of key concepts studied over course of three lessons | T asks S about what they learnt during the course. | <p>10 mins T-S</p> |
| Materials | Youtube videos of interviews with Audrey Tautou (tmsv27, 2009) and (UniFrance, 2013), an excerpt from Klimpfinger (2009:359) and an excerpt from Cogo and Dewey (2006:67). | | |

APPENDIX 4 – Written Reflection Prompts

Post Lesson Written Reflection

Instructions for your reflections:

Write a few lines about your opinion of the tasks which you completed during the lesson.

Did you learn anything new? Did you enjoy or dislike the tasks? Why?

Post Course Written Reflection

Please write in as much detail as possible about the course.

Did you enjoy the course? Why / why not?

Which tasks did you enjoy? Which tasks did you not enjoy?

What did you think about the topics of the lessons?

Did you learn anything new?

Can you suggest any improvements?

APPENDIX 5 – Example transcripts

Pre-course interview example transcript

R refers to researcher

D refers to Daisy

R: So, what do you think about your own English?

D: So I'm pretty satisfied with my level as I can use my English at work, I can use it when I'm travelling abroad, also with my friends, to ask something, so it's a source of communication for me. But, probably, I should work and I will work on the fact that I ideally want to speak like a native speaker so I suppose it's possible so I'm trying to move in this way.

R: And are you confident in your ability?

D: Yes, I am confident. I received this confidence when I crossed I guess upper-intermediate level and then I started to pay more attention to listening and to speaking parts and afterwards I got this confidence.

R: So it was focussing on your listening and speaking skills that helped you gain more confidence you feel?

D: Yes, because previously I was concentrated on grammar and vocabulary and I spoke only to my teacher and I didn't have many friends with whom I could practice more and as a result I did the tests pretty well, people said even at school, my teachers told me that I got this upper-intermediate level based on the tests but as I didn't do much listening and speaking parts, I couldn't use it with confidence so I wasn't confident and this meant for me that I didn't communicate and so I didn't use English language on a daily basis, not only daily, when I was travelling for example.

R: Like a vicious cycle, if you don't practice it then you don't get the confidence. So, why are you learning English?

D: I'm learning English to first of all due to work because with English language, it's more likely to receive a better paid job. Then, secondly, to study abroad or to be able to study abroad, I guess. And the third reason for me is when I'm travelling, to find new friends, new communications, to communicate with people, and to be able to talk to this people and to share my point of view for example my culture to receive new skills and abilities and more understanding about other cultures, so to be able not just live in these limits but extend my knowledge.

R: And when you talk about studying abroad or travelling abroad, do you mean to English speaking countries or other countries where English isn't the first language?

D: I mean any countries where people can speak English, nowadays, more we can find more and more people from other countries who can speak English and it's easier to study in this country. For example, even in Germany we have so many programs where students can choose different subjects in English or the whole program is in English. This means that

obviously the majority of students there are not from the U.K or from the English-speaking countries but it's also one of the options to study abroad for example in Germany.

R: And how do most people in the world use English in your opinion?

D: I suppose that a source of communication. I suppose that on the first place it's business connections and on the second place it's private life. Sometimes people from different nations or cultures, they have difficult language and they can't learn this language in a limited short period of time when they want to start communication, so they start their communication in English.

R: Very good and what do you think is the best model for English language learning?

D: The best model? What model?

R: So, what should we aspire to learn? What language should we aspire to learn? So, what should be the target for language learning?

D: To speak like a native speaker, yes, to speak like a native. I guess this should be the target and obviously it's very difficult to gain this target but it's possible, I guess? So, it should be target. Because when we just have target, I have so many colleagues who speak English but they speak with big accent

R: Like a strong accent?

D: A strong accent. They don't use wide vocabulary and they say that their gain is to speak and their thoughts should be understandable by other people, that's it. And I suppose that it's probably it can be also the goal but in language when you are so limited in your abilities, it's not a source of communication anymore. When you can't describe all your ideas, when you can't describe your ideas you do in your mother language then your idea will be changed and it can have a bad influence on the business process for example on private life as well.

