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Hizmet Öncesi İngilizce Öğretmeni Yetiştirme Programında Ortak Dil İngilizce (ODİ) Farkındalığı: Türkiye’de Yapılmış Bir Durum Çalışması

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Makale Bilgisi	ÖZET
<i>Geliş Tarihi:</i> 06.06.2018	İngilizcenin dünya dili olarak taşıdığı rol hiç kuşkusuz ki İngiliz Dili Eğitimi ve İngiliz Dili Eğitimi öğretmen yetiştirme programları gibi birçok alanda son derece önem taşımaktadır. İngilizce öğretiminde geleneksel yaklaşımların yanı sıra İngilizcenin günümüzde edinmiş olduğu ortak dil rolüne uygun yeni yaklaşımlara ihtiyaç duyulmaktadır. Bu ihtiyaç İngilizce öğretmeni yetiştirme programında da doğrudan yeni yaklaşımlar edinilmesi gerektiğini ortaya koymaktadır. Öğretmen adaylarının İngilizceyi “standart dil” olarak öğretmek yerine “ortak dil” olarak öğretmeleri ve bu konunun gerektirdiği birtakım yaklaşımları edinmeleri ve bu bağlamda farkındalık kazanmaları, öğretmen yetiştirme programında yeni bakış açıları kazanılması ihtiyacını beraberinde getirmiştir. Bu çalışma, hizmet öncesi İngilizce öğretmeni yetiştirme programı bünyesinde bulunan yabancı dil öğretmen adaylarının Ortak Dil Olarak İngilizce (ODİ) yaklaşımının farkındalığını yaratarak, beraberlerinde getirdikleri kalıplaşmış inanç sistemlerini yansıtıcı öğrenme teknikleri vasıtasıyla sorgulayarak global ve sosyal farkındalıklarını geliştirmeyi hedeflemektedir. Bu bağlamda, daha önce hizmet içi eğitim programında uygulanmış olan bir modelin hizmet öncesi öğretmen yetiştirme programındaki yansımaları incelenmiştir. Çalışmanın bulguları göstermektedir ki, öğretmen adaylarının ODİ eğitim öncesi ve sonrası algıları göze çarpan oranda değişiklik göstermiştir. Sonuçlar göstermektedir ki, yabancı dil öğretmen yetiştirme programları ODİ bilincini yaratmaya ve geliştirmeye yönelik ders içeriklerini adapte etme veya bu hususla ilgili ders ekleyerek bu konunun önemini müfredatlarına yansıtılmaları son derece önemlidir. Bu hususta başka hizmet öncesi öğretmen yetiştirme programlarında da benzer çalışmalar da yürütülebilir. Anahtar Kelimeler: İngilizcenin ortak dil olarak kullanılması (ODİ), İngilizce öğretmeni yetiştirme programı, ODİ farkındalığı ve öğretmen yetiştirme, ODİ pedagojisi
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ELF-awareness in Pre-service English Language Teacher Education: A Case Study from Turkey

Article Information	ABSTRACT
<i>Received:</i> 06.06.2018	The ‘English as a lingua franca’ paradigm holds significant implications for language teaching and teacher education. The role of language teacher education programs is pivotal to equip future English language teachers with the necessary theoretical knowledge and practical implications of ELF. This descriptive multiple case study presents the impact and implementation of an ELF-aware teacher education course developed to apply the first phase of a two-phase ELF-aware teacher education model combining an intensive theoretical course with real classroom practices. The aim is to investigate how the ELF-aware teacher education model originally developed and applied in the in-service teacher education context has been adapted and implemented in pre-service teacher education programs and its impact on pre-service teachers. The ultimate goal of this model is to intensively train pre-service language teachers, studying as senior undergraduates in the ELT Department of a state university in Turkey, on theoretical aspects of ELF while raising their critical awareness of ELF-related pedagogical practices. Participants reported that the theoretical course allowed them to critically reflect on the ELF paradigm by providing them the platform to question their existing assumptions mostly associated with the dominance of Standard English and native norms in ELT. Keywords: English as a lingua franca (ELF), English language teacher education, ELF-aware language teacher education, ELF-aware pedagogy
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1. INTRODUCTION

The emergence of English as a lingua franca (ELF) promotes the legitimacy of variation in the use of English language globally. In this respect, it is vital to state that the uses of English internationally take place in conditions different from the ones in which the language is only associated with its native speakers and its place of origin. This exponential growth of English as a lingua franca implies a difference from the default conception of language; namely, the norms employed by its native speakers (Seidlhofer, 2003). The current status of English as a global lingua franca necessitates the reconceptualization of native speaker norms in ELT classrooms in EFL contexts because knowledge of English cannot be constrained to a single standard variety. Rather, new varieties of English(es) have been emerging throughout the world with different words, expressions, accents, sociolinguistic, and even grammatical rules transformed and adjusted to fit different contexts (Moussou & Llundu, 2008).

The term lingua franca is defined as “the world’s most extensive contemporary use of English, in essence, English when it is used as a contact language between people from different first languages (including NESs)” (Jenkins, 2014, p. 2). ELF also can be conceptualized as a paradigm that implies most speakers of English are NNEs and all English varieties, both native and non-native, are accepted in their own right rather than evaluated against a NES benchmark (Jenkins, Cogo, Dewey, 2011). ELF, then, has taken on a life of its own, free to a significant degree from the norms established by its native speakers (Seidlhofer, 2004). With such complexity, ELF has triggered controversies about issues including the status of NESTs and NNEs, the strong deference to Standard English and hegemonic native speaker norms in ELT classrooms, the importance of intelligibility in interactions, the ownership of English, and the validity of intercultural communicative competence (Bayyurt, 2018).

This global triumph of ELF holds many implications for the agenda of language pedagogy and language teacher education. As McKay (2002) proposes “the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second and foreign language” (p. 1). This situation implies a need for a reconfiguration in both ELT and language teacher education. Raising teachers’ awareness of the current status of ELF would certainly develop a better understanding of the sociolinguistic realities of English. However, it may not be sufficient to discuss the implications of ELF suggesting that it is language teachers’ responsibility to develop instructional practices in response to ELF. Instead, further engagement with teachers is required to equip teachers to confront the current realities of ELT as well as better incorporate ELF into their professional development (Dewey, 2014). For instance, ELF-related courses should be incorporated into teacher education programs to educate teachers about ELF and ELF-aware pedagogy through reflection (Kemaloğlu-Er and Bayyurt, 2018).

