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ELF or EFL: Perceptions, Beliefs, and Teaching Practices of Turkish EFL Teachers

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Abstract

As a result of the internalization of English and increasing use of English as a Lingua Franca (ELF), there are rising questions and discussions related to English language teaching pedagogy. In this regard, this qualitative case study investigates English language instructors' ELF awareness and teaching practices, working at the department of foreign languages of a private university in Istanbul. The data were collected by means of semi-structured interviews conducted with 25 teachers and analyzed through inductive analysis. The analysis of the data revealed the perceptions and beliefs of teachers related to ELF and the implications of ELF in their pedagogical practices. The study provides significant implications for EFL instructors' teaching practices.

Keywords: English as a Lingua Franca (ELF), Global Englishes, English as a Foreign Language (EFL), EFL Teachers, ELF perspective in English Language Teaching (ELT)

Introduction

The journey of English throughout history has fostered its spread almost all over the world. Jenkins (2009) states that currently, English is spoken either as a first language or as an official second language (L2) in fields like government, law, and education in around 75 territories. In addition, there are over 2 billion learners of English worldwide, and only in China, there are 20 million new users of English every year (Graddol, 2006). Consequently, the total number of L2 speakers is more than L1 speakers and a significant number of these L2 speakers include people for whom English holds limited or no official significance in their own countries (Jenkins, 2009). L2 learners were "originally described as speakers of English as Foreign Language (EFL) to distinguish them from L2 speakers for whom English serves as country-internal functions, that is speakers of English as a Second Language (ESL)" (p. 4). Since the 1990s, English as a Lingua Franca (ELF) has gained importance, which represents the global position of English and its current use (Jenkins, 2009). Seidlhofer (2011) defines ELF as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (p. 7). As Kirkpatrick (2006) points out with the increasing number of people learning and speaking English in the world, while native speakers (NSs) will inevitably be part of the group with whom these learners might need to communicate in the future, the majority will consist of other non-native speakers, including Europeans, individuals from the Middle East, or Asians. Consequently, diversities and new varieties of English(es) are emerging. Kachru (1996) defines the term "Englishes" as an indication of different identities of the language and literature, representing diversity in both form and function, use across linguistically and culturally unique contexts, and a wide range of creative expressions in literature. He refers to the "pluricentricity" of English

and presents its diversification in three circles: Inner Circle, Outer Circle, and Expanding Circle. Inner Circle refers to the places where English is learnt and spoken as a first language; including the UK, the USA, Ireland, Canada, Australia, and New Zealand. The Outer Circle involves the earlier colonies of England and the spread of English in those non-native settings, where the language was learnt as a second language, for example, India, Singapore, and Pakistan. The Expanding Circle involves countries where English is not used as an official language but used in international interaction such as in business, academic interaction, and tourism, and includes countries such as China, Japan, and Greece.

The fact that millions of people learn English to work and communicate with other non-natives has raised questions and discussions regarding its pedagogy, and a desire and need to move away from teaching that solely focuses on NS norms in English language teaching (ELT) toward an approach based on ELF principles (Alsagoff et al., 2012; Matsuda, 2012, 2017). However, there are "barriers to innovations in ELT such as 1) lack of materials, 2) language assessment, 3) teacher education, 4) attachment to "standard English," 5) teacher recruitment practices" (Galloway & Rose, 2015, p. 215). Galloway and Rose (2015) have grouped proposals for a change and innovation in ELT based on the ELF perspective into six key themes:

- Increasing World Englishes and ELF exposure in language curriculums;
- Emphasizing respect for multilingualism in ELT;
- Raising awareness of Global Englishes in ELT;
- Raising awareness of ELF strategies in language curriculums;
- Emphasizing respect for diverse cultures and identities in ELT; and
- Changing English teacher hiring practices in the ELT industry (p.203).