R: So, the aim should be to speak like a native speaker? Some people's goals that you know, however, is to communicate their message more, so, communicate what they want to say.

D: Really think what they really want to say. Obviously we change our ideas and thoughts because we have in Russian language for example more adjectives and when we start describing something, we describe in a different ways and in English probably I can't describe in such a way but when I can describe as close as I can, then it's better for me because I have the same idea and it was described in the same way, and when I have a limited vocabulary for example or when I do mistakes in pronunciation or in grammar, people can understand me in a different way so this is a lack of communication

R: So, it could lead to a lack of communication, the idea of just wanting to express your message in doing so you might actually not?

D: Yes

R: And well, so we sort of mentioned this at the beginning, but what is your goal for language learning?

D: My goal is to get the highest score in tests and for me, it's also not just tests but to get this high score because I can speak in a language like a native speaker.

R: Excellent, well, thank you very much!

Post-Course Interview Transcript Extract

R refers to researcher

L refers to Louise

Underlined word are words which have been altered so as to protect the identity of the participants or their acquaintances. Words that have been omitted to protect the identity of the participant / their acquaintances are indicated with (xxx).

R: So, what do you think about your own English? Are you confident in your ability?

L: Okay, I think that I'm able to communicate with other people in English, but I think that I have a lot to do with my English. I need more vocabulary, and more, I think, more listening exercise because I think I can do more with my English by myself. I mean I'm not talking only about English lessons. I should listen to more English videos or try to understand when I'm watching English TV series or whatever. I put subtitles in Spanish and I can realise that because I'm reading in Spanish, I'm not paying attention on what they are saying and that's a mistake, my mistake. But I think that I have improved in these last two years a lot because of you. Because when I started lessons with you, I remember that I spoke a lot of Spanish and I said "oh how do you say *"silla"*, how do you say *"perro"*?" And then I started trying to explain to you what I wanted to say in English and then you gave me the word. Now I can understand what my English colleagues are saying, I think that's because my English lessons because before them, I couldn't understand anything. It was very difficult to me to understand English although I had studied English since I was a little girl. So, I think that my English, it's okay, but I have a lot to improve.

R: And do you feel confident in your ability? So, when you use English, do you feel confident?

L: Yes, I know that I make mistakes, I know that I don't have an excellent pronunciation, sometimes, I know that maybe the other person are listening to me and thinking oh she speaks like a robot because that's what happen when someone's talking to me in Spanish with a bad pronunciation and they sound very strange. And I think they are thinking the same when I speak English, but I think that I'm confident yes although this things, yes.

R: And how do most people in the world use English?

L: How? I think that most of them speak English because they really need it and I think again that most of them don't have the English pronunciation and the best English grammar, but I think they are confident because they need to speak English. You need to be confident because maybe you don't have the best English but if you show yourself sure about your English, it's not the same that if you all the time are stopping and maybe you can find

another way to say something you want to say but don't know how to say, you have to show yourself sure and confident.

R: So, most people are confident in their ability you think in the world?

L: I think it depends on the situation. I think that you are in a conference or if you are at work, I think that they are confident because if they are there, it's for some reason, but there are a lot of people who are not confident, of course, because they are learning English maybe they don't have access to a lot of English lessons or a TV English series or videos so they can't practice their English every day and so they are not confident, it depends.

R: So, when I said how do most people in the world use English, I meant, in which situations? So...

L: Ah yes, I think at work and if they travel, it's very common that you have to speak in English because it's the international language so if you go to Germany, to France, Portugal, Japan, you have to speak in English so at work and if you are travel, you have to use your English and this is the more important reasons.

R: So, travelling and for work?

L: Yes

R: So, it's very popular

L: For studying too. Because, for example, when I was not working, and for school I had to use my English because we had a lot of papers in English to read so yes, at university, but I don't know if it's common in all the degrees, so I don't know if it's something common in Argentina.

R: So, you said people use English for travelling, in what scenarios do people use English when they are travelling?

