

Turkish EFL Teachers' Perceptions of English as a Lingua Franca

İngilizce'yi Yabancı Dil Olarak Öğreten Türk Öğretmenlerin Ortak Dil olarak İngilizce Hakkındaki Algıları

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Abstract

The aim of this study is to investigate the perceptions of; (1) Turkish EFL (English as a Foreign Language) teachers about ELF, (2) Turkish EFL teachers and teacher educators about the role of ELF on language teacher education. Data came from a questionnaire and semi-structured interviews. A hundred Turkish EFL teachers working at two universities in Istanbul responded to the questionnaire. Ten randomly selected EFL teachers and 10 teacher educators working in language teacher education departments of two universities were interviewed to elicit their views about the role of ELF in language teacher education. Findings of the study revealed a number of important results and implications for the field.

Keywords: *English as a Lingua Franca; teacher education; EFL teachers' perceptions.*

Özet

Bu çalışmanın amacı (1) İngilizce'yi yabancı dil olarak öğreten Türk öğretmenlerin Ortak Dil olarak İngilizce hakkındaki algılarını ve (2) bu öğretmenlerle öğretmen eğitimcilerinin İngilizce'nin ortak dil olarak kullanılmasının öğretmen eğitimi üzerindeki rolünün araştırılmasıdır. Veriler anket ve yarı-yapılandırılmış görüşmelerden sağlanmıştır. İstanbul'da iki üniversitede çalışan 100 öğretmen anketi yanıtlamıştır. Bu katılımcılar arasından rastgele seçilen 10 öğretmen ve iki üniversitenin dil öğretmen eğitimi bölümlerinde çalışan rastgele seçilmiş 10 öğretmen eğitici ile görüşme yapılmıştır. Çalışmanın sonucunda alan için önemli bulgular elde edilmiştir.

Anahtar sözcükler: *Ortak dil olarak İngilizce; öğretmen eğitimi; İngilizce'yi yabancı dil olarak öğreten öğretmenlerin görüşleri.*

Introduction

Kachru (1985) conceptualized the use of English in different countries with regards to three concentric circles, namely; *inner circle* including countries where English is used as the native language (e.g., UK), *outer circle* comprising countries in which English is used as a second language (L2) (e.g., India), and *expanding circle* involving countries where English is used as a foreign language (EFL) such as Turkey. Arguments for the use of English in countries of the outer and expanding circle initiated the recognition of English as an international language (EIL), World Englishes (WE) and English as a Lingua Franca (ELF). EIL is defined as the variety of English language, which is normally used in written and spoken language by educated speakers and also by EFL/ESL students who receive formal language instruction (Hannah, 1995). World Englishes, on the other hand, is stated to be a label adopted especially in the outer circle countries, which functions as an umbrella term for all varieties of English all around the world (Pakir, 2009). Finally, ELF, a recent paradigm, is defined as the contact language among people

who come from different L1 backgrounds (Firth, 1995). Recently, the argument that English 'belongs to everyone who speaks it, but it is nobody's mother tongue' has been fore fronted (Rajagopalan, 2004). The approach that English should not be taught as an inner circle language but as an international language has gained significance. In other words, it has been supported that, English should not be taught with the norms of Standard English (SE) used in inner circle countries (Matsuda, 2003).

Growing arguments for the use of ELF are based on the following reasons: (1) easing the process of communication and curtailing the native speaker authority on English (Jenkins, 2007); (2) facilitating learning and using English for communication among non-native speakers of English (e.g. by excluding culturally restricted items) (Fiedler, 2011); (3) undermining the correctness and stylistic features originally used in inner circle countries, (e.g. in oral usage of ELF tolerating substitutions and additions in oral communication) (Jenkins, 2000); (4) assisting people from different L1 backgrounds tolerate variation of use in communication (Kirkpatrick, 2007); (5) disregarding native-like accent as the determinant factor in a good communication (Jenkins, 2000).

