



## An Investigation of Pre-Service English Teachers' Awareness of English as a Lingua Franca and World Englishes<sup>1</sup>

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### Anahtar

#### Kelimeler:

1. Ortak İletişim Dili Olarak İngilizce
2. Dünya İngilizceleri
3. İngilizce öğretmen adayları
4. İngiliz Dili Eğitimi

### Öz

Ortak İletişim Dili Olarak İngilizce ve Dünya İngilizceleri kavramları öğrenme ve öğretimdeki yalnızca Amerikan ve İngiliz İngilizcilerinin “düzgün ve kabul edilebilir” olduğu görüşüne tepki olarak ortaya çıkmıştır. Dünyanın “global bir köy” haline gelmesiyle, İngilizce ortak iletişim dili haline gelmiş ve bu durum İngilizcenin sahipliği noktasında hararetli tartışmaların çıkmasına neden olmuştur. Bu tartışmalar İngilizce öğretimi alanını da etkilemiş ve birçok araştırmacı sınıf içinde kullanılan materyallerden müfredata varıncaya kadar köklü değişiklikler yapılmasını önermiştir. Bu çalışma İngilizce öğretmenliği bölümünde okuyan öğretmen adaylarının Ortak İletişim Dili Olarak İngilizce ve Dünya İngilizceleri kavramları hakkındaki farkındalıklarını ve bu kavramları gelecekteki öğretim uygulamalarına dahil etme niyetlerini ortaya çıkarmak üzere yapılmıştır. Bu amaç doğrultusunda ikinci, üçüncü ve dördüncü sınıflarda okuyan 152 İngilizce öğretmeni adayına bir anket uygulanmıştır. Bu çalışma önceden yapılan çalışmaların çoğundan farklı sonuçlar ortaya koymuştur. Çalışmaya katılan İngilizce öğretmen adaylarının bahsi geçen kavramlardan haberdar oldukları ve aynı zamanda bu prensiplere dayalı öğretim metot ve tekniklerinin İngilizce sınıflarında uygulanması noktasında istekli ve bilinçli oldukları tespit edilmiştir.

### Abstract

English as a Lingua Franca (ELF) and World Englishes (WE) have appeared as a reaction to the deep-rooted mentality that American and British English are the only ‘proper and acceptable’ type of English in terms of teaching and learning. With the world’s recent position as a ‘global village’, English language has become the lingua franca and this situation has started heated debates on the ownership of English. The field of English language teaching has been affected by these changes and many researchers have offered drastic changes from curriculum to in-class materials in English language teaching. This study aimed to investigate pre-service teachers’ awareness of ELF and WE concepts and their intention of integrating these concepts in their future teaching practices. A questionnaire was administered to 152 second, third-, and fourth-year pre-service teachers to explore their views. Results of this study differed from most of the previous studies. It was investigated that participating pre-service teachers were not only aware of the concept of ELF and WE, but also, they were conscious of the necessity of integrating the principles of ELF to teaching language in their classrooms.

### Keywords:

1. English as a Lingua Franca
2. World Englishes
3. Pre-service teachers
4. English Language Teaching

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## Introduction

According to research (Graddol, 2006), the number of people who speak English as a foreign language greatly outnumber the people speaking it as a first language. There are, of course, many reasons of the dominance of English in the world, however, today the reality is that English is the international lingua franca, or as Mauranen (2017) puts it 'non-local lingua franca'. Knapp (2015) lists three main reasons for the spread and dominance of English: because of British Empire's power and British colonies all around the world, the position of the USA as the world's 'superpower' since the World War II, and a famous myth that English is the easiest language to learn. The recent position of English as the international lingua franca and global language has brought many social, cultural, and economic changes. The most important of these changes is the understanding that English is not the property of its first speakers anymore. The concepts of English as a Lingua Franca (ELF), English as an International Language (EIL), World Englishes (WE) and few others have started to be discussed by researchers and scholars in the field of language education. Since the beginning of 19th and 20th centuries, all the activities related to English language education (materials, curriculum, programs, methodology, assessment, teaching and instruction etc.) have been taking place all around the world according to the native speaker standards and norms (Jenkins, 2007). Phillipson (1992) argues that the "hegemony" of standard English can be felt in most pedagogical practices. However, with these changes in the world and especially on the side of English language, usefulness and necessity of the native speaker model has been questioned by researchers (Young & Walsh, 2010). Halliday (2009) claims that despite the refutation of native versus non-native dichotomy by some scholars, it is still widely used around the world to describe speakers of English. English language teaching activities and English language teacher education programs all around the world have been operating according to the notorious native speaker and English as a Foreign Language (EFL) models. Jenkins (2007) puts forward that EFL and native speaker model have always been the preferred and attractive models for teaching English and training English language teachers (especially non-native speaker English teachers). However, the ownership of English has been more controversial. "The ownership (by which I mean the power to adapt and change) of any language in effect rests with the people who use it, whoever they are, however multilingual they are, however monolingual they are... Statistically, native speakers are in a minority for language use, and thus in practice for language change, for language maintenance, and for the ideologies and beliefs associated with the language" (Brumfit, 2001:

116). In other words, as English is used as a lingua franca, it is also shaped by its nonnative speakers as much as by its native speakers (Seidlhofer, 2005).

Suzuki (2011) indicates that according to EFL model, learning and teaching of English is all about adhering to the native speaker standards and norms. As a result, it is always assumed that learners would interact and communicate with native speakers, so either British or American standard English should be taught to them. Hence, learners are expected to use either standard British or standard American English. Jenkins (2007: 239) claims that there are some 'gatekeepers' in the world that pave the way for the existence of native speaker and EFL models in English education and English language teacher education all around the world, such as government institutions, examination bodies, universities, publishers, The British Council, and some other state and private institutions. She also argues that all of these 'gatekeepers' that are putting intensive effort to advocate the native speaker model affect the attitudes and beliefs of 'non-gatekeepers' all around the world. These efforts of making the native speaker model as the only legitimate and accepted way of learning, speaking, and teaching English harm non-native speakers of English seriously, especially the non-native English speaker teachers. Jenkins (2007) touches on this point, and she argues that the efforts and activities of the 'gatekeepers' lead to 'linguistic insecurity' among non-native English speaker teachers.

The legitimacy of native speaker model has been put into question by many researchers and scholars. Alptekin (2002: 61) argues that the native speaker model is utopian, unrealistic, and constraining. He indicates that the model is utopian because no one can claim that there is only one way of using and speaking English language since no language variety or language pattern can be superior to all the others. The native speaker model is unrealistic because of the recent social, economic, political, and cultural structure of the world. Many people all around the world use and speak English for the purposes of trade, business meetings, academic work etc. Hence, much of interaction and communication in English is taking place among non-native speakers. Here, Alptekin asks the question: "How relevant, then, are the conventions of British politeness or American informality to the Japanese and Turks, say, when doing business in English?... How relevant is the importance of Anglo-American eye contact, or the socially acceptable distance for conversation as properties of meaningful communication to Finnish and Italian academicians exchanging ideas in a professional meeting?" The native speaker model is constraining because mainstream EFL and native speaker models focus on regularly and intensively exposing learners to authentic language, and this authentic language is not based on non-native speakers' experience and local culture. Instead, with the concept of authentic language, what the EFL advocates really meant is that non-native speakers should be exposed to only native speaker standards and norms of English language, and this kills teacher and learner autonomy. Alptekin argues that the language in the classroom should be localized as much as possible, so that learners can engage with it.

The situation and number of non-native English speakers in the world make it necessary to turn the attention to ELF research because the global role of English requires new ELF-aware language learning and teaching pedagogies. Suzuki (2011) argues that non-native English speakers in the classroom should be exposed to different varieties of English so that their communication with their fellow non-native speakers will not rely on native speaker standards and norms. In an ELF-aware English classroom, students are not assessed according to native speaker standards and all varieties of English are given equal value (Mauranen, 2012). Jenkins (2006) makes an interesting argument by stating that EFL and native speaker models label language students' learning process 'error', while ELF-aware language teaching and learning pedagogy see it as natural process of learning and improving. The global role of English unfolds different considerations and arrangements regarding English language education and English language teacher education because ELF-aware language education and teacher education programs consider the diverse needs of non-native English speaker learners, teachers, and pre-service teachers (Deniz et al., 2016). Therefore, English language learners should be served according to ELF-aware teaching frameworks, curriculum, and programs so that their linguistic and cultural identities are not formed and shaped according to meaningless native speaker standards and norms. For this to happen, first, teachers need to be aware of the principles of ELF and pre-service teachers should be brought up accordingly (Suzuki, 2011).