In ELT and SLA, the belief that only ENL is a ‘proper’ variety with the main objective of opting for a Standard variety of English (i.e., British or American) for learners as their target model has still been prevalent (Jenkins, 2012). The vast majority of teachers, therefore, adopt an inner-circle-oriented approach that neglects the real linguistic needs of the learners in their classroom practices. Raising pre-service English language teachers’ awareness of World Englishes and its implications in English language teaching should become a legitimate part of teacher education programs. Matsuda (2003) also suggests having pre-service teachers take a World Englishes course or a sociolinguistics course whose scope is beyond the inner circle, which she believes will help student teachers develop a worldview about the realities of the spread of English. Although there are insightful ELF studies, ELF in teacher education remains largely underexplored (Berns, 2005; Matsuda, 2018; Sifakis, 2004).

To address these issues, this paper presents the implementation of an ELF-aware teacher education course offered in a pre-service language teacher education program at a state university in Turkey. The course was developed and inspired by an ELF-aware teacher education model proposed by Bayyurt and Sifakis (2015a), and aims to trigger pre-service teachers to become conscious of and critically examine their deeply-rooted assumptions about sanctioned ELT practices predominantly based on Standard English and native-speaker-oriented positions as well as prompting them to become aware of ELF and ELF-aware pedagogy.

1.1. ELF Research in Language Teacher Education

The recognition of the global lingua franca position of English calls for a substantial reassessment of common beliefs and assumptions concerning many aspects of ELT ranging from teaching methodologies and materials to language curriculum, testing and assessment. Seidlhofer (2004) highlighted the crucial role of teacher education in reshaping teachers’ worldviews in a way which accommodates the current spread of English. From her perspective, rather than being trained in a set of pre-formulated techniques, teachers need a more comprehensive education fostering an understanding of the processes of language variation, the relationship between language and identity, and the need for a critical view of universal solutions to pedagogic problems.

Dewey (2012) proposed “a post-normative approach” for teachers and teacher educators to understand, accept and finally incorporate ELF in practice through deliberate rethinking. This approach differentiates between ‘training’ and ‘development’ by relating the training aspect of education to the principles and techniques teachers need to learn to apply (most of the time in their pre-service teacher education contexts) while development is associated with long-term, less specific goals and requires reflective review of a teacher’s practice. Dewey (2012) suggested that acquainting oneself with ELF in terms of both knowledge and skill base requires more of a ‘teacher development’ focus rather than a training one. Dewey (2012) found significant overlap between Kumaravadivelu’s (1994) ‘post-method condition’ and his ‘post-normative approach’. Kumaravadivelu (1994) challenged the concept of method itself, which is based on constructing knowledge-oriented theories of pedagogy, and suggested that post-method enables practitioners to construct classroom-oriented theories of practice. Thus, Dewey’s ‘post-normative approach’ aims to empower practitioners to ‘generate location-specific, classroom-oriented innovative language models’ far from normativity.

Blair (2015) also proposed a new model for ELF-aware teacher education, which he called the ‘post-native, multilingual model’. He investigated the implications of globalization and lingua franca use of English for the field of English language teaching and teacher education by examining teachers’ views in terms of their professional experiences. Findings revealed inadequacy in pre-service and in-service training in terms of developing sociolinguistic awareness. Participants mentioned the professional maturity they had recently achieved in their MA program, which required them to go through a process of awareness-raising and to develop an understanding of the complexity of language itself, the difficulties of defining “effective pedagogy”, and the irrelevance of the established commitment to native models for both themselves and their learners. Blair (2015) suggested incorporating ELF/World Englishes courses into teacher education programs to design and implement an ELF-aware teacher education perspective, which is central to the ‘purpose and process’ of English language teaching. Such a teacher education program prioritizes sociocultural and sociolinguistic perspectives on SLA module as well as including pragmatics as an element of the Language Analysis module and ELF/Global Englishes as an element of the Principles and Practice in ELT module. There also is ongoing emphasis on triggering teachers’ critical reflection of theory and literature and developing their analytical skills and awareness. Finally, his model advocates explicit recognition of the diversity of educational contexts and how ELF can fit into various teaching situations.

İnal and Özdemir (2013, 2015) investigated the perspectives of academia, pre-service and in-service teachers with regard to the concept of ELF and ELF-aware teacher education programs. Findings demonstrated that pre-service teachers are much more motivated to question the traditional normative approach to language teaching than academia and in-service teachers, emphasizing that pre-service teachers need more courses specifically designed to raise awareness of ELF and related issues in their teacher education programs. Kemalöglu-Er (2017) also studied ELF-related reflections and teaching practices of ten pre-service teachers who attended an ELF-aware teacher education program. Findings showed that participants raised their awareness of ELF by questioning their assumptions about ELF, and gradually went into the process of comprehending it and constructing new perspectives about it. Kemalöglu-Er and Bayyurt (2018) explored how pre-service teachers integrated ELF as ELF-aware practitioners into their teaching. Findings indicated that integration occurred both explicitly and implicitly. Explicit ELF integration refers to introducing ELF and ELF-related concepts to learners directly; implicit ELF integration consisted of attempts to integrate ELF without direct reference to the concepts itself. In this kind of implementation, students were exposed to ELF through ELF-related themes such as NNES culture. In another teacher education context, an ELF-aware teacher education model contributed to pre-service teachers’ perspective change, which, accordingly, led to micro-level classroom implications as well as macro-level implications such as language testing and assessment, language curriculum and material design, and development (Biricik Deniz, Özkan & Bayyurt, 2016; Biricik Deniz, 2017).

1.2. ELF-aware Teacher Education Model

Most English language teachers hold a normative view of adopting a single variety of English (usually British or American) in their teaching. However, as Seidlhofer (2008) suggested, replacing teachers’ ‘normative mindsets’ is necessary on the grounds that norms are ‘continually shifting and changing’. The pedagogical implications of ELF can only be incorporated into practice through teachers’ perceptions of what ELF reveals in practice, and this requires a long-term process in which practicing teachers become immersed in ELF. Thus, if ELF is to have an impact in language teaching, it is essential to give careful consideration to teachers’ awareness and understanding of the phenomenon so that it can be possible to explore ways to develop an ELF-orientation in practice (Dewey, 2012).