As described above, despite the growing interest in the use of ELF among non-native speakers of English, there are still problems with forming a clear-cut definition and a uniform ELF core. At present, a definition of ELF and what the term consists of can be summarized as 'making use of a variety of local versions of English' (Dewey & Cogo, 2007; Jenkins, 2007). However, the English language used in expanding circle countries would need to share a substantial number of features for ELF to be considered as a variety. Therefore, without having a common core, it is still not possible to talk about a language as the variety of English. For the purpose of evaluating the existence of a uniform ELF core, corpus studies have been carried out. The general Vienna-Oxford International Corpus of English (VOICE) is the first attempt to clarify the nature of ELF proficiency and redesign the language assessment (Seidlhofer, 2004). Seidlhofer describes the aim of the project as to find out the common features of ELF use that emerge irrespective of speakers' first language. Mollin (2006) attempted to create a corpus to see whether the communication within European lingua franca has resulted in a novice variety of English in Europe which is sometimes called 'Euro-English'. Moreover, Prodromou (2008) in his corpus research focused on idiomaticity – the way words go together – in using ELF. Specifically, he focused on two-word phrases (e.g., see you) and more traditional idioms (e.g., kick the bucket).

The analyses of ELF corpus studies revealed some significant findings, which can be suggested as a part of uniform ELF core. To illustrate, interactions in the VOICE corpus showed that even though ELF speakers do not use the third person singular present tense '-s' marking in their verbs, this does not cause any misunderstandings or problems in communication. Furthermore, Prodromou's study demonstrated that L2 users avoid or have difficulty in native-like idiomaticity because L1 idiomaticity involves more formulaic sequences. Finally, Mollin (2006), in her project, analyzed the common lexicogrammatical and morpho-syntactic features across different first languages, which would separate the European lingua franca usage from Standard English. The results showed that, foremost, speakers 'stick to native-speaker standard usage' and make individual 'errors', that is to say, errors depending on first language and English competence generally. Mollin (2006) urges that there were not enough common features that united lingua franca speakers in Europe, where English is used as the language of communication and where the opportunity to negotiate a common standard is more possible than any other context. Thus, it is clear that studies investigating the existence of a uniform core did not reveal positive results. In other words, as Mollin (2006) proposes, research about the structural features of English as a lingua franca is not enough to make any decisions related to the existence of ELF developing. She further suggests that it is not a non-native variety. It could only be conceptualized as a *register* within the variety.

According to Sowden (2011), a loose definition of ELF could cause misunderstandings in the field and would lead to problems in practice. Possible problems that are cited in the field can be summarized as follows: (1) not having a uniform lingua franca core shared by non-native speakers of English from different L1 backgrounds (Shim, 2009); (2) varying functional roles assigned to English in cross cultural contexts (Kachru, 1992); (3) difficulty in deciding which alternative ELF to use.

Related to problems summarized above, various studies have investigated the perspectives and attitudes of teachers and learners towards ELF. Research into teachers' and learners' attitudes towards ELF has

shown that even though EFL teachers are aware of the importance of the ELF paradigm, they are in favor of a native speaker-oriented perspective when teaching the language (Kuo, 2006; Sifakis, 2009; Timmis, 2002). For example, Timmis (2002), in his study, found that most of the participant students saw native speaker pronunciation as a 'benchmark of achievement'. As argued by Cogo (2011), these perceptions of both non-native speaker learners and teachers of English are not surprising because the field is dominated by native speaker ideology and the materials are mostly prepared and designed by 'inner-circle' professionals. There are some other factors that may have affected teachers' attitudes towards teaching ELF. One basic factor may be their previous experiences in pre- and in-service education and as foreign language learners (Sifakis & Sougari, 2005).

Owing to the fact that above mentioned perceptions of teachers might affect their instructional practices, teachers have been suggested to be offered in-service teacher preparation for lingua franca (Snow, Kamhi-Stein & Brinton, 2006). The *Pharos* project which was conducted with this purpose revealed some implications for the preparation of teachers in ELF context: (1) expose teachers and learners to varieties of English beyond the Inner circle; (2) help to deconstruct the myth of the native speaker and offer teachers opportunities to value themselves as intercultural speakers; (3) encourage collaboration between local and outside experts.

In Turkey, which is an 'expanding circle' country, a number of researchers have investigated issues related to ELF (Alptekin, 2010; Bayyurt, 2008; Coşkun, 2011; Doğançay-Aktuna, 2010). However, to the knowledge of the researchers, only two studies were conducted to elicit EFL teachers' perceptions of ELF (Bayyurt, 2008; Coskun, 2011). In her study, Bayyurt (2008) found that participating teachers agreed on ELF should be integrated in their teaching curriculum. On the other hand, Coskun (2011) in his study focusing on pre-service English language teachers' perceptions towards teaching pronunciation within ELF framework found that they felt native-speaker English as the correct model in ELT.