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In this regard, there is an increasing number of research studies on the ways of incorporating ELF perspective into language teaching (e.g., Galloway & Rose, 2015; Matsuda, 2012, 2017; Rose & Galloway, 2019; Swan, 2012). A number of studies have been conducted to explore the ELF perceptions of EFL teachers in various contexts. For instance, Sifakis and Sougari (2010) conducted a study with 388 state school teachers of English in Greece to investigate the teachers' awareness of ELF and perceptions about their teaching practice, their perceptions about their role, and their professional obligations. The data were collected by means of a questionnaire and the results revealed that the teachers were more aware of the Inner Circle norms and the majority of teachers were aware of the reality of world Englishes. They were of the opinion that world Englishes should be part of the curriculum, yet they believed that the role of EFL teachers was to teach Standard English. Another study was conducted by İnceçay and Akyel (2014) to investigate Turkish EFL teachers' perceptions of ELF and their role in language teacher education. The data were obtained through a questionnaire and semi-structured interviews. The result of the study revealed that the teachers are tolerant of the uses of English which do not align with the NS norms; however, it is difficult to leave the traditional ways of language teaching and learning due to the overemphasis on Standard English norms in teacher education programs. Furthermore, it was found that most of the teachers had conservative attitudes toward ELF. In another study, Biricik Deniz et al. (2016) investigated the pre-service language teachers' perceptions of ELF-related issues through a questionnaire and interviews. The analysis of the data revealed that although a large number of participants accepted the realities of ELF, they resisted adopting the ELF approach in their language teaching practices and favored applying Standard English norms in their teaching. In another setting, Luo (2017) investigated English teachers' perceptions related to teaching and learning ELF in the Taiwanese context. The data were collected through interviews and a survey, and the result of the study indicated that the majority of teachers were aware of the concept of ELF, yet they emphasized the necessity of teaching and learning English depending on the NS norms. Similarly, Topkaraoğlu and Dilman (2017) conducted a study to explore the perceptions of Turkish EFL teachers regarding ELF and ELF awareness. The data were collected through a cross-sectional survey and follow-up semi-structured interviews. The results of the study revealed that making teachers aware of the plurality of English and the significance of multiculturalism was important to encourage them to revise their teaching practices. In another study, Ceyhan-Bingöl and Özkan (2019) explored the perceptions of EFL instructors working at a school of foreign languages of a private university and their classroom practices. The data were obtained by means of a questionnaire, semi-structured interviews, and classroom observations. The results of the study indicated that the majority of instructors were aware of ELF- and ELF-related issues. Also, their classroom practices align with their perceptions. In their study, Geçkinli and Yılmaz (2020) explored the perception of ELF of EFL instructors working at a private university in Turkey in relation to their teaching experience. The findings of the study showed that although less experienced teachers were more aware of the ELF concept, both more experienced and less experienced teachers were neutral toward the pedagogical implications of ELF in their classrooms. In her study, Ardıç Kıyak (2021) investigated the perceptions of English language teachers working at different institutions varying from primary to high school levels and English language instructors working at the state and private universities in Turkey regarding World Englishes and ELF. The results of the study revealed that the teachers are familiar with the concept of ELF- and ELF-related issues; however, they have preferences based on NS norms since they consider them as a reference point. In a similar vein, Aydın and Karakaş (2021) examined the beliefs and perceptions of 40 Turkish EFL teachers working at different high schools regarding ELF. The researchers gathered data using an open-ended survey questionnaire and analyzed it using content analysis and descriptive statistics. The results indicated that a majority of the teachers were unaware of the concept of ELF. Those who were aware of it primarily viewed it as a means of communication among non-native English speakers and emphasized the importance of effective communication and intelligibility. Although most teachers had knowledge of the linguistic features of ELF and held positive perceptions of them in spoken interactions, they did not view ELF accents favorably. The study highlighted that teachers' beliefs and perspectives were influenced by various prevailing ideologies in ELT, while a few teachers had developed alternative ideologies in response to these dominant ones. In the same year, Ramadhani and Muslim (2021) explored the attitudes of teachers toward teaching and learning ELF in the Indonesian EFL context and the possible challenges in integrating ELF into their teaching practices. Using a quantitative descriptive approach, a cross-sectional survey was administered to 50 EFL teachers. The findings of the study revealed that although the teachers expressed a positive attitude toward teaching and learning ELF, there were certain challenges faced by the teachers, including unfamiliarity with different accents, the preparedness of teachers, students, and institutions in incorporating ELF instruction, the availability of appropriate learning materials, and the reliance on native speakerism. A more recent study by Geçkinli (2022) aimed to find out the perceptions of Turkish EFL teachers and students enrolled in an English preparatory program at a private university regarding the status of ELF and its pedagogical implications. The results, obtained through the analysis of a questionnaire, revealed that while EFL teachers exhibited greater enthusiasm toward ELF compared to students, both groups had concerns about the pedagogical implications of ELF. Furthermore, the findings revealed a shift toward a neutral stance, rather than a preference for native English-oriented teaching in ELT classrooms. For the same purpose, another study conducted by Nguyen and Lo (2022) aimed to examine the perception of Vietnamese EFL in-service teachers and students from gifted and non-gifted high schools regarding ELF. Employing a quantitative approach and utilizing a questionnaire as the data collection tool, the study revealed that both Vietnamese high school EFL teachers and students generally held a positive attitude toward ELF. However, it is noteworthy that the majority of the respondents still expressed a preference for teaching and learning based on NS norms. Despite this, the findings indicated the shared understanding that the ultimate purpose of learning English is for effective communication. Moreover, the study highlighted the significance of introducing diverse cultures in English classrooms, as Vietnamese EFL high school teachers and students emphasized the need for effective intercultural communication by giving equal importance to various cultures beyond those associated solely with native English speakers. Another study conducted in Vietnam by Thao et al. (2022) examined the attitudes of high school EFL teachers and their teaching practices. The findings of this mixed-method study revealed a positive attitude among the teachers toward ELF, including cognitive, affective, and behavioral aspects. Additionally, the findings indicated that the teachers not only acknowledged the importance of ELF but also took some actions to incorporate it into their classrooms and promote its use among their students despite encountering challenges in implementation. This indicated a gradual shift in the attitudes of English teachers toward embracing ELF and their willingness to integrate it into various teaching and learning activities covering various aspects, such as cultural knowledge, vocabulary, pronunciation, grammar, and the development of language skills.