Any radical changes in ELT pedagogy must first be dealt with in individual teachers’ mindsets (Bayyurt and Sifakis, 2015b). To this end Bayyurt and Sifakis proposed an ELF/EIL-aware teacher education model (Sifakis, 2014; Bayyurt and Sifakis, 2015a, b; 2017; Sifakis & Bayyurt, 2015, 2018) inspired by Sifakis’s (2007) earlier model for training ELF-aware teachers. This ELF-aware teacher education model was developed for in-service teachers and was applied for the first time in Bayyurt and Sifakis’s teacher development project (ELFTed) conducted in Turkey and Greece. The framework included two phases: first, teachers read selections from ELF, ELF-related research and broader research fields of critical pedagogy and post-modern applied linguistics; second, teachers conducted action research projects in which they applied ELF-related concerns in their own contexts. Throughout this process they engaged in “a reflective journey” that raised their awareness of ELF and ELF-aware pedagogy, challenged, and finally altered their deeply-rooted assumptions about language pedagogy and communication. Findings highlighted the importance of making teachers conscious of their existing conceptualizations of communication, literacy,

teaching, learning, native and non-native speakers, and of their perceived role as custodians of Standard English. In addition, the underlying intention and the core of the model was to help teachers appreciate principles of ELF research and its impact on their own teaching contexts (Bayyurt and Sifakis, 2015a, b).

Sifakis and Bayyurt (2018) indicated that getting to know ELF means changing as teachers, which in time results in teacher “growth”, “improvement” and “development”. However, change is never easy and straightforward; rather it is gradual. In the ELFTed project, ELF was characterized as a complicated construct that needs to be explored through teaching materials and other ecological factors within the teaching/learning environment. Sifakis and Bayyurt (2018) define ELF-aware teaching as “... as the process of engaging with ELF research and developing one’s own understanding of the ways in which it can be integrated in one’s classroom context, through a continuous process of critical reflection, design, implementation and evaluation of instructional activities that reflect and localize one’s interpretation of the ELF construct” (p. 459). In this respect, an ELF-aware teacher education model does not only engage teachers with ELF and ELF-related issues but also broadens their knowledge about innovative practices in ELT through ELF lenses. Hence, such an innovative model may function as a turning point in teachers’ careers as they become more reflective of their teaching practice from an ELF-aware perspective. This study explored the implementation of an ELF-aware pedagogical approach in pre-service teacher education to investigate how an ELF-aware approach can be adapted and implemented in a pre-service language teacher education program and what impact an ELF-aware approach has on pre-service language teachers’ conceptualization of ELF and ELF related issues in ELT.

2. METHODOLOGY

2.1. Research Design

This descriptive multiple case study which constitutes a part of a Ph.D. study (Biricik-Deniz, 2017) aimed to describe participants’ a) assumptions and pre-occupied beliefs regarding ELF and ELF-related issues; b) new interpretations, constructions and reconstructions of meanings of ELF, ELF-related issues, and ELF-aware pedagogy after an intensive ELF-aware teacher education course for pre-service English language teachers. Twenty-six pre-service teachers participated to inform the phenomenon of an ELF paradigm within the same ELF-aware teacher education course (Stake, 2005). This study was “particularistic” in that it dealt with a particular issue (i.e., the phenomenon of ELF and its implications) in a particular context (i.e., the Department of ELT at a state university in Turkey). It also was “descriptive” in that it provides thick description of a process of implementing an ELF-aware approach to ELT, taking participants’ construction of meanings of the phenomenon of ELF into consideration. It employed rigorous data collection and analysis involving interviews, questionnaires, and reflection reports. Finally, it was “heuristic” in that it triggered readers to develop a better understanding of the phenomenon of ELF, ELF-related issues, and ELF-aware pedagogy by contextualizing the issue, as well as discussing, evaluating and summarizing its potential applicability.

2.2. ELF-aware Teacher Education Course

An ELF-aware teacher education course entitled “Globalization in ELT” was developed to apply the first phase of the ELF-aware teacher education model – the theoretical course phase. It was the first course designed for pre-service language teachers in the Department of Foreign Language Education and was offered to senior undergraduate student teachers as an elective. The aim of the course was in-depth exploration of ELF in pre-service teachers’ future careers as English language teachers and was taught by one of the researchers working as a professor in the department. The course content, developed by the course lecturer, was imbued with the syllabus of the ELFTed project (Sifakis and Bayyurt, 2015). The course focused on the spread of English and how globalization has shaped the current status of English as a global lingua franca. The course also covered ELF, ELF-related issues as well as the pedagogy of ELF. This course included articles, book chapters, audio/video materials, lecture notes as well as participants’ weekly journals and reflection reports on ELF research focusing on a) the global character and spread of English; b) introducing ELF as a concept; c) the myth of native-speakerism; d) the status of NEST and NNEST; e) matters of intelligibility; f) variability of ELF communications; g) ownership of English; h) ELF-aware pedagogy; and i) intercultural communicative competence.

The theoretical course helped pre-service teachers uncover their deeply-rooted assumptions regarding ELF and ELF-related issues as well as triggering them to critically question their long-standing beliefs regarding established ELT methodologies and practices. It also fostered them to construct/reconstruct new interpretations of the ELF phenomenon through awareness-raising techniques on ELF, ELF-aware pedagogy and ELF-aware teacher education. In addition, the course inspired participants to become familiar with ELF debates to enable them to develop as more critical and reflective ELF-aware teachers. Embedded with face-to-face learning methodology, the course required weekly tasks assigned to participants. Prior to sessions, participants were assigned readings (see Appendix A) that included follow-up questions for submission. During face-to-face sessions, participants collectively reviewed the ELT materials with the lecturer, which led participants to share their own interpretations, viewpoints and insights on ELF and its implementation in ELT in a critical and reflective way. Throughout the theoretical course, the researchers observed the change in the mind-sets of each course participant.

2.3. Participants

Twenty-six senior undergraduate student teachers (n=19 females; n=7 males) in the Department of Foreign Language Education at a large state-run university in Adana, Turkey participated in the study. Convenience sampling was used to recruit participants based on their enrollment in the “Globalization in ELT” elective course. Participants’ ages ranged from 21 to 25. Twenty-three participants spoke Turkish as their first language and three participants as their second language. English was taught as a foreign language to all participants. The three participants who spoke Turkish as a second language spoke Arabic as a heritage language. All participants had been learning English as a compulsory school subject since the 4th grade in primary school.

In the English language teacher education program, pre-service teachers take the following courses to obtain a BA at the end of the 4-year program: foundation in the English language skills through courses such as Academic Writing, Advanced Reading and Writing, Contextual Grammar, Listening and Speaking, and Discussion Skills; English literature; language teaching methodology; educational sciences and linguistics courses as well as some elective courses each semester. As for the knowledge of ELF, most of the participants were exposed to the ELF paradigm for the first time during the study. In fact, participants had not taken an ELF-related course before they took “Globalization in ELT”. Only two of the participants stated that they had some knowledge of ELF but the related data showed that their knowledge was superficial and limited to the definition of ELF as a global and international language.