On the other hand, Bayyurt (2008) states that if foreign language learners acquire English as a lingua franca in countries such as Turkey, they can accumulate the required linguistic and cultural resources to be able to communicate with people from other cultural and linguistic backgrounds. Bayyurt (2008) further argues that since many Europeans and Turkish people learn English through instruction and mainly for instrumental reasons, ELF is of great importance in language teaching. This view echoes the arguments posited previously by Jenkins (2005). She argues that ELF should replace the teaching of Standard English norms.

The Study

In the light of the literature review presented in the previous section, this study aims to investigate the perceptions of Turkish EFL teachers about English as a Lingua Franca (ELF). In doing so, the study examines their perceptions of a) whether reading, writing, listening, speaking in English along with the grammar knowledge, idioms and vocabulary should be taught following native-speaker norms in English, (b) various English accents in different countries, (c) the acceptability of common usages of English different from Standard English, (d) the role of culture in language teaching, (e) the role of ELF in teacher education. Moreover, the study also examines the perceptions of Turkish EFL teachers and teacher educators about the role of ELF in teacher education.

Specifically speaking, the study aims to answer the following research questions:

1. What are the perceptions of Turkish EFL teachers about ELF in relation to: a) teaching reading, writing, listening, speaking in English along with grammar knowledge, idioms and vocabulary should be taught following native-speaker norms in English; b) various accents in different countries, c) acceptability of common usages of English different from Standard English, d) the role of culture in language teaching?
2. What are the opinions of Turkish EFL teachers and teacher educators about the role of ELF in teacher education?

Methodology

Participants

One hundred Turkish EFL teachers (83 female, 17 male) and 10 teacher educators participated in the study. All of the participating EFL teachers were instructors in the English preparatory programs of the two English-medium universities in Istanbul, Turkey. Findings of the background questionnaire indicated that eighty-eight teachers had been to foreign countries for different purposes. These teachers responded to the questionnaire. Ten randomly selected EFL teachers and 10 teacher educators were interviewed to elicit their opinions about the role of ELF in teacher education.

Data Collection

Data came from two sources: (a) a questionnaire tapping the perceptions of Turkish EFL teachers' about ELF, (b) semi-structured interviews to investigate 10 EFL teachers' and 10 teacher educators' opinions about possible role of ELF in language teacher education programs.

Questionnaire (see Appendix A)

The questionnaire consisted of two sections. Excepting the third part of the second section, the questionnaire was developed by the researchers based on the literature on ELF. The first section of the questionnaire comprises open-ended questions tapping the participants' perceptions of Standard English, various accents used in different countries, knowledge of ELF and the role of culture in teaching English as a foreign language. The aim of asking open-ended questions was twofold. Data gathered from the second section of the questionnaire were both strengthened and triangulated by the help of these questions.

The second section of the questionnaire comprises three parts. Items in the first part tap the perceptions of EFL teachers about the importance of teaching reading, writing, listening, speaking in English along with grammar knowledge, idioms and vocabulary following native speaker norms on a four-point Likert scale form ranging from "less important" to "very important". Items in the second part, tap EFL teachers' attitudes towards the accents used in outer and expanding circle countries in the form of a three-point Likert scale form ranging from "negative" to "positive". Finally, items in the third part aim to elicit teachers' perceptions of the acceptability of common usages of English different from Standard English. The items in this part were adopted from Jenkins (2000, 2007) and Seidlhofer (2004). Specifically, these items tapped teachers' perceptions about (a) the use of 3rd person singular zero marking (e.g. she think); (b) the extension of *which* to serve functions previously served only by *who* and vice versa (e.g. the book who); (c) the shift in article use; (d) the use of invariant question tag (e.g. isn't it?); (e) the shift in preposition use (e.g. to discuss about); (f) addition of plural ending to uncountable nouns (e.g. informations, advices, staffs); (g) increased explicitness (e.g. How long *time...?*); (h) pronunciation (e.g. think as [sɪŋk]) in both written and oral language use on a three point Likert scale ranging from "acceptable" to "unacceptable".