L: Oh, in all the scenarios, because you have to ask for food, for hotel, for an address, even if you are in a restaurant, you want to communicate with the person who serves food, you will need your English

R: So many different aspects of travelling?

L: Yes, of course, yes

R: And so, for studying, you mentioned academic papers are written in English, well quite a few of them, so people need English to do their research and what about work? In what scenario would you need English at work?

L: Well, again depends what is your job. In my case, I work in an Australian company and for example tomorrow I will go to a city in Argentina but the course is in English because we have the teachers, they are Australian so I have to speak English. Even in my country, if I have to do a course, I have to speak English. And my CEO is Australian, but maybe you work for an Argentinian company, but if you need something from another person who is

excellent at their work and you need their service, and maybe you need to speak in English if this person is German or French or English, you need to speak English so it's very important.

R: So for international companies or companies that operate internationally so they make deals internationally

L: Yes

R: or they need services internationally?

L: Yes, of course, uh, I can give you another example. I am doing my dissertation, as you know, and I have a lot of rock samples, samples of rocks,

R: Rock samples

L: Rock samples, yes, but I need chemical results of the samples and we don't have a lab here in Argentina that can do it so we have to send these samples to Australia or to Canada so I'm doing my dissertation at a public university in (xxxx) but anyway I need to speak English or maybe to understand basic things in English because I need results in English.

R: So, lots of reason really why most people in the world use English, so studying, work, so international companies or you work internationally yourself, and travelling as well for your everyday needs when travelling, is that right?

L: Yes of course, yes

R: And so, what is the best model for language learning?

L: I think that the best way is watch videos and series, songs with English subtitles because you are training your ear, you're improving your listening skills and if you can take English lessons, of course, it would be great, but I think the best idea is if you can, to be in an English country if you are learning English, it's the best way because you live there English but if you can't, I think that the best way is to take English lessons with a teacher and try to use your English every day for example if you are on the street and... in the street?

R: In the streets yeah

L: In the street maybe you can see things for example I don't know the building, the houses and this kind of things and you can try to say it in English, how do you say "*semáforo*", how do you say "*perro*", how do you say... I think it's a very good idea, I don't do it, but I think it's a very good idea.

R: So, when I say model, I mean more your target for language learning in general. So, what should be the target for English language learning?

L: Ah okay, okay, so your goal...your?

R: Yes, people's goal in English language

L: Okay, um, to be able to communicate in English, not to reach the best pronunciation, the best grammar, the best vocabulary, only to be able to understand whatever people are saying and to be able to communicate what you want to say, your ideas um.. I think that's

okay with that, then if you have a lot of fluency, you are fluent and you are confident, you can polish your pronunciation, your accent and that's all.

R: So, communication is the most important goal or target / model for language learning and if you reach that point you might want to then sort of aim to improve your pronunciation or language in terms like a native speaker? Do you mean? Or?

L: Yes, yes, for example I have workmates that have a very bad pronunciation, they are worse than me, they say for example instead of saying "two" number two they said "tú" all the time and I get nervous because why you say "tú" if you say you know that it's not "tú", make an effort, say something better. I think they are horrible but my CEO can understand them, the conversation is fluent and maybe she's talking with me, I have a better pronunciation than them but I don't have their fluency and their vocabulary so the communication is more successful with them than with me. Sorry I forgot your question was?

R: So you told me communication should be the main goal of language learning then you told me that once you are able to communicate well and you have a high level of fluency you might want to polish your pronunciation and I said in what way, to sound like a native speaker, or, in what way do you mean polish your pronunciation?

L: Yes, it depends again on your goal, if you want to speak like a native or no, for example, one of my sister's friends was a translator and one day he went to England and he met with a Englishman and then they got married, they are an Argentinian boy and an English boy and although he's a translator, at the beginning, people in England can see that he wasn't English and nowadays he says that he's very happy because after a few days in England people can discover that he's not English because now he can adapt the English accent..

R: So he sounds like he is English? He has the accent?