2.4. Data Collection Instruments and Procedures

This study used open-ended-questionnaires, semi-structured interviews and other course documents (i.e., portal journals and reflection reports) to collect data. At the beginning of the semester, the participants completed an open-ended questionnaire (see Appendix B) to explore their understandings of concepts like native speakerism, NESTs and NNESTs, ELF as a construct, ELF and EFL, Standard English and deference to native-norms, World Englishes, cultural aspects in language teaching, and ownership of English. The same questionnaire was administered at the end of the theoretical course to examine participants’ constructions/reconstructions of meanings about ELF and ELF-related issues, identify changes in their mindsets, and evaluate the transformative impact of the theoretical course on participants.

Semi-structured one-on-one interviews also were conducted before and after the course to support the questionnaire results and generate more insightful outcomes of the data analysis. Each interview was audio recorded and lasted approximately 10 minutes with content very similar to the open-ended questionnaire. The researchers guided the interviews using a list of questions that covered the aforementioned topics and allowed sufficient flexibility for respondents to open up new ideas, topics and perspectives.

The ELFTed project portal also was used for an additional instrument to gather data from the theoretical course. Participants were asked to write journals based on the course materials in line with the prompts given by the instructor prior to their composition of the portal journals (<http://teacherdevelopment.boun.edu.tr/>). A journal frame was given to the participants with follow-up reflection questions about weekly course materials. They were expected to provide critical responses to each item in their journal entries on a weekly basis. The initial phase of each course session was devoted to class discussions and reflections based on the previous journal content. This provided a venue for the participants to continuously question and challenge their ELF-related assumptions to construct their conceptualizations of ELF as ELF-aware prospective teachers.

At the end of the course participants wrote a reflection report that evaluated the impact of the ELF-aware teacher education course on their development as future ELF-aware practitioners. There were targeted issues to elaborate on such as the content of the theoretical course, procedures followed and use of portal journals as a reflection tool. They also reflected on how the course influenced their mindsets and the overall contribution of the course to their professional development on their awareness-raising journey.

2.5. Data Analysis

Thematic analysis was used to interpret the data through six steps: a) organizing the qualitative data, b) generating themes, c) coding and transcribing the verbal data, d) evaluating emergent interpretations of the data, e) critically overviewing the data, and f) writing-up the data analysis (Marshall and Rossman, 1999).

Below an example is provided for the use of tables and figures. In tables and figures, APA 6 writing style should be used.

3. FINDINGS AND DISCUSSION

Participants’ assumptions about the ELF paradigm and ELF related issues (i.e., the status of NEST and NNEST, ELF-aware pedagogy referring to the implications of ELF in English language teaching and language teacher education) were investigated to evaluate the impact of an ELF-aware teacher education course on pre-service teachers’ perceptual development. Data from the open-ended questionnaire, semi-structured interviews and course-related documents revealed how pre-service teachers

reconceptualized the ELF paradigm and changed their mindsets about ELF-related issues after their participation in the ELF-aware teacher education course. Data are presented as pre-course and post-course themes.

Pre-course themes

Theme 1: Misconceptions

Data revealed that participants had certain misconceptions about the ELF paradigm. The most evident fallacy was that ELF provides speakers with unlimited freedom. It was suggested that ELF leads to the emergence of unintelligible varieties and forms, which may destroy the international role and status of English as illustrated in one participant's account below.

Teaching ELF can create problems for Standard English pronunciation. I think the language loses its international value in this approach. (P-12)

This misconception may result from participants' lack of awareness about the special qualities and ideologies of ELF; this ELF-aware teacher education course served as their initial academic encounter with ELF literature and pedagogy. Thus, due to insufficient knowledge, ELF appeared to be an approach that would create room for the maintenance and use of unintelligible language forms and varieties. ELF does, however, embrace standards to preserve the international quality of the language. Widdowson (1994) explains this as the quality of clear communication and standards of intelligibility. Jenkins (2000) proposed the "Lingua Franca Core" (LFC) consisting of native segmental and prosodic items crucial for protecting the quality of intelligibility. The LFC evaluates which phonological features are and which are not vital for intelligible pronunciation in lingua franca contexts. The ones that cause intelligibility problems are included into the LFC whereas the ones that do not are excluded from the LFC. Jenkins's proposals were followed by Seidlhofer's (2004) Vienna-Oxford International Corpus of English in which she presented a set of lexicogrammatical items that are used regularly by speakers from different first language backgrounds without causing loss of intelligibility. In brief, ELF researchers believe in the possibility of describing and even codifying ELF varieties in order to legitimise ELF use (Jenkins, 2015). Thus, ELF follows standards that take the native speaker model as a reference to keep nonnative varieties from moving too far apart from each other (McKay, 2002).

Another misconception about the ELF paradigm was that ELF is a distinct language. Some participants considered ELF as a codified language or a variety of English that can be used for communicative purposes in certain platforms such as international commerce and trade. One participant referred to ELF as a 'pidgin' language comprised of a simplified lexicon and grammar. Sifakis (2019) describes ELF-awareness and its principles (i.e., awareness of language and language use; awareness of instructional practice, and awareness of learning). The first principle highlights that ELF is not a distinct or codified language that can be taught in the way languages and dialects are taught. The paradigm, indeed, needs to be reconceptualized from the traditional variety-oriented ELF to variability as a defining characteristic of ELF communication (Widdowson, 1994).

Theme 2: Basic conceptualizations

The pre-service teachers had very basic conceptualizations of the ELF paradigm; their definitions were short, simple, broad and globalization-focused. As the term has been constantly used in recent years, participants had developed familiarity but could not conceptualize the paradigm in terms of its special qualities. They described the current lingua franca status of English in terms such as 'English as a global language', 'English as an international language' and 'English as the shared, common and mutual language' but could not support their accounts with in-depth explanations and discussions.

Post-course themes

Pre-service teachers were able to present more indepth and internalized definitions reflecting the special qualities of ELF after the course. Thematic analysis of post-course data identified four main domains: linguistics, culture, attitude and language pedagogy. Emergent themes are presented in relation to each domain in Table 1. Post-course themes Pre-service teachers were able to present more indepth and internalized definitions reflecting the special qualities of ELF after the course. Thematic analysis of post-course data identified four main domains: linguistics, culture, attitude and language pedagogy. Emergent themes are presented in relation to each domain in Table 1.

Table 1.

Post-course themes on the ELF paradigm

Domains	Themes
Linguistics	Inteligibility Variability Code-switching Communication strategies
Culture	Interculturality Multiculturality
Attitude	Self-esteem

	Motivation
	Ownership
Language pedagogy	Humanism
	Constructivism

Domain 1: Linguistics

Four themes were discussed under the linguistics domain: intelligibility, variability, code-switching and communication strategies.