As mentioned earlier, the first part of the questionnaire comprised of open-ended questions. For the intelligibility and reliability concerns, the questions were checked by three experts in the field. The reliability of the second section of the questionnaire was measured after a piloting study with 30 Turkish EFL teachers. 5 of the participants of the pilot study and two experts in the field were interviewed to learn their ideas about the intelligibility of the items in this section. As a result of reliability measurement, the overall Cronbach's alpha result was found to be .86 which is high enough to administer the questionnaire. After the administration of the questionnaire, the overall reliability was calculated again and found to be .79 and the reliabilities of its subscales were .84, .72 and .85 in order.

Semi-structured Interview (see Appendix B)

Ten randomly selected Turkish EFL teachers and 10 teacher educators were interviewed to investigate their opinions about the role and place of ELF in teacher education. Those participants who thought that ELF should be integrated in the teacher education programs were also asked to describe to what extent and how this integration should be. The interviews were recorded and transcribed.

Data Analysis

Descriptive statistics (mean and standard deviation) was used for the analysis of the questionnaire data. The analysis of the open-ended questions and the transcribed interview data was done through content analysis (Strauss and Corbin, 1990). The qualitative data were analyzed by both authors and 90% agreement was reached. Other 10% was solved through negotiations.

Results and Discussion

Knowledge of ELF

Findings in relation to the participants' knowledge of ELF, indicated that out of a hundred participants, 44 reported having not much knowledge about ELF whereas 28 had moderate knowledge, 5 advanced and 23 no knowledge about ELF. This shows that EFL teachers who participated in this study are not informed or not very much interested in the concept. The participants, who stated having advanced level or moderate knowledge (33%) of the concept, defined ELF as: 'Using English for communicative purposes among speakers of languages other than English'. This definition might have resulted from a) the common agreement regarding the improbability of preventing the widespread use of English as the lingua franca of this century, b) that English is the language of technology, c) that use of English facilitated communication among different cultures. These explanations were also stated by Doğançay-Aktuna (1998). She argued that especially after 1980s, Turkey witnessed the unplanned spread of English in every field of Turkish life. Many words and concepts have been borrowed from English and in the meantime it became difficult to control the effects of English in the social life. To illustrate, despite not having supported the use of English words in the shopping centers or daily life, Turkish people have got used to this situation recently.

Perceptions about Standard English

Findings in relation to participants' perceptions about Standard English indicate that more than half of them are in favor of keeping the rules of the Standard English despite its wide-spread use in outer circle countries. In other words, they resisted using ELF in their teaching contexts. Some possible explanation for this finding can be made with the responses given to open-ended questions. The participants explained their concerns in relation to using ELF as follows; (a) it may cause confusion and the communication can be broken, (b) since the structure of the language changes, this distorts the standard language, which is accepted internationally. This result is in line with the findings in the Kuo (2006), Timmis (2002), Sifakis (2009), Cogo (2011) studies.

Role of Culture in Language Teaching

With respect to Turkish EFL teachers' perceptions about the integration of culture in language teaching, more than half of the participants stated that the topics taught in the language classroom should be chosen from the cultural aspects of students' native language which is Turkish. In other words, instead of teaching English through its culture, they prefer integrating Turkish culture in their teaching. Responses given to open-ended questions clarify this finding to some extent. Participating teachers explained the reasons: (a) students participate more if they are familiar with the topics, (b) when the subject is related to their culture, familiarity with that culture facilitates language learning, and (c) it increases motivation and confidence. Yet, these teachers did not deny the importance and necessity of knowing English language along with its culture. They felt that if students know both languages with their cultures, they can make comparisons and they can understand materials better. They further

explained that choosing the topics and tasks from the students' native language culture, as well as integrating target culture into learning and teaching. Hence, among these participants there was a common agreement that ELF helps language learners understand the cultural variation which in turn helps learners gain interpersonal skills as previously pointed out by Kirkpatrick (2007). For example, participants felt that if EFL teachers integrate both the cultures of native language and that of target language, learners have the chance of crossing borders through the integration of different cultures. These findings concur with the results of the questionnaire. In addition, the findings of the open-ended questions indicated that there was common agreement among the participating teachers that EFL teachers should be aware of the ELF to be able to prepare their students for communication with foreigners whose native language is not English. This finding is also parallel to the findings in Kirkpatrick's (2007) study. Moreover, the majority of the participants stated that ELF helps language learners understand other cultures and build tolerance towards "others".