ELF researchers put forward that there is a stiff resistance to adopting ELF-aware pedagogies, curriculum, instruction, and materials in expanding circle countries (Matsuda & Friedrich, 2011). There is a deep-rooted tradition that only standard British or standard American varieties should be taught to students and classroom materials should be prepared according to these two varieties; only then it is believed that students are best served, and they can be easily understood all around the world (Curran & Chern, 2017). Rajagopalan (1999) indicates that non-native English speaker teachers should not be ashamed of their identity and job because teachers with multicultural and multilingual backgrounds help language learners better and they can understand the process better that language learners go through. Llorca (2004) also argues that non-native speaker English teachers are in an advantageous position in terms of helping the learners to have intercultural communicative competence, as Alptekin (2002) puts it compared to native speaker English teachers. However, Llorca (2004) adds that non-native English speaker teachers still tend to follow native speaker standards and norms in their teaching, and they still consider standard British or American English as the idealized and preferable variety. Thus, English language teacher education programs all around the world, especially the ones in expanding circle countries, should be restructured according to ELF and EIL pedagogy and principles in order to bring up successful people in the future who can use English successfully and appropriately in ELF interactions and contexts (Curran & Chern, 2017; Sifakis & Bayyurt, 2015). It is needed to explore non-native speaker pre-service English teachers' perceptions towards ELF, EIL, and World Englishes because without having an idea about where pre-service teachers stand

regarding ELF, it is not easy to restructure and reorganize language teacher education programs according to ELF principles in local contexts. Dewey and Patsko (2017) argues that the only way of having English teachers with ELF-aware teaching programs and ELF-aware mindset is bringing up pre-service English teachers with ELF-aware curriculum and syllabus in teacher education departments. To put it another way, to teach English with ELF-aware curriculum successfully and making non-native English speakers aware that their own local variety of English has the same value of standard British and American English, we should start restructuring English language teacher education programs and curriculums.

Dewey and Patsko (2017) investigates the impact of introducing ELF to famous initial language teaching programs in the UK: CELTA and CertTESOL. The authors stated that these programs are a gateway to quickly enter the profession and the programs have a considerably profound influence on ELT world globally. In 2013, the concept of ELF has been added to the curriculum of these programs and the authors discussed the efficiency of this integration in terms of familiarizing the participants with 'ELF-informed' pedagogy (Kohn, 2015). The authors report that unfortunately the programs still fail to equip participants with ELF perspective and in the UK, how to 'best' teach English is still discussed. Although, the integration of ELF to the curriculum of the programs is valuable, participants do not develop an appreciation of other varieties of English, and they practically do not have a clear idea of how to teach ELF in the classroom. The authors suggest that curriculum of English language teacher education departments should be restructured, and pre-service English teachers should be exposed to ELF as early as possible, only in this way we can talk about a lasting impact on teachers' instruction and pedagogy in the classroom.

Conducting a study with four groups of participants in Taiwan, Curran and Chern (2017) investigated the participants' perceptions towards ELF and World Englishes. Results revealed that all the groups were positive about ELF and World Englishes, they seemed to be tolerant towards other varieties of English, they would like to learn more about intercultural communication, and they accepted the principles of ELF and World Englishes, although they did not took an official course in the teacher education program. As with many other studies in the literature, this study also showed there is a contradiction between the beliefs and practices or possible future practices.

Suzuki (2011) conducted a case study with three pre-service teachers in Japan to investigate the participants' perceptions related to the construct of EIL and whether a course EIL and ELF would affect the participants' perspectives. The results of the study showed that pre-service teachers' appreciation of different varieties and international lingua franca role of English increases as they take a course, but their views are also shaped by their educational background (i.e., variety of English that they were exposed to in primary and secondary schools, which is usually standard American or British English). The course helped the participants to become aware of different varieties of English and understand that standard British and American English cannot be the only varieties for teaching and learning English.

Illés et al. (2013) conducted a comparative study with 23 pre-service English teachers studying in Turkey and Hungary. The data were collected during practice teaching period of the pre-service teachers through classroom observation, video recordings, and semi-structured interviews. The results of the study revealed that the pre-service teachers both in Hungary and Turkey were not aware of the construct of ELF and different varieties of English. Moreover, although the participants in both countries unnecessarily used L1 and their use of English display the motives of ELF, they still tried to teach native speaker norms and standards during the practice teaching.