#Theme 1: Intelligibility

Participants suggested that the features of English crucial for international intelligibility need to be learned instead of mastering the finer nuances of native speaker language. Rather than focusing on just native models, they stressed the necessity of achieving intelligibility standards both inside and outside classroom context as illustrated in the following excerpt:

In ELF approach, you don't go into normative details of the language and waste your time correcting each and every detail. Your main objective is to teach and learn it for mutual intelligibility, communication and functional purposes. (P-7)

According to Seidlhofer (2005), this insight conveys the aim of teaching the language for general language awareness and communication strategies.

#Theme 2: Variability

Participants' in-depth analysis of the ELF paradigm stressed the legitimacy of diversity and variability as a defining characteristic of ELF. They suggested that ELF use embodies diverse lingua cultures and different communities of use. Thus, the participants questioned their long-held deference to native speaker norms and accepted the reality of variability in ELF communication as exemplified in one participant's account:

I now think it is impossible not to carry the signs and characteristics of your own identity, language and culture while speaking English. ELF ideology welcomes this reality of variability. (P-13)

This emphasis on variability maps onto the literature in terms of emphasizing the variability within how English is used, accepting both native and non-native English varieties of the language, and the influence non-native speakers have on the development of English (Jenkins, Cogo and Dewey, 2011; Park and Wee, 2014; Seidlhofer, 2004).

#Theme 3: Code switching

Participants also referred to code switching, which signifies the use of L1 in L2 contexts to accommodate in the target language. L1 is not regarded as an obstacle hindering communication; rather it is considered as a resource in the natural flow of communication as indicated in the following excerpt:

Before I was informed about ELF matters, I used to think L1 as a factor hindering learners' language development. However, I now understand L1 is a source helping learners in their language learning process especially when you get stuck in the target language. I now notice that I can make use of sharing the same L1 with learners, which a NEST lacks. (P-8)

Cogo's (2009) study also showed how code switching can be used as an accommodation strategy, and speakers' creative use of their multilingual repertoire is helpful in maintaining social relations and constructing group membership.

#Theme 4: Communication strategies

Participants emphasized the urgent need for strategy training for effective and meaningful communication. Such strategy training involves a reconceptualization of current language teaching and learning practices and goals, which are based on native speaker norms. The participants suggested that the ELF paradigm includes language learners' current needs in terms of comprehensibility and intelligibility in ELF communication. It was highlighted that the ELF paradigm has a C-bound approach, which prioritizes the process of cross-cultural comprehensibility between speakers as a common communicative goal. "C" symbolizes three operative words: communication, comprehensibility, and culture. (Sifakis, 2004) The following excerpt illustrates one pre-service teacher's account of this issue:

ELF accepts a c-bound approach which focuses on communication, comprehensibility and culture. Communication and intelligibility between speakers are more important than obsessing with the whole native norms and rules. (P-4)

Domain 2: Culture

Culture was the second domain formed according to participants' accounts of the ELF paradigm. They mentioned the concepts of interculturality and multiculturalism in their discussion of the ELF paradigm.

#Theme 1: Interculturality

According to the pre-service teachers, the ELF paradigm acknowledges the integration of one's own culture and other cultures for the maintenance of effective ELF communication. McKay (2002) also highlighted the importance of developing a 'sphere of interculturality', which she explained as acquiring knowledge about others' culture and reflecting on one's own culture in relation to that of others. Due to the multitude of users and contexts of ELF communication, it is naïve to assume that ELF is a culturally and identity neutral form of communication (Baker, 2015). The following quote depicts how one participant conceptualized this theme:

It is, I think, impossible not to carry the signs and characteristics of your own identity, first language and culture while speaking English. ELF welcomes this reality. (P-13)

#Theme 2: Multiculturalism

Findings emphasized the necessity of embracing multicultural aspects in language teaching, specifically in designing ELF-aware materials. Vettorel (2017) also suggested that a pluricentric ELF paradigm should be adopted to reflect the current global status of English. This perspective promotes multicultural communicative competence that moves beyond the native speaker and target culture model towards the "authentication" of social and international communicative contexts. The following excerpt illustrates one pre-service teacher's perspective:

I believe it is racist to expose learners to the cultural symbols of native speakers only. As teachers we should integrate cultural diversity into our lessons because English not only affects other cultures but also is affected by different cultures around the world. There should be an interaction of international cultures. (P-23).

Domain 3: Attitude

Participants suggested that the ELF paradigm implies adopting positive attitudes towards diverse uses of ELF and multiculturalism. Self-esteem, motivation and ownership emerged as themes with respect to participants' attitudes transformed throughout the ELF-aware teacher education course.

#Theme 1: Self-esteem

Participants highlighted that learning about ELF encouraged their self-esteem in their own brand of English as NNESTs. They expressed that their self-esteem increased as they better understood their significant role as NNESTs in shaping the language, and that they have agency as language users as long as there is a quality of intelligibility and comprehensibility in their own variety. In this vein, Jenkins (2006) suggested that awareness of variability as a defining characteristic of ELF is likely to trigger self-confidence in participants' own English varieties and, in turn, reduce the linguistic capital that many people still believe native-like English to hold. The following quote exemplifies how knowledge of ELF influenced one participant's self-esteem.

I used to believe that native speaker is more competent and I used to blame myself as a NNEST when there was a communication breakdown with a NES but I have learnt that the problem does not always result from the speaker; it may result from the hearer, too. NESs most of the time cannot handle interaction problems because they aren't aware of communication strategies. (P-9)

#Theme 2: Motivation

The diverse, multilingual and multicultural nature of ELF fostered participants' motivation as NNESTs. The ELF-aware journey enabled them to revise their existing norm-bound approach that put NESTs in a superior position in language teaching, which resulted in a better understanding of their own strengths as NNESTs as shown in the following excerpt:

Coming to a better understanding and awareness of the advantages I hold as a NNEST, I overcame the feelings of inferiority resulting from my assimilated beliefs about the NNESTs as ideal teachers. (P-12)

#Theme 3: Ownership

The pre-service teachers' attitudes in terms of the ownership of English within the ELF framework also were reshaped. Their sanctioned belief (i.e., native speakers as the custodians over what is acceptable usage) was replaced by a new perspective that emphasized NNESTs influence on shaping the current status of English and its development worldwide. Participants asserted

that they felt empowered with the ownership of the language as a result of their reconceptualization of the ELF paradigm. This sentiment overlaps with the literature addressing the denationalization of English and the inability of any one group to lay claim to the language (McKay, 2002; Widdowson, 1994). In fact, one participant point out:

It is obvious that English has its origins in Britain. However, as the British Empire prospered English spread across the world, and it has become World English so not only inner circle countries but also outer circle and expanding circle countries have impact on the development of this language. (P-4)

Domain 4: Language pedagogy

Participants also associated the ELF paradigm with some reconceptualizations and implications in language pedagogy such as humanism and constructivism.