Importance of Teaching Language Skills Following Standard English Norms

Findings in relation to the participants' perceptions about the importance of teaching reading, writing, listening, speaking, vocabulary and idioms as well as grammar following Standard English norms, revealed that most of the EFL teachers stated *vocabulary and grammar* as having the most important role in writing. Therefore, they are in favor of Standard English norms in terms of grammar use in writing. However, they did not perceive grammar knowledge of Standard English as a significant component of speaking. This finding concurred with findings in relation to participating EFL teachers' perceptions about common usages of English different from Standard English. The participants felt that incorrect relative pronoun use, tag question use, use of increased explicitness as unacceptable in written language but not in speaking.

These findings partially corroborates with Jenkins' opinion that since the main reason of using ELF is for communicative purposes, grammar in oral communication can be ignored unless the intelligibility of the language is broken down (2000, 2007). However, writing is considered as more formal than speaking. Moreover, James (2005) also explains that ELF lacks *structural commonalities* which makes language teachers favor Standard English norms due to having a structural framework in written language. Yet, they are more tolerant in oral use of language due to the recognized functional essence of the ELF. Matsuda (2003) notes that the field of applied linguistics accepts varieties of English as "legitimate". As a result of this statement one can think that in ELF classrooms multiple varieties of English can be integrated. However, practice is not the same with theory. That's to say, language classrooms implement inner circle English since they (British and American English) are "preeminent" among all varieties. These varieties are also stated to be accepted to represent the owners of the language (Matsuda, 2003).

According to the findings, the majority of the participants (64%) felt that in both written and oral use of English, idioms and proverbs are less important in comparison to other abilities. This result is also supported with the explanations of participants in the open-ended question asking their opinions about 'speaking English like a native speaker'. Concerning this question, only 36% of the teachers felt that using idioms and proverbs while speaking in English is the necessary qualification for speaking language like a native speaker although it is considered as the proof of high level language proficiency in the field (Fiedler, 2011).

Accents Used in Various Countries

Regarding the perceptions about various accents used in outer and expanding circles of the world, findings indicated that participants of this study favored accents used in Turkey and Greece. The open-ended questions aiming to tap participants' perceptions about various accents revealed that majority of the participants stated American and British English as the Standard English. However, when they were asked to define 'speaking English as a native speaker', only 20 % of them mentioned that it is 'having the American or British accent'. Moreover, 54% of the participants claimed using American or/and British accent while 23% of them stated that they are using Turkish accent. The finding related to the percentage of participants stating using American or British accents is in line with the results of the study by Kuo (2006) and Norrish (2008). In these studies, the participants explained their wish to learn

and speak 'native-speaker version of English'. As argued by Cogo (2011), these perceptions of both non-native speaker learners and teachers of English are not surprising because they are in the field which is dominated by native speaker ideology and all the teaching/learning materials are prepared and designed by 'inner-circle' professionals.

Acceptability of Common Usages of English Different from Standard English

Findings revealed that, the participants are more tolerant against the errors - variances in the oral language use compared to written language. For example, while not using –s with first person singular verbs and wrong use of tag questions are considered to be acceptable in spoken language, they are not tolerated in written language. Another finding related to pronunciations different from Standard English (e.g., adding a vowel between two consonants, pronouncing long vowels short) was that most of the participants felt these different usages as unacceptable. This result is in line with the previous studies in the field stating the tendency of teachers for native-speaker pronunciation (Kuo,2006; Timmis, 2002; Sifakis, 2009).

EFL Teachers' Views on the Role and Importance of ELF in Language Teacher Education

Findings of the interviews with Turkish EFL teachers in relation to the role and importance of ELF in language teacher education programs indicated that ELF was not covered in their BA, MA or PhD programs. Only three of the interviewees reported that ELF was covered in their undergraduate programs as a few hour subject integrated in a course.

When asked to state their opinions about the inclusion of ELF into teacher education programs, the majority of the interviewees (eight out of ten) mentioned the necessity of the integration of ELF in teacher education programs basically for raising the awareness of EFL teachers' about ELF.

Another opinion highlighted by the participants is related to equipping the EFL teachers with pragmatic knowledge of both languages to enable them meet the communication needs of non-native language learners. However, two participants emphasized the possible problems about the implementation of ELF can cause. The following excerpt from one of the interviewees clarifies this point:

"The content and materials for such a course might not have a unified curriculum among universities. And the prescription of language structures and phrases that are commonly used in ELF is also cumbersome. Because the data comes from real encounters and usage by non-native speakers, setting up any rules based on the descriptive definition of language is like making use of real language in class as many of the ungrammatical structures are accepted and used in everyday speech" (Interview).