However limited in number and extent, all these ELF-oriented research studies show that most of the teachers are aware of ELF, but they still favor the traditional EFL approach due to their preference for the application of Standard English norms in their teaching practices and show resistance to a paradigm shift from traditional conceptualization of English in ELT to new approaches. However, there is an apparent need for raising teachers' pedagogical awareness and helping them

have a deeper understanding of ELF so that they can adapt their pedagogical practices based on ELF norms. Accordingly, this study aims to fill the gap in the literature by examining not only the awareness, perceptions, and beliefs of English teachers related to ELF but also their teaching practices to provide an in-depth understanding of these aspects to contribute to the research on this subject and to take some actions for the development of teachers' instructional practices based on ELF pedagogy. To this end, it pursues the answer to the following research question:

What are the teachers' perceptions and beliefs regarding ELF and to what extent do their teaching practices reflect the implications of ELF?

Methods

Research Context and Participants

This study was conducted in Turkey, which is accepted to be a geographical and cultural bridge between Asia and Europe, thereby, east and west. Although the English language does not have an official status in Turkey, just like other countries in Kachru's Expanding Circle, Turkey's significant geographical and strategic location makes learning English important, which is the only foreign language, taught at all levels of education. German and French and recently Arabic languages are offered as elective courses in secondary and high schools.

The participants of this study comprised 25 volunteer English instructors working at the Department of Foreign Languages of a private university in Istanbul, Turkey in the spring term of the 2017–2018 academic year, so convenience random sampling was employed to select the research context and the participants to answer the research question. ELT experiences of the teachers range from 3 to 34 years, and their ages were between 25 and 60. The teachers were BA holders in English language-related departments; ELT (11 teachers), English Language and Literature ($N=11$), American Culture and Literature ($N=1$), English Linguistics ($N=1$), and Translation and Interpreting Studies ($N=1$). Ten teachers who did not graduate from the Department of ELT held pedagogical formation certificates. In addition, almost all teachers had internationally recognized teaching certificates like CELTA or TESOL and had attended various teacher training and conferences. Moreover, five teachers held master's degrees in related departments (see Appendix A for detailed information about the background of the teachers).

Data Collection and Analysis

In this case study, a qualitative research method was used. The data were collected by means of semi-structured interviews conducted with the teachers. Research approval from the university where the study was conducted was obtained in May 2018, before conducting the research. All teachers were informed about the research including a detailed explanation of the purpose of the research, the procedure of the study, potential risks and comforts, potential benefits, confidentiality, and the right to withdraw. They all provided consent for the study, recording, and transcription of the interviews. These 25- to 30-minute interviews were audio-recorded and transcribed. The interview consisted of 12 open-ended questions, and these questions were built and designed on two constructs: exploring of perceptions and beliefs of teachers regarding ELF and their teaching practices for an in-depth understanding of their perceptions, experiences, feelings, and thoughts about ELF and their teaching practices. Once the questionnaire was created, expert opinion was requested, and the questionnaire was finalized to be administered to the participants. Demographic information (age, English teaching experience years, education background) was included in the questionnaire to get background information about the teachers.