#Theme 1: Humanism

Participants suggested that adopting an ELF-aware perspective in language pedagogy was associated with a humanitarian approach since it promotes sensitivity towards learners' identities and culture and helps stakeholders appreciate and respect diversity and pluricentrism rather than defining English based on a single variety. The pre-service teachers also highlighted that an ELF-aware perspective enables teachers to be more culturally sensitive in their choice of materials relative to the diversity of contexts in which English is used. Moreover, participants expressed that demanding learners to lose their own personalities and cultural backgrounds to the effect of blindly imitating native speaker behavior is discriminatory. The following quotes present two participants' accounts on this theme.

Teaching English based on native norms is not humanistic at all. I think it is related to racism. We should adopt ELF approach which stimulates diversity. (P-9)

I have always felt pressure put by my teachers on me to learn and speak English with some very strict and inflexible rules which are NES-based. That's why, I have always been restricted and couldn't improve my communication skills because of the fear of making mistakes all the time. This is not humanistic at all. (P-12)

#Theme 2: Constructivism

According to the pre-service teachers, ELF-awareness brings a constructivist perspective into language pedagogy. Within this approach, learners exist with their own individual characteristics of language use, language learning styles and diverse needs. Kohn (2011) also takes a social constructivist perspective into ELF in ELT. According to him, each speaker can only represent his or her own individual English, which is their own version of English. This is the only option available to them; and they all suppose that in this way they will be able to manage effective communication. The constructivist perspective developed by pre-service teachers was evident in the reflection report they wrote after completing the ELF-aware teacher education course. Participants suggested that the ELF-aware theoretical course changed their language teaching philosophy and enabled them to reshape their pedagogical knowledge to create an effective teaching and learning environment. They highlighted that the ELF notion fostered their respect for linguistic and cultural diversity in language teaching; they no longer encouraged their language learners to lose their own identities and cultural and linguistic backgrounds to imitate NES behavior as exemplified in the following excerpt from one participant:

ELF approach helped me see that I shouldn't demand learners to become someone else. They should perform their own personality and character in the target language. (P-3)

Another aspect participants of the study mentioned was how the course contributed to their field knowledge. They stated that they had become more critical and reflective regarding what was taught in their language teacher education programme, which only informed them about established principles and practices in language teaching rather than triggering them to critically question. Participants also stated that what they had assumed to be correct regarding language teaching principles and methods turned out to be highly disorienting when subjected to critical questioning, as exemplified in the following excerpt:

"I now understand that I have a lot of misconceptions about ELT methods. For example, communicative approach that I mostly relied on fails in terms of many factors since I now believe it was not developed for EFL contexts and may not be normally applicable there. What we should do is to develop our own localized methods" (P-12)

Raising awareness of ELF and ELF-related issues also had a positive impact on participants' affective and psychological concerns as NNESTs. They overcame the feeling of inferiority resulting from discrimination against NNESTs in the language teaching profession and came to a better understanding of the multicultural and multilingual resources they are equipped with. In fact, one participant pointed out:

Non-native speakers can stand like a bridge between learners and success because they can be much more involved into language learning process and predict the possible problems and difficulties learners may face better than native teachers who have no idea about what it is like to learn a second language (most of the time). (P-18)

Participants also experienced a reconceptualization and change in their beliefs and attitudes towards language learning and teaching goals and objectives. They reported that whereas they used to set unrealistic and utopian goals of attaining NES English both for their language learners and themselves as language practitioners, they had become more reasonable about shaping their objectives in a way that was responsive to the current status of English worldwide, as illustrated in the following excerpt:

Forcing learners to learn one Standard English and ignoring all those variations out there is an unrealistic aim to achieve. While even in London people may encounter different accents and different uses of English, it is rather discriminative and unfair to impose just one Standard English. (P-13)

The final point raised by pre-service teachers was about professional development. They emphasized that awareness of the debates and discussions about ELF in ELT was missing from English language education, although it is a necessary component of quality education in English language teacher training. One participant focused on how an ELF-aware teacher education course contributed to pre-service teachers' professional development:

I can now see how crucial it is to become aware of ELF matters as a language teacher. As a teacher who follows humanistic approaches, I found ELF very meaningful and realistic. I don't think I can think of my following classes without an ELF touch. (P-8)

Catching up with all ELF-related issues, debates and discussions, pre-service teachers acquire innovative perspectives about the real function of English as a global lingua franca (Christiansen, 2015).

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

This study investigated the implementation of an ELF-aware teacher education model (Bayyurt and Sifakis 2015a, 2015b) in the context of pre-service language teacher education program. The goal was to evaluate the impact of an ELF-aware teacher education course on raising pre-service teachers' awareness of the phenomenon of ELF, ELF-aware pedagogy referring to the implications of ELF in English language teaching and language teacher education. Findings focused on perceptual aspects in terms of changes in participants' mindsets after participating in the theoretical course. The main ELF-related issues of interest in the course were the dichotomy between NEST and NNEST, ELF as a construct, ELF-aware pedagogy and ELF-aware language teacher education. Changes in the mindsets of the ELF-aware pre-service teachers was observed and recorded by the researchers in face-to-face class discussions. In addition, the differences between pre and post-course themes in pre-service teachers' course documents may reveal a conceptual change in the mindsets of the pre-service teachers. However, this issue needs further investigation to clarify how this change occurs.

Findings related to the dichotomy between NESTs and NNESTs indicated that before taking the ELF-aware teacher education course, participants had focused primarily on the competencies of NESTs, who they considered superior to NNESTs in ELT. Post-course themes pinpointing strong qualities of NNESTs in the language teaching profession implied a change in participants' perspectives regarding their status as NNESTs, however. As for participants' perspectives about ELF, the data showed that in the beginning, the majority of pre-service teachers were not aware of the phenomenon of ELF or the ideologies held by ELF. Accordingly, their ELF definitions were superficial and depicted ELF as a global and international language. However, data gathered after completing the theoretical course showed that participants' definitions changed to reflect different roles and qualities of ELF. After developing new insights into ELF, the participants mentioned certain critical ELF-related issues in their definitions such as intelligibility, ownership, diversity, culture, language variation and identity.

Finally, after having completed the ELF-aware teacher education course participants mentioned how the ELF experience had contributed to their pedagogical knowledge, field knowledge, affective and psychological improvement; transformation of their beliefs and attitudes towards ELT profession; and professional development as language teachers. The contribution voiced by the participants most frequently was the ability to reflect critically and question their assumptions. Apart from these contributions, the participants expressed their concerns regarding from norm-driven language education and assessment policies, which may hinder their future attempts to create an ELF-embedded curriculum as well as assessment.