In relation to the question about how ELF could be integrated into teacher education programs varying views were elicited. However, the majority of the participants suggested integrating ELF as a subject into courses such as second language acquisition or sociolinguistics.

There were also some other suggestions such as; a) giving the pre-service teachers chance to experience teaching in multi-cultural classes, b) creating 'talk-circles' to discuss and elaborate on ELF and its teaching implications, giving pre-service teachers opportunities to prepare lesson-plans appropriate to international students, their needs, and interests, c) separate course.

Teacher Educators Views on the Role and Importance of ELF in Language Teaching

Majority of the participating teacher educators reported that ELF has been included in their teacher education programs as a component of different content courses such as sociolinguistics. They all believe that teacher candidates should be educated by being provided with necessary information about ELF. They consider that if their awareness is raised about this concept, they will be more tolerant towards different cultures and errors in terms of Standard English norms made during their teaching practice. Moreover, teacher candidates can learn that English is no more the language of inner circle

countries by learning varieties of English which are all acceptable. In other words, they get rid of their linguistic and pronunciation prejudices towards different varieties of English used in the world.

Participating teacher educators also listed some suggestions for the inclusion of ELF in the teacher education programs: (a) making student-teachers accept the globalization of English by engaging them in European Union projects (e.g., Erasmus, Grundvig), (b) offering courses such as intercultural communication and awareness in which Turkish student teachers attend together with incoming Erasmus students. These findings related to the role of ELF in language teacher education concur with the suggestions made by Majanen (2008) and Jenkins (2007).

Conclusion

The present study revealed findings that can be beneficial for the field of ELT and teacher education. First of all, it is evident that a great majority of the participating teachers are resistant to use ELF in their classrooms. However, it is apparent that EFL teachers who participated in this study were tolerant with the usages of English which are not acceptable in Standard English norms especially in oral language use. As stated by Jenkins (2008), due to the overemphasis of traditional Standard English norms in teacher education programs it is difficult for language teachers leave the traditional ways of English language learning and teaching. This statement of Jenkins was supported with the responses of participating EFL teacher's perceptions of use of ELF in written language.

Additionally, despite the high interest in grammar in Turkey, teaching of grammar following Standard English rules was perceived to be as less important than other language skills in oral language use compared to written language use. On the other hand, despite the general view related to idioms and proverbs as being an important feature of high proficiency in English language, these features were not perceived to be important in either oral or written language.

As an important aspect of language use, more than half of the participants favored acquiring British or American accents which is also the sign of conservative attitude towards ELF which forefronts different accents as a variety of language and an important aspect of multiculturalism. As for the role of culture, the EFL teachers mentioned integrating both cultures in their teaching. They also stated the importance of choosing tasks from cultural aspects.

Finally, the participating EFL teachers stated the importance of integrating ELF in teacher education programs either as a separate course or a part of an already existing course in order to raise the teacher candidates' awareness of this concept and its applicability in their teaching practices.

Implications

There are a number of implications of this study for the fields of ELT and language teacher education. With the process of integration into European Union, in educational settings, student and teacher exchange programs have been initiated in Turkey. Hence, the universities in Turkey have become multicultural environments. As a result, in order to meet the needs of these visiting students, language teachers should be aware of ELF which gives flexibility to Standard English norms.

As can be seen, in the process of language learning and teaching, language teacher is the protagonist who has to be educated well to be able to meet the requirements of the changing, globalized world. To educate language teachers who are aware of the necessities of the century, teacher education programs should be revised by including the English as a Lingua Franca in their intensive program.

Finally, despite the accumulating work on ELF corpus studies, there is still no common core for ELF. Unless language teaching/learning materials and assessment with specific attention to ELF are not developed, it is difficult to talk about teaching of ELF and integrating this subject into the teacher education programs is not an easy task in expanding countries.

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APPENDIX A

PERCEPTIONS OF INSTRUCTORS WORKING AT UNIVERSITIES WITH ENGLISH MEDIUM OF INSTRUCTION ABOUT ENGLISH AS LINGUA FRANCA (ELF)

1. Gender
 F M
2. Age
a. 21-25 b. 26-35 c. 36-45 d. 46 +
3. Place of Birth _____
4. Title
 Research Assistant Instructor Teaching Assistant
 Assistant Professor Associate Professor Professor
5. Please write the countries you have been to and your purpose of visiting.