Büchel (2013) examined attitudes of pre-service teachers towards ELF and different varieties of English in Switzerland. The author indicated that pre-service teachers became aware of ELF and other accents of English at the end of the study, and she suggested that teacher education curriculums should include ELF in order to bring up non-native English speaker teachers with ELF mindset.

Uygun (2013) also examined the attitudes of pre-service English teachers towards different varieties of English and ELF in Turkey. The author argued that English language teaching departments should familiarize pre-service teachers with the principles and implications of ELF and EIL so that their awareness would raise. Secondly, related studies that were conducted in different contexts should be shown to pre-service teachers, so that they would realize that NS standards and norms do not work in ELF contexts. Finally, she suggested that pre-service teachers should be exposed to NNS samples taking place in different contexts so that they could be confident about their own way of speaking English.

Er and Bayyurt (2016) explored perceptions of pre-service teachers towards ELF and ELF-related issues with 10 fourth-year English language teaching students in Turkey. The study might be a proof that a thorough and effective teaching program, which can easily be integrated into curriculums of ELT departments, can bring up English teachers who were aware of ELF, EIL, and World Englishes and how to apply the principles of ELF-aware pedagogy in language classrooms.

Sifakis and Bayyurt (2015) created “ELF-aware” framework for English language education departments and for in-service teachers. The aim of this framework was giving pre-service and in-service teachers a golden opportunity to critically reorient their beliefs toward teaching English. This framework makes English teachers aware about ELF, EIL, ELF-related issues, and implementation of ELF in language classrooms. The results of this comprehensive study revealed that the teachers participated in this study appreciated the concepts of ELF and WE and they found these concepts very helpful and appropriate for their contexts. This study showed clearly that ELF should be a part of English language teacher education departments, especially in expanding circle countries. This study was very significant because it gave practitioners a clear roadmap for implementing ELF-aware pedagogy in the classroom.

Considering the contexts, samples, and data collection instruments of the previously published studies in Turkey and abroad, the present study aimed to reveal pre-service English teachers' standpoints regarding ELF and WE, and whether they would integrate the principles of ELF in their future teaching practices. To serve this purpose, answers to the following research questions were sought:

1. Are the pre-service English teachers studying at one of the largest state universities in Turkey aware of the concepts of ELF and WE?
2. Are the pre-service English teachers studying at one of the largest state universities willing to integrate the principles of ELF and WE in their future teaching practices?

## Method

### Participants

Participants of this study were 152 pre-service teachers of English, studying at one of the largest state universities in Turkey in the city of Ankara; of these participants 54 were second year students, 47 were third-year students and 51 were fourth-year students. The number of male participants were 32 and female participants were 120. Enrollees of English language teaching (ELT) departments in Turkey study for four years and at the end of the training, they become certified English teachers. Pre-service teachers take various courses in ELT departments such as teaching language skills, teaching English to young learners, ELT methodology, special teaching methods, assessment in foreign language teaching etc. All the participants' native language were Turkish. The participants were asked if they had been to abroad and if they had been to one of the inner circle countries (USA, the UK, Canada etc.) because it was thought that having been to abroad or inner circle countries would affect a person's perspective towards the concepts of ELF and WE. It was investigated that 49 people had been to abroad and 15 of these people had been to one of the inner circle countries. It can be noticed that only around %32 of the participants had been to abroad and only around %10 of the participants had been to one of the inner circle countries. Another interesting point was that almost half of the fourth-year students had been abroad (22 people, four of them have been to inner circle countries) and 17 people had been to abroad from third-year students while 9 of these people had been to inner circle countries. Hence, third-year pre-service teachers took the lead in terms of traveling to inner circle countries and fourth-year students took the lead in terms of traveling abroad. It can be argued that as the students spend more time in the department, they become more motivated to go abroad and interact with other people because it is the most important part of their job since they are going to be the teachers of the international lingua franca.