This study holds implications for components of language pedagogy such as language curriculum, material design and development, and testing and assessment. There is a strong need for re-conceptualization and innovation in response to ELF in the English language education system. The real needs of language learners and the present status of English as a global language must be reflected in each component of language education. Our language teaching and learning philosophy needs to move beyond the current norm-driven approach upon which language competency and proficiency is assessed. Incorporating ELF into English language teacher education programs not only as a means of awareness-raising but also as an opportunity for student teachers to develop critical and reflective questioning skills is a major implication of this study as well. ELF needs to be addressed both in theoretical and practical courses through which pre-service teachers may develop ELF perspectives

regarding practices of designing and implementing lesson plans. Apart from a separate ELF course, thorough examination and discussion of ELF in various courses regarding different aspects of language pedagogy would encourage pre-service teachers to reflect on these issues from a critical perspective that challenges established viewpoints. It is also crucial to inform all stakeholders, from learners, parents, teachers and administrators to teacher educators, testing experts, curriculum designers and text book writers about the reality of ELF and its implications for language pedagogy to realize these implications.

This study was conducted with a small group of pre-service language teachers, which limits generalizability of the research findings. In addition, the change in teachers' mindsets needs further observation in a follow-up study given the complexity of pre-serve teachers' real teaching situations to see if they could incorporate ELF-awareness into their teaching practices.

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Research and Publication Ethics Statement

This study meets the principles of research ethics. It is a part of a Ph.D. study so it is ensured that it addresses ethics principles and standards of scientific research.

Contribution Rates of Authors to the Article

All authors contributed equally to this study and the manuscript at all stages. It is a part of a Ph.D. study and a product of a project in which all authors collaboratively worked as a research team.

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Statement of Interest

Authors have no conflict of interest to declare.

6. GENİŞ ÖZET

İngilizcenin küresel bir dil olması ve tüm dünya milletlerinin hayatına girmesi son yıllarda yadsınamaz bir gerçek haline gelmiştir. İngilizcenin dünya dili olarak taşıdığı bu rol hiç kuşkusuz ki İngiliz dili eğitimi ve İngiliz dili eğitimi öğretmen yetiştirme programı gibi birçok alanda son derece önemli anlamlar taşımaktadır. İngilizce öğretiminde geleneksel yaklaşımların yanı sıra İngilizcenin günümüzde edinmiş olduğu ortak dil rolüne uygun yeni yaklaşımlara ihtiyaç duyulmaktadır. Bu ihtiyaç hiç kuşkusuz ki İngilizce öğretmeni yetiştirme programında da doğrudan yeni yaklaşımlar edinilmesi gerektiğini ortaya koymaktadır. Öğretmen adaylarının İngilizceyi "standart dil" olarak öğretmek yerine "ortak dil" olarak öğretmeleri ve bu konunun gerektirdiği birtakım yaklaşımları edinmeleri ve bu bağlamda farkındalık kazanmaları, öğretmen yetiştirme programında yeni bakış açıları kazanılması ihtiyacını beraberinde getirmiştir.

Bu çalışma, Hizmet Öncesi İngilizce Öğretmeni Yetiştirme Programı bünyesinde bulunan yabancı dil öğretmen adaylarının Ortak Dil olarak İngilizce (ODİ) yaklaşımının farkındalığını yaratarak, beraberlerinde getirdikleri kalıplaşmış inanç sistemlerini yansıtıcı öğrenme teknikleri vasıtasıyla sorgulayarak bu global ve sosyal farkındalığı yerleştirmeyi hedeflemektedir. Bu bağlamda, daha önce hizmet içi eğitim programında uygulanmış olan bir modelin hizmet öncesi öğretmen yetiştirme programındaki yansımaları incelenmiştir. Bu model çerçevesinde, ODİ bilinci ve farkındalığı yaratmak amacıyla programa "Küreselleşme Bağlamında Yabancı Dil Öğretimi" başlıklı seçmeli bir ders sunulmuştur. Bu dersin içeriği İngilizcenin günümüz statüsü, ODİ yaklaşımının yabancı dil öğretimine ve değerlendirilmesine yansımaları, ODİ çerçevesinde öğretmen yaklaşımı, ODİ içerikli materyal hazırlama ve değerlendirme, Dünya İngilizceleri ve ODİ'yi barındıran korpusları temel alan ders malzemelerinden ve materyallerden oluşmaktadır.

Bu ders, ders anlatımı, soru-cevap yöntemi, video gösterimi ve yansıtıcı günlükler teknikleriyle işlenmektedir. Süreç öğrenci merkezli olup tamamıyla öğretmen adaylarının kendi deneyim ve tecrübeleri doğrultusunda ilerlemektedir. Bu sayede

öğretmen adaylarının meslek hayatları boyunca tek bir doğruya inanmaktan uzak; sorgulayan, araştıran, deneyimleyen ve dünya gerçeklerini kucaklayarak kendi ideolojilerini oluşturan bağımsız bireyler olmaları hedeflenmektedir.

Bu durum çalışması sunulmuş olan seçmeli derse katılmış ve süreci tamamlamış öğretmen adaylarının deneyimlerini ve algı değişimlerini yansıtmaktadır. Çalışmanın verileri açık uçlu sormaca, yarı yapılandırılmış birebir görüşmeler ve öğrenci yansıtıcı günlükleri vasıtasıyla toplanmıştır. Çalışma verileri nitel araştırma analizi yöntemlerinden tema analizi yapılarak gerçekleştirilmiştir. Bulgular, öğretmen adaylarının Standart İngilizce, ODİ, İngilizceyi anadil olarak ve yabancı dil konuşucuları ile ilgili halihazırda sahip oldukları inanç sistemlerini sorgulayarak bu husustaki düşünce ve yaklaşımlarını yeniden yapılandırdıklarını sunmuştur.