SECTION 1. OPEN-ENDED QUESTIONS

Perceptions on Standard English

1. Do you believe that there exists a standard English?
 Yes No (Explain) _____
2. If your answer is 'Yes' for the first question, which one below is standard English?
 - a. American English
 - b. British English
 - Other (Explain) _____

Accents

1. Which accent do you use while speaking English?
 - a. American
 - b. British
 - c. Other (Explain) _____
2. Are you satisfied with your accent?
 Yes No
3. Is accent important in your opinion?
 Yes No
4. What do you understand from "Speaking English as the native speaker of English"?

English as a Lingua Franca

1. What's your level of knowledge on ELF?
 - a. I have no idea.
 - b. Not much, I've just heard the concept.
 - c. Moderate, I've read few books and/or articles.
 - d. Advanced, I've written compositions, articles and projects on the subject.
2. If you have the knowledge, how would you explain ELF?

3. Do you agree with this statement " the widespread use of English (in every field) in the world should be prevented"?

I agree because

I do not agree because

4. Do you agree with this statement "The rules of standard English should be adapted according to the characteristics of the native language of non-native speakers of English"?

I agree because

I do not agree because

5. Lee (2004) claims that "Not being the native speaker of English is an advantage for the non-native speaking pre-service English teachers". Do you agree?

I agree because

I do not agree because

6. In English language teaching, choosing the topics among the cultural aspects that the students belong to, makes them feel confident in speaking English. Do you agree?

I agree because

I do not agree because

7. English Language Teachers, whose native language is Turkish, should know both English and Turkish along with their cultures. Do you agree?

I agree because

I do not agree because

SECTION 2.

1. Please specify your thoughts about the role of following skills in using intelligible English (as Lingua Franca) in writing and speaking.

1: Less Important 2: Moderate 3: Important 4: Very Important

	Writing				Speaking			
Reading	1	2	3	4	1	2	3	4
Listening	1	2	3	4	1	2	3	4
Writing	1	2	3	4	1	2	3	4
Speaking	1	2	3	4	1	2	3	4
Grammar	1	2	3	4	1	2	3	4
Vocabulary	1	2	3	4	1	2	3	4
Idioms	1	2	3	4	1	2	3	4
Proverbs	1	2	3	4	1	2	3	4

2. Please specify your attitude about the English accents of people from the following countries.

1: Negative 2: No idea 3: Positive

1. China	1	2	3
2. India	1	2	3
3. Egypt	1	2	3
4. Greece	1	2	3
5. France	1	2	3
6. Turkey	1	2	3
7. Ireland	1	2	3

3. Below are the usages that are common but different from the standard English rules.

Specify your opinion on such usages in **written** and **oral** English use.

(+): Acceptable (-): Unacceptable (?): Uncertain

	Written			Oral		
	+	-	?	+	-	?
a. He look very handsome.						
b. A car who I drive						
c. I must go to hospital						
d. They should call me, isn` t it?						
e. How long time?						
f. Furnitures , hairs..						
g. I want that we talk about my future plans.						
h. Her daughter is at university.						
i. I haven` t got any....						
j. The commission are deciding...						
k. Students have agreed the teacher`s timetable...						
l. I am reading English at university.						
m. There`s five students in my class						
n. using /s/ or /t/ instead of /θ/ (e.g. tick instead of thick)	-	-	-			
o. using /z/ or /d/ instead of /ð/ (e.g. /di/ instead of the)	-	-	-			
p. stressing the last syllable instead of first syllable	-	-	-			
r. adding a vowel between two consonants (e.g. filim instead of film)	-	-	-			
s. pronouncing the long vowels short (e.g. /kul/ instead of cool /ku:l/)	-	-	-			
t. mistakes resulting from diphthongs (e.g. confusing /ei/ (pay) with /ɛ/)	-	-	-			

APPENDIX B

INTERVIEW QUESTIONS

The Place of ELF in the Curriculum of Teacher Education

1. Was ELF covered in the program you graduated from (undergrad/grad) ?

Yes No

2. If your answer is 'No' do you think it should be included in the program?

Yes, because

No, because

3. If your answer is 'Yes' for the first question, 'How' it should be included?