In this study, credibility was established in certain ways. First, the data were collected from multiple teachers with varying years of teaching experience to increase credibility. Second, credibility was ensured through peer review or peer debriefing (Merriam, 2009). The second author revised the raw data and provided insight into the data, supported the development of the themes for the construction of the whole, and made suggestions for modifying the research design. Discrepancies were discussed and agreement was reached for the final themes and sub-themes, which enhanced the rigor of the analysis. Moreover, to establish credibility, thick descriptions were given along with the participants' direct comments for an in-depth understanding of the context of the participants' perceptions and thoughts related to ELF and their pedagogical implications in the classroom. "Adequate engagement in data collection" was another way used to establish the credibility of the data and the saturation of the themes, which occurred when no new themes emerged (Merriam, 2009, p. 219). Moreover, pattern matching was used to relate emerging themes to theoretical aspects, and participants' comments were used to illustrate this relationship and to increase the credibility of the study. A rich, detailed, and thick description of the study together with the detailed setting and participants' information was provided to increase the possibility of transferability for the reader (Shkedi, 2005).

The data were analyzed inductively, a bottom-up approach in which "data builds concepts, hypothesis or theories rather than deductively testing hypotheses" (Merriam, 2009, p. 15). The categories were not pre-determined but emerged as a result of the interview analysis. First, audio-recorded interview data were transcribed and carefully coded. Then, all codes were categorized under sub-themes and themes led to the emergence of main themes. The latest version of the findings was reviewed and agreement on codes and themes was provided between the authors. Then, all codes were categorized under sub-themes and themes with the participant comment, leading to emerging of the main themes.

Results and Discussion

The data obtained by means of the questionnaire administered to the participants in the present study revealed significant findings regarding:

1) The perceptions and beliefs of teachers related to ELF
2) Teachers' pedagogical practices

The analysis of the data manifested several themes including subthemes which are illustrated by the statements referring to the real utterances produced by the participants.

1) Perceptions and Beliefs of the Teachers Related to ELF

a) Awareness of and Preference for World Englishes Paradigm

When the teachers were asked to share their beliefs about the concept of "Standard English," more than half of the teachers think that there was "Standard English" in the past, but today there is not "Standard English," as English is a global language and "it does not belong to a certain group of people anymore." One of the teachers said: "It is not only English people's language but also our English that is used all over the world as a medium of communication" (T19). The remarks of the teachers align with Gupta's (1999) assertion that English no longer belongs to its ancestral speakers, but functions as a global language, and also reveal the teachers' sense of ownership of English. Erling and Bartlett (2006) support this notion by highlighting how non-native teachers make English their own by "appropriating the language for their own purposes, asserting their identities through (it) and empowering themselves as rightful owners of the language" (p. 11). In line with that, what the teachers reported favored the idea of global ownership of English, indicating the current status of English as an international language in place of its belonging to NSs of the language and holding the sole ownership of the language by its natives, as Kachru (1985) states.

In addition, one of the teachers stated the reason for not believing a "Standard English" as the language is alive and keeps changing by being affected by different things like people's (the user's) own language and technology:

> "Standard English" would be a narrow term to define. Standard would be something that everybody uses or everybody knows but that would limit things and we cannot limit the language. Language is something alive and changes as a result of being affected by different things. Technology changes, and everything changes. People add their native language to English. Maybe, there is standard grammar but there is no standard in vocabulary; people make up new words and dictionaries expand every few years (T2).

However, there are a number of teachers ($N=8$) who think that there is a "Standard English," which is British (for most of them) or American English. Some named it RP, which "refers to Received Pronunciation, often (incorrectly) called BBC English, the regionally neutral prestige variety associated with educated British speakers...and... actually spoken by a small and diminishing minority of British citizens" (Buckledee, 2010, p. 145). One of the teachers stated: "English is becoming a lingua franca, but that does not mean everybody can make up language semantics. If you add something, that would not be English. What is determined in the language is what native speakers say. The meaning is determined by the native speakers of English" (T17). What this teacher said refers to the dependency on standardized native forms. These teachers believe that there should be a "Standard English," which is "a reference point" to teach and follow as a guide because "there is a limited time to teach students English (grammar, vocabulary, everything) at university and it is not (their) main aim to teach non-standard. The main focus should be teaching standard English" (T18). They think that teaching in the classroom should be based on native English norms; otherwise, they said "it is easier to make mistakes and follow a false way in language teaching" (T17). The same teacher continued and added:

> Having a "Standard English" accent and teaching it to students is important because language teaching is not only based on grammar and vocabulary but at the same time teaching intonation, stress, and rhythm. The varieties of pronunciation may hinder communication. Some people in Turkey speak in a Turkish accent, which may bother the contact person. The communication should flow, but that causes the communication to end.