L: Yes, he has a perfect English accent although he is Argentinian, yes he is Argentinian, but for example, it was his goal because he was in England and he is a translator, and I would love to speak like a native English speaker but this is not my goal unless nowadays, maybe in a few years maybe my goal will be speak like a native but I think that if I'm not in England living in England, I think I'm not be able to speak like a native unfortunately but we don't know.

R: So, what is your goal for language learning?

L: Nowadays I want to be able to be fluent in English, to be fluent and to be able to understand everything what my colleagues are speaking in English and not have gaps in my vocabulary and in the meeting because I don't know some words so my goal is to be fluent nowadays and to be able to understand everything what they are saying.

R: And so I'm going to send you a google document, it includes a question from the questionnaire that you did at the beginning of the course, okay, I don't know if you remember but there was a question about successful communication and you had to rate aspects which you thought were important or how important you thought they were so I'm

just going to send it to you and if you could quickly complete that now that would be great... hopefully it loads! Here it is!

L: Okay

R: Okay?

L: Yes, so now? Okay

L completes questionnaire construct

L: Okay

R: Okay? So just going to quickly compare your answers, so your current answers, with your previous answers and I'll ask you about any changes so speaking without any accent like a native speaker, both times you said 6 6, comprehensible English regardless of accent, 9, 9, so there you go, your pronunciation, previously you said it was 8, and now you're saying it's 6 – so why the change in perception, so why do you think good pronunciation is less important?

L: Because now I was thinking about my workmates I mentioned a few minutes ago that I have a lot of workmates, Argentinian workmates that say “*tú*” instead of “*two*” and sometimes it's difficult to me to understand if they are talking two, to... or what but I can notice that my CEO can understand what they are saying and maybe because it's on the context, maybe I cannot understand all the context, if they are talking to me with very bad pronunciation but she can understand better all the context so it's important because if you pronounce everything wrong you will not be able to communicate but you can pronounce very bad the words and you can communicate anyway. So maybe a 6 it's okay.

R: And so adapting your speech, both times you said 9. And then we've got appropriate vocabulary and grammar, last time you rated it a little bit higher so you said 9 and this time you've put 8 so why the change there?

L: Ah, because, we make mistake even in Spanish and we understand what we are saying. It's very common to see on the T.V in everyday life people who suppose that they need to be an excellent role model because they are talking to everybody so they need to speak I don't know if perfectly but with an appropriate grammar but everybody speaks so bad here, the conditionals they use them very bad. I can understand anyway, I'm sure that I make a lot of mistakes of course but for example they say *si tendría un perro, lo agradecería mucho*, and it's wrong, it's *si tuviera* not *si tendría*. So, when the other person speaks to me like that it's very wrong, it's horrible but I can understand what they are saying.

R: So you're using your own experience of people getting things wrong in Spanish and still being able to understand them, you're using that experience here when you're speaking in English about how important vocabulary and grammar is

L: Yes, yes

R: Then communication strategies, both times you said 9, so there's no change there okay? Thank you.

L: Yes, it's the most important, I think

R: So out of these, you feel that communication strategies is the most important?

L: Yes, I think it's the most important, yes. Yes, and I'm doing that all the time asking for clarification when I'm talking to my colleague, all the time, please can you repeat again, please can you say in another way, please can you speak in Spanish and then again say no, no in English better again. So, I'm doing all the time, I'm using strategies all the time.

R: And so, um, the last couple of questions are just about the course to finish off with. So, in your written reflection for lesson 2, you said that the tasks helped you to improve your listening and speaking skills?

L: Yes

R: So how did the tasks do that? I don't know if you remember them

L: Because if I have to watch a video, and then answer questions, I have to pay a lot of attention on what they are saying and then I have to answer these questions and to speak and try to say what they said in another words because I don't have the memory to compose exactly the same. So, that helps me to improve my speaking and listening skills. I have to pay attention and try to speak.

R: So, you found the video task helped you to improve your listening and your speaking?

L: Yes, yes

R: Were there any other tasks that helped you to improve either skills?