### Data Collection and Analysis

A Likert-type questionnaire on a five points scale was developed and used to collect quantitative data for this study. The first version of the questionnaire included 38 items. These items were created by the researchers by taking the views of three field experts. This version of the questionnaire was administered to 30 second, third, and fourth-year pre-

service teachers of English studying at two major state universities in Turkey for piloting. Freshman pre-service teachers were not included in the study due to the reason that they might not be aware of the concepts of lingua franca, World Englishes, and other varieties of English, and this would cause getting a misleading data. As it was stated, pre-service teachers get acquainted with these concepts usually from the second year of education onwards. The questionnaire was made up of 38 items and the items could be put into four categories related to general ELF-related issues: a) preference for the varieties of English (NS and NNS varieties), b) perceptions towards importance of competence in language skills, c) place of culture in language lessons and in classroom materials, d) future teaching preferences of the pre-service teachers. After the piloting, the collected data was analyzed with SPSS 21 statistical analysis software and Cronbach's Alpha reliability coefficient was calculated for measuring the reliability of the questionnaire. Based on the inter-item correlation matrix and item-total statistics, twelve items, which negatively affected the reliability of the questionnaire, were removed and item number was decreased to 26. Cronbach's Alpha reliability coefficient was increased to .841 after the removal of the items. The second and final version of the questionnaire was then administered to 152 second, third-, and fourth-year pre-service teachers of English studying at one of the largest state universities in Turkey. The data were analyzed with SPSS 21 statistical analysis software and the descriptive statistics were discussed accordingly.

### Results

The study yielded interesting results. First, it was investigated that the results of the study differ from most of the previous studies. Most of the previous studies showed that pre-service English teachers either were not aware of ELF and other varieties of English or even when they were aware, they were not willing to integrate ELF-aware pedagogy in their future teaching practices. The participants of these studies were simply following native speaker standards and norms in their learning and teaching. The results of this study revealed that pre-service teachers participated in this study were acutely aware of the concept and principles of ELF and other varieties of English. Moreover, the results also showed that the participated pre-service teachers in this study were not only aware of the concept of ELF and other varieties of English, but also, they were conscious of the necessity of integrating the principles of ELF to language classrooms. Mean scores of items were calculated and the most and the least chosen items were identified. It was investigated that the participants have an "ELF mindset" and they were willing to shape their future teaching practices with the principles of ELF.

Table 1 below shows the frequency of the items chosen by the participants:

**Table 1** The Most Chosen Items by The Participants

Item	Mean	Standard Deviation
Course books should include pieces of information not only about American and British culture, but also about other cultures.	4.44	,707



As an English teacher, I will make sure that my students have tolerance towards non-native speakers.	4.36	,656
When I assess my students' speaking in the future, I will care more about the fluency and intelligibility than pronunciation.	3.90	,835
When I grade my students' writing in the future, I will care more about the organization of ideas than grammar rules.	3.89	,747
Cultures of expanding circle countries (where English is used as a foreign language such as Turkey, Japan etc.) should have a place in course books.	3.84	,835
Cultures of countries where English has an official status (e.g., India, Kenya etc.) should have a place in course books.	3.69	,922
It irritates me when people speak English with a strong non-native accent.	3.47	1,00
The ultimate goal of learning English should be speaking the language like a native speaker.	3.46	1,132

The table shows that the participants were aware of the principles of ELF and other varieties of English, and they were willing to apply these principles in their future teaching practices, except the last two items on the table, which reflected the native speaker norms and standards. All in all, these statistics revealed that pre-service teachers participated in this study were fully aware of the concept of ELF and its principles and they were enthusiastic and willing to integrate ELF-aware pedagogy in their classrooms in the future.

It can be interpreted that the participated pre-service teachers were not following native speaker norms and standards both in their learning and teaching practices and they had tolerance towards other varieties of English. It was argued by many researchers that many course books put too much focus on cultures of inner circle countries while cultures of outer circle and expanding circle countries were ignored. As it can be seen in the table, the most chosen item by the participant pre-service teachers of English is the one that is related to place of culture in English course books and vast majority of the participants favor inclusion of the cultures of all circle countries in course books.

Table 2 below shows the least chosen items by participant pre-service teachers of English.