What these teachers ($N=8$) stated shows their resistance to adopting the ELF approach in language teaching and their tendency to apply standardized NS norms in their teaching although they are aware of ELF somehow. The perceptions of these teachers are in line with the studies of different researchers (Ardıç Kıyak, 2021; Aydın & Karakaş, 2021; Biricik Deniz et al., 2016; Geçkinli & Yılmaz, 2020; İnceçay & Akyel, 2014; Luo 2017; Nguyen and Lo, 2022; Ramadhani & Muslim, 2021; Sifakis & Sougari, 2010) that several teachers still keep the standardized NS norms in teaching English and resist implicating ELF perspective in their language teaching.

Unlike these teachers, most teachers ($N=13$) who are not strict with "Standard English" showed their tolerance to the non-standard by emphasizing the importance of intelligibility of speech. They think having a native-like accent and imposing a standard accent (British or American) is not important. For those teachers, "what is important is conveying message while interacting with other people and keeping the communication on as language is the means of communication and the focus must be on communication rather than accent, whether British or American or any other. It does not matter" (T7). They believe that it is natural that everybody speaks with different accents, because according to one of the teachers:

> You cannot expect everybody to speak British or American accent. In some languages, people can pronounce some sounds while others cannot some others. For example, we cannot expect a Japanese person to produce some sounds as it is sounded in British or American English. Speaking in a way that other people can understand is acceptable. Minor mistakes are not important as long as other people can understand you (T10).

b) Changes in the Profiling of "Native" and "Non-Native" Speakers of English

When asked to define "a native speaker of English," the teachers approached the issue in different aspects. They associated NSs with (1) learning that language as a mother tongue or first language; (2) having one of the parents speaking that language and learning the language within the first six years; (3) being born in certain countries like the USA, Britain, or Australia; (4) being born in a country where English is the official language; (5) speaking that language accurately and fluently; 6) having a wide range of vocabulary; and (7) feeling comfortable while using the language.

Actually, giving a clear-cut definition of "native" and "non-native" is not easy. Davies (2013) defines a NS as a person who has acquired the language at an early age, and characterizes him with six features: (1) acquiring the L1 in childhood, (2) having an intuition about idiolectal syntax, (3) grammatical intuition, (4) capacity for fluent spontaneous discourse, (5) capacity to write creatively, and (6) capacity of interpreting and translating into the L1. That is why, he points out the difficulty of becoming a NS of a second language for an adult non-native speaker. In fact, there are criticisms about the division of "native" and "non-native" and defining non-native speakers of English against the norm of NSs. However, as stated by Galloway and Rose (2015), NSs are still regarded as the "yardstick of competence in language" and non-native speakers are expected to confirm these standardized NS norms. Not surprisingly, this has negative impacts on non-native English-speaking teachers' confidence and hinders the acquisition of the language.

Almost all the participating teachers ($N=24$) in this study believe that there are differences in the competences of native speaker English Teachers (NSETs) and non-native English speaker teachers (NNESTs) in terms of both professional aspect and language proficiency, and what teachers verbalized about the perception of themselves as L2 learners and L2 teachers revealed out their low self-confidence in some aspects of using the language and teaching it and the confusion they experience in their social context and profession. They think that NSETs have language proficiency and are a good language model for the students. As a result of interview analysis, the following perceived advantages and competences of the NSETs emerged:

- **Linguistic Competence.** Most of the teachers ($N=19$) think that NSETs have linguistic competence and are good at speaking, writing, pronunciation, and knowing and using a wide range of vocabulary depending on the register. The striking examples are as follows:

> NSETs are good at productive skills, speaking, and writing. They can perform better than NNESTs in teaching productive skills but that does not mean NNESTs cannot teach these skills well (T3).