L: Yes, like I told you, I think the first lesson, I don't remember, when you put some exercise that I have to complete the gap but not exactly in the same order or in the same words because I was trying to listen to the same sentence and not paying attention really on the idea of the video, only what they are exactly saying so I lost the main idea which was to understand what they were saying in general an idea not word by word and I was trying only to listen to the word by word because I wanted to complete the gap so I think that's a very good exercise because you can realise if I really understand the video or if I only listen to the word and complete the gap.

R: And which tasks improved your speaking skills?

L: Can you repeat sorry?

R: Of course. Which tasks improved your speaking skills?

L: Ah yes, in this lessons? In these three lessons? Or in general?

R: Ah so, I'm thinking more about lesson 2 because that's where you wrote in your reflection that the tasks helped you to improve your speaking skills.

L: okay, I think all the tasks you gave me improved my speaking skills because your lessons are based on speaking more than anything. I have to listen and then answer or you ask me

things about daily things and I have to speak almost all the time. So, I think that all the tasks help to improve

R: Because you had to orally reply to the questions?

L: Yes

R: To all of the questions?

L: Yes

R: And so, what did you think of the topic of the lessons or of the course?

L: Ah I think it was very good, very interesting because maybe **noise** maybe **noise** I don't know if you are listening

R: Yes, the knocking!

L: I don't know what's happening! Because I can think deeper about languages and how important is to learn English and it's very interesting how all of the human beings speak different languages but we really need to speak a common language to survive basically

R: And so what in particular made you think deeper about languages?

L: Ah hah! Because I always use different strategies, communication strategies, but it's something natural, I mean, I'm not thinking oh I will use a communication strategy, for example asking for clarification is something natural. But then you can realise that it's something that everybody do and it's something on what teachers base and what they teach and that's all

R: So, teachers have taught you before about communication strategies?

L: Yes, but they didn't told me that they were communication strategies but now I can put maybe a name on what I'm doing and maybe I can when I, for example, with my colleague which is impossible to talk with next time I will think of different strategies maybe in that moment I get so nervous because I really need to understand what he's saying or what he's trying to say. Maybe I will think another strategies and not only can you repeat? Can you repeat? Because I always ask him for a repetition and it's the same because he can ref-ref-ew ah! Okay, okay

R: Rephrase? Rephrase? No?

L: Yes, yes! He can rephrase the phrase and he says again the same. So now maybe I can ask him for more information or another strategies that I never asked him before because I was focussing on what he's saying and but very square, I mean, not asking for more information, and trying to apply different strategies, only can you repeat please and that was all.

R: So do you think that learning about these strategies and seeing how they are used in in different interactions will help you in your future interactions?

L: Yes, yes, I think that, yes.

R: And, um, were there any particular tasks that you liked or disliked?

L: Okay, uh, nothing disliked me, really nothing, again this listening exercise, the video and then I have to complete the gaps but not again with the exactly all the words, I think it was very good and everything what you do really likes me because you have a way to speak English which is very clear and your exercises are not boring, they are interesting and that's why I think you are the best teacher! And not only that the way that you do the lesson, you take your time to write what I say wrong and you write almost everything and I think it's amazing because then I can print the lesson and see what I say wrong and how can I improve this phrase or a better way to say something that maybe I said in a right way but maybe there is another way which is better. And you write it and I think it's amazing and I can see the difference between you and my new teacher. I was looking for a new teacher and I try five, I think, different teachers and I chose only one, of course, and she's I think she's very good but she's very clear, but she doesn't make the lesson like you. I mean she prepares the lesson but your lessons are the best because she doesn't write everything and maybe she write but in the chat on Skype, not in the Google doc and I ask her a lot of time if she could write it on Google docs and I think she forget it because she's still writes on Skype

R: She's used to her way of doing it on Skype

L: Yes, yes but I choose her because she prepares the lesson and she's very good but the other teachers, they only talk when they correct me, they don't write things what I say wrong or how you say sorry something right, they don't write them and I have to say oh please can you write it on the chat and it was very annoying and it showed me that they were not so, not prepared because maybe they are excellent teachers, but they don't put energy and I don't know how to say it in their lesson, they don't put their best, they can do it best and they don't do it, so

R: So you like a written record of what you have studied, you like the fact that it's all there for you to review?