**Table 2** The least chosen items by the participants

Item	Mean	Standard Deviation
I appreciate non-native speakers who write in English like a native speaker.	1.69	,797
I appreciate non-native speakers who speak English like a native speaker.	1.75	,754
English teachers should use listening materials that are recorded by native speakers in the classroom.	1.96	,930
I would like to practice my English with native speakers instead of non-native speakers.	2.02	,948
I would like my students to read texts and books in English which are written by native speakers.	2.05	,874

Sounding like a native speaker would make me more confident about my English.	2.11	,927
It disturbs me when I read a text in English with grammatical mistakes.	2.21	1,022
American and British English are the best varieties of English for teaching.	2.43	,987
I put special effort to sound like a native speaker of English.	2.63	,966
Sounding like a native speaker is very important for me.	2.74	,948

The least chosen items revealed further information about the participant pre-service teachers' willingness and enthusiasm to follow ELF-aware teaching pedagogy and instruction. It can be seen in the table that the pre-service teachers would prefer not to follow native speaker norms and standards in their learning and future teaching endeavor. They had an "ELF mindset" in terms of using, learning, and teaching English. Moreover, it can be also seen that the participated pre-service teachers did not really care about sounding like a native speaker and speaking English like a native speaker, unlike the participants in many other previous studies for whom pronouncing words like native speakers and speaking English like a native speaker was a dream that they want to make come true. Apparently, mutual intelligibility, the most important principle of ELF, was embraced by the participant pre-service teachers of English in this study.

### Discussion

The results of this study were interesting and valuable because of the reality that the concept of ELF can successfully work out if teachers themselves teach according to ELF pedagogy. Thus, preparing non-native English speaker pre-service teachers with an ELF-aware framework (Sifakis & Bayyurt, 2015) is of paramount importance. Sifakis and Bayyurt (2017: 459) defined ELF-aware teaching 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". This gives a strong message to academicians working in ELT departments and curriculum developers that non-native English speaker pre-service teachers should be brought up according to ELF, EIL, and WE principals and criteria instead of meaningless and useless native speaker standards and norms. As the cited studies in this paper showed, ELT departments continue to operate with the native speaker standards and norms, and it is not easy to change these deeply rooted beliefs, attitudes, and practices.

It is believed that preparing a comprehensive and effective ELF-aware pedagogy for English language teacher education departments might change many things in a positive way in the future. Unlike many studies (some of which were mentioned in this paper in review of literature section), this study revealed interesting and almost ideal results. The common result and discussion in many of the previous studies was that pre-service teachers

were not aware of the concept & principles of ELF and other varieties of English or even when they were aware, they were not willing to integrate ELF-aware pedagogy in their classrooms in the future. However, the participated pre-service teachers of English in this study were completely different than aforementioned ones. Participants of this study were acutely aware of the concept & principles of ELF, they had an “ELF mindset” in their learning and teaching practices, they were aware of the fact that other varieties of English exist all around the world and they actually outnumber native speakers, they had tolerance towards other varieties of English, they were not planning to follow native speaker norms and standards when they would teach English in the future, and they were aware of the fact that mutual intelligibility should be the ultimate goal in communication. As it was mentioned, participants of many studies did not show these characteristics and it was argued that English teacher education programs should offer pre-service teachers a comprehensive and separate course on ELF and World Englishes in order to make them have “ELF mindset”.

The university in which this study was conducted does not offer separate ELF and World Englishes course to pre-service teachers of English at the ELT department, but many instructors mentioned these issues in their other courses and some of the instructors even ask pre-service teachers to do a small-scale research about ELF and present it on a student conference. These practices might have shaped the participants’ opinions towards ELF and World Englishes, and this showed that equipping learners with an ELF-aware pedagogy and ELF mindset is also possible with easy and practical activities and training. This is a very practical and beneficial way since changing curriculum, teaching programs, course books etc. is not easy especially on the side of teachers and lecturers.

To sum up, this study showed that pre-service teachers of English with an “ELF mindset” had a big potential to become perfect teachers who were ready to teach English in the most appropriate and realistic way (being able to sound like a native speaker and speak English like a native speaker is not realistic, especially for adult foreign language learners). The study also showed that there were simple and practical ways for making pre-service teachers aware of the concept of ELF and its principles in language classrooms.

### **Limitations**

Extending the sample of the study in a way that it would represent the universe (all the ELT departments in Turkey) would make the data more valid. Moreover, adding qualitative data collection techniques to the study would provide the researcher with a more meaningful data. Structured or unstructured interviews would help the researcher to explore the participants’ views at a deeper level.

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