> NSETs are better in pronunciation. I am not native, even if I know everything I do not produce the language naturally and I am afraid of making mistakes in pronunciation and being a wrong model to the students. It is sometimes difficult to

pronounce a word that I see for the first time. I always need to check it first in the dictionary. Also, I do not feel secure teaching pronunciation (T11).

When students ask for a definition of a word unexpectedly in the classroom, I may not know how to define it; that's why, if I were a NSET, it means I knew the language better and could cover different parts of the language easily (T1).

The beliefs of the teachers about the linguistic advantage of the NSET, especially their superiority in speaking skill, pronunciation confirm the findings of the previous studies (Ardıç Kıyak, 2021; Biricik Deniz et al., 2016; Ceylan-Bingöl & Özkan, 2019) However, as Seidlhofer (1999) emphasizes, being an effective communicator in the target language does not make the NSET pedagogically effective. What the participating teachers reported indicates that their lack of confidence results from the comparison of non-native and NSs. EFL fed into the notion of English being the language of its NSs and those who learnt it as a foreign language could never attain that kind of proficiency, defining near-NS proficiency as a goal never to be reached (Graddol, 2006). However, being native does not mean that they are pedagogically the most effective and best teachers.

- **Fluency.** A small number of teachers ($N=5$) think that "as NNESTs, (they) still need to organize (their) sentences in some way cognitively, yet NESTs do not have such a difficulty. They can speak automatically and spontaneously" (T21).
- **Promoting Students' Motivation.** Almost half of the teachers ($N=10$) believe that having a NEST motivates students to speak in English as seen in the following example:

NEST speaks English well and students have to speak English with him/her. That encourages them to speak English in the classroom. The students have no choice other than to speak English with the NEST. There is no other way around to express themselves. This improves their speaking. Unfortunately, they tend to speak Turkish when the teacher is Turkish in the classroom as they feel bizarre talking with a Turkish teacher/person in English (T8).

Although NESTs have advantages such as being more linguistically competent, fluent, and more motivating for students to speak English in the classroom, NNESTs perceive themselves as advantageous over NESTs thanks to some merits they have, and most teachers ($N=22$) believe that being an NNEST can be as a source of confidence and security in their teaching because of the merits as categorized below:

- **Teaching Grammar and Vocabulary.** All the teachers think that NNESTs are good at teaching grammar and vocabulary. For instance, one of the teachers says:

NNEST learn the language as a second language, so they pay immense attention to grammar structure and vocabulary. Therefore, we as NNEST teachers are good at teaching grammar and vocabulary (T12).

- **Teaching strategies.** A few teachers ($N=6$) think "NNESTs are better at teaching strategies for skills including reading, writing, and listening. They can teach the students how to read, listen and write better" (T9).
- **Shared L2 Learning Experience.** Most of the teachers ($N=20$) believe that being an L2 learner once is a kind of advantage to understand their students better and they think that their L2 learning experiences provide benefits in their teaching and helping their students:

As a NNEST, I was an EFL learner once, so I know the language learning process. I can see language learning through the eyes of the students as they are not native speakers of the language as well. I walked the same way that the students are walking right now, so I know the common mistakes they make and the common problems they face as L2 learners. As NNESTs, we can understand their problem and help them better than NSETs because we know their strengths and weakness in language learning better than a NSET (T1).

As an L2 learner once, I can foresee the challenges that the students will face and I can pre-assume what problems I will have in the classroom while teaching the language or what difficulties my students will have with the target language that I will be teaching. If it is a speaking activity, for example, I know what kind of mistakes they will make, so I can be prepared to deal with these difficulties and problems in the classroom and guide my students well. In this regard, being a NNEST is a comfort to design your lessons (T8).

According to Seidlhofer (1999), having a shared L2 learning experience between the NNEST and their students is a source of confidence for the NNEST as he/she has been through the same process of learning, often through the same L1 filter. In other words, while NSET knows the destination, NNEST knows how to arrive at that destination. Thus, what the teachers stated confirms Seidlhofer's (1999) claim that having a shared L2 learning experience provides an opportunity to NNEST to understand their students and direct their teaching to meet the students' needs.

- **Shared Culture.** Almost half of the teachers ($N=11$) think that having the same culture with learners is an advantage for them to associate the language with students' lives. They also think that having the same culture with their students provides familiarity with their learning styles and opportunity to prepare their materials and activities according to their needs to help their learners as mentioned in the following examples:

Being a NNEST has advantages for me in terms of culture. We share the same culture with our students. For example, I can give specific examples based on cultural backgrounds in class and they feel like "I have been there," "this happened to me" or "this is something part of my life," so they can associate the examples with their own life and life experiences and personalize the learning (T4).