L: yes, yes of course so I think you are the best teacher in the world, no, really! Well now I'm not so worried about it because I think that you taught me a lot in these almost two years and I think that I really don't need a lesson, I need a lesson like that but if they don't do it, I can survive I think so I'm not so so worried about it but I think that you're a very good teacher and you know how to explain things clearly and your students, your future students will be very lucky!

R: Thank you

L: No really, really you are very good. Very good.

R: So, following on from this, just one last question for you. I want your complete honesty

L: Okay

R: So, can you suggest any improvements, so anything you think that could be done better as part of the course?

L: oh really, no,

R: So, any more types of tasks, less types of different tasks...

L: Really, I think you are the best and you do have nothing to improve, but I will think something because you have to have something to improve – it cannot be perfect! Now, I don't know, I like all your lesson, all your exercises, I was very happy after my lessons and so yes now I don't know

R: That's okay don't worry. So, what we will do is I'm just going to finish the interview now and stop recording if you don't have anything else to add or...

L: No, no.

APPENDIX 6 – Consent form

CONSENT FORM

I freely and voluntarily consent to be a participant in the research project on the topic of English as an international language to be conducted by Camilla Woodman as part of her MA Dissertation at the Department of Education, University of Bath. I understand that the contents of the study have been disclosed only partially so as to avoid any detailed information having an impact on the data. I have been informed that the data collection methods to be used include a questionnaire, interviews, field notes and written reflections. I have been explained the nature of these methods to my satisfaction. I understand that my participation will take place between 3 and 4 weeks.

I have been told that my responses will be kept strictly confidential. I also understand that my participation in this study is voluntary and that I am free to withdraw from it at any time without giving any reason and without being penalised or disadvantaged in any way. In addition, I am free to decline to respond to any particular question(s) or to complete any particular task(s). If I withdraw from the study before data collection is completed, my data will be returned to me or destroyed. I can also ask the researcher to delete or not make use of some of the information I provide.

My real name will not be linked with the research materials and I will not be identified or identifiable in any report subsequently produced by the researcher. I understand that my information will be held and processed to be used anonymously for internal publication for Miss Camilla Woodman’s MA Dissertation.

I have been given the opportunity to ask questions regarding the study and my questions have been answered to my satisfaction. I have been informed that if I have any general questions about this project, I should feel free to contact Miss Camilla Woodman at her e-mail address: xxxxxxxx.

I have read and understand the above and consent to participate in this study. I understand that I will be able to keep a copy of this consent form for my records.

Participant’s Signature

Date

I have explained and defined in detail the research procedure in which the participant has consented to participate. I will retain a copy of this consent form for my records.

Researcher’s Signature

Date

APPENDIX 7 – Information Sheet

MA TESOL – Information Sheet

Dear xxx

I would like to invite you to participate in my research project that I am undertaking as part of my MA TESOL at the University of Bath. It is an exciting study which will contribute to an innovative field within the teaching of English to speakers of other languages.

The purpose of my research project is to investigate the role of English as an international language and will involve completing a quick background questionnaire (5 minutes to complete), two short 20 minute interviews (one before the 3 lessons and one after), 3 one hour lessons and a quick written reflection after each lesson (5 minutes to complete). The aim of the data collection will be to obtain your opinions about activities during the lesson and English as an international language.

Participation in the research is completely voluntary and you may withdraw from the study at any time during the collection of data. The interviews and 3 one-hour lessons will take place at a time and on a day that is convenient for both you and the researcher. The researcher may make some notes during the lessons and the interviews will be audio-recorded and then transcribed. A copy of the interview transcripts and any notes taken will be available upon request if you wish to review them.

Thank you very much for your interest in the project. Should you have any queries concerning the research please contact me at xxxxx. If you have any concerns or complaints about the way in which the study is being conducted, you may contact my supervisor xxxxxxx.

Many thanks,

Camilla Woodman

APPENDIX 8 - Maps of Thematic Analysis