Bulgular iki ana kategoride irdelenmiştir: a) Öğretmen adaylarının ODİ hakkındaki algıları, b) Öğretmen adaylarının İngilizceyi anadil ve yabancı dil olarak konuşan öğretmenlerin mesleki yetkinliklerine bakış açıları. Öğretmen adaylarının algı değişimleri eğitim öncesi ve sonrası olmak üzere iki bölümde sunulmuştur. Her bölüme ait ilgili temalar öğretmen adaylarının alıntılılarıyla desteklenmiştir. Sonuçlara göre öğretmen adayları eğitim öncesinde ODİ kavramı ile alakalı yüzeysel ve yalnızca küreselleşme temelli görüşlerde bulunurken eğitim sonrasında ODİ'nin kapsadığı unsurlara eleştirel ve yansıtıcı bir tutumla yaklaşmışlardır. Örneğin, eğitim öncesinde bir öğretmen adayı ODİ kavramını yalnızca küresel uluslararası İngilizce olarak tanımlayan öğretmen adayları eğitim sonrasında ODİ'nin barındırdığı kültür, ideoloji, dil emperyalizmi, Dünya İngilizceleri, ODİ pedagojisi ve ODİ temelli korpuslara gönderme yaparak ODİ kavramını yeniden yapılandırmışlardır. Ayrıca eğitim öncesi yalnızca İngilizceyi anadil olarak konuşan öğretmenlerin yetkinliklerini vurgulayan öğretmen adayları, ODİ eğitimi sonrasında İngilizceyi yabancı dil olarak konuşan öğretmenler olarak kendi mesleki yetkinliklerinin farkına vararak öğretmenlik vasıflarını tanımlayabilmişlerdir. Örneğin, eğitim öncesinde İngilizceyi yabancı dil olarak konuşan öğretmenlerin yalnızca dilbilgisi anlatımında yetkin olduklarının altını çizirken ODİ eğitimi sonrasında İngilizceyi yabancı dil olarak konuşan öğretmenlerin de farklı hususlarda üstünlük gösterebileceği özellikle çok dilli ve çok kültürlü olmanın, öğrenci ile aynı anadili konuşmanın ve bu doğrultuda empati kurmanın sınıf içine olumlu yansımalarını bütün bunların sınıfa yarar getirdiğini ve bununla ilgili yaklaşımlar hakkında hipotez geliştirdikleri gözlemlenmiştir. Bulgularda eğitim öncesi ve sonrası ortaya çıkan temaların birbirinden önemli düzeyde farklılaştığı gözlenmiştir.

Çalışmanın bulguları İngilizce öğretmen yetiştirme programı ve İngilizcenin öğretimi alanlarına katkı sağlamayı hedeflemektedir. Sonuçlar göstermektedir ki, yabancı dil öğretmen yetiştirme programları ODİ bilincini yaratmaya ve geliştirmeye yönelik ders içeriklerini adapte etme veya bu hususa ilgili ders ekleyerek bu konunun önemini müfredatlarına yansıtabilirler. ODİ bilinci yalnızca teorik ders bünyesine entegre edilmekle kalmayıp öğretmen adaylarının pratik uygulamalara yönelik derslerinde de etkin bir şekilde kullanımına fırsat sağlamalıdır. Çalışma, İngilizcenin küresel dil olarak gelişimden kaynaklı olan öğretmen yetiştirme programlarındaki günümüz ihtiyaçlarına ve bu bağlamda yeni yaklaşımlar edinmeye cevap vererek öğretmen adaylarının İngilizceyi anadili olarak konuşmalarının sebebiyet vermiş olduğu güvensizliklerinden sıyrılıp ana dili İngilizce olan öğretmenlere kıyasla yetkinliklerinin olduğu bilinci ile mezun olmalarını sağlayacaktır. Bunun yanı sıra İngilizce öğretimindeki amaçlarının anadili İngilizce olan bireyleri rol model almak yerine uluslararası platformda iletişim kurabilen Dünya İngilizcelerine tanıdık olan öğrenciler yetiştirmek olduğu bilinciyle hareket edeceklerdir. Ayrıca mesleklerine başladıklarında her türlü Dünya İngilizcelerini dersine entegre eden ve derste uluslararası ortamlardaki çeşitliliği vurgulayan yaklaşımları temel alacaklardır.

Appendix A

ELF-TEd / Journal 1

SECTION A. Understanding the global character of English

David Crystal's YouTube Videos

"Global English": <https://youtu.be/WZI1EjxxXKw>;

"Should English be taught as a global language?": <https://youtu.be/tLYk4vKBdUo>; "Will English always be the global language?": <https://youtu.be/5Kvs8SxN8mc>

Write down your reactions to any aspect of these videos that you find interesting.

1. In defining a global language, Crystal refers to critical issues and questions. In your journal, make a list of those features. Then, think about your own personal perspective – to what extent do you agree with Crystal's claims? If you took a different perspective before reading these excerpts, are you persuaded to think about these issues more critically? What has made you shift in your perspective?
2. In one of the videos, Crystal says that it is important for teachers of English to be aware of the different varieties of English that exist today. In another video, he mentions the importance in seeing and teaching the differences between standard and non-standard variations of English. In yet another video, he stresses the importance of the role non-native speakers play in the evolution of the English language and the very important role played by the Internet in this. What is the importance in these distinctions in his view? In what ways are they linked to teaching? What is your own personal take on this? Have you thought about these issues before?

Crystal, D. (2003). Chapter 1: Why a Global language? In *English as a global language* (pp. 1-28). Cambridge: Cambridge University Press, 2nd Edition.

3. In your journal, write down your reactions to what you're reading. Why do we need a global language? Why is English a global language? Which processes have contributed to making English a global language? What implications arise from the global character of English (a) for users of English worldwide and (b) for learners of English?

4. Overall, what is your reaction to the global spread of English? Do you welcome it? Do you see it as necessary? Do you consider it unwanted and dangerous?

Appendix B

Open-ended Questionnaire Items

1. Do you believe in the existence of a native speaker vs non-native speaker dichotomy? If so, which group do you belong to?
2. Who is a "native speaker"?
3. Who is more communicatively efficient in global settings; a native or non-native speaker? Why?
4. Is nativeness an important feature in language teaching? Why, why not?
5. Should we give English language learners native-speaker models from English-speaking countries such as England, Australia and USA or non-native speaker models from all over the world? Why?
6. Which is more crucial in language teaching profession; native language background or experience and professionalism? Why?
7. Do you support the assumption of the native speaker as the ideal teacher? Why, why not?
8. Do you think native speaker teachers are superior to their non-native counterparts in language teaching profession? If so, why, and in which aspects? If no, why not?
9. What do you think about the concepts of EFL (English as a foreign language) or ELF (English as a lingua franca)? Please share your assumptions on these conceptions.
EFL:
ELF:
10. Do you believe that a model of teaching Standard English (British or American) based on native speaker norms should be adopted? Why, why not?
11. Do you believe that a model of World Englishes based on the notion of English as an international language should be adopted?
12. Is there a relationship between language and culture? If so, what is the role of culture in EFL context?
13. What should cultural information consist of in English language classrooms?
14. What is the aim of presenting cultural information in English language classrooms?
15. What do you think about the ownership of English language? Who owns it?