As a NNEST, we know our students better and can understand our students easier because of the common cultural background. We can understand what they mean better than a NSET can do. Also, we are more familiar with their learning styles and we can be more flexible to change our teaching style and activities depending on that and their needs (T11).

- **Bilingual Teachers as Mediators between the Students and L2.** Being bilingual, most of the teachers ($N=16$) think that they have the advantage of using L1 in the classroom for quick explanations, clarification of the meaning, and helping the students' understanding. Thus, they make the input comprehensible by simplifying it or using shared L1, so they have an interactional role between the language and the non-native learners as verbalized in the following examples below:

Using L1 can be advantageous when you need it in class. For example, when you are teaching grammar structure, instead of struggling to teach it in English in all aspects, you can just make an association with L1 or you can give a quick explanation of a word or an abstract concept in L1. In this way, you can save time to get the students to practice the language more. In this aspect, as NNEST, we are mediators between the language and the students (T8).

Being a bilingual teacher is a kind of opportunity for me. I can associate some terms and some cultural aspects with my native tongue and help learners' comprehension. I can draw some differences and similarities between the two languages. That also gives me a new perspective (T7).

Seidlhofer (1999) calls NNESTs "double agents" as they share the same culture and language with their students in their own learning context and this leads them to mediate between the languages and the cultures. As an insider of the culture in which language learning takes place, the NNEST acts as a facilitator of learning by designing lessons that are meaningful for the students' learning context. Thus, what the teachers reported confirms Seidlhofer's (1999) claims. According to her, one does not have to be a native-speaking teacher to do the best teaching; on the contrary, being non-native is likely to provide an advantage since non-native teachers, in general, have learnt the language they teach through exposure to the same concepts including grammatical, semantic, pragmatic, cultural, and so on.

- **Eagerness for Professional Development**. A wide majority of teachers ($N=21$) believe that despite not being NSs, they can be good at teaching because of their education in teaching and their dedication to self-improvement. Overall, the NNESTs work hard to develop themselves in their profession, and most teachers stated that they feel confident as L2 teachers because they always look for ways to improve themselves:

Language teaching requires pedagogical knowledge and it has a highly complicated methodology. We need to know what to teach and how to teach. We need to use the dynamics of language teaching. We adopt different approaches, and strategies for successful teaching and integrate technology into our teaching. As a NNEST, I believe that most of us make a lot of efforts to improve ourselves in our profession (T3).

I feel confident as an L2 teacher because I am always well-prepared for my lessons and struggle to improve myself in my profession. For example, I have completed my master's in ELT and I am planning to get DELTA soon (T7).

Seidlhofer (1999) emphasizes the importance of education, being familiar with the current issues in methodology, being well-informed about the requirements in teaching, and being proficient enough in the target language so that non-native EFL teachers can make informed choices for the benefit of their students. Thus, having good pedagogical knowledge and being enthusiastic about professional development is more important than being native.

- **Having Experience in the Profession.** Several teachers ($N=8$) believe that their teaching experience is a source of being confident as an L2 teacher:

Thanks to my teaching experience, I do not feel insecure as an L2 teacher. I have learnt how to teach, and what to teach in time and I know alternative ways of teaching something. I know which ways work and which ways do not work depending on my students' needs and profiles. I am getting more comfortable in dealing with the problems that I face in my classes and more flexible to adopt a new way depending on the classroom dynamics as the years pass (T8).

2) Teachers' Pedagogical Practices

What the teachers reported revealed information about their current teaching practices, the extent they incorporate ELF perspective into their teaching, and what they believed as idealized (or required) classroom practices in ELT due to the changing position of English

as a lingua franca. First of all, most teachers ($N=21$) are aware that English is a global language and there are varieties of English language. However, only a few teachers ($N=3$) had official education in ELF courses at universities. Other teachers have some or limited information about ELF, based on the articles they have read ($N=7$) or the information they have gained from workshops and conferences ($N=11$). The analysis of the interviews revealed the themes mentioned below related to teachers' ELF perceptions and implications of ELF in their language teaching practices:

a) Raising the Awareness of Students About English as a Global Language

Several teachers ($N=8$) believe that raising students' awareness about the importance of English as a global language and informing them about its use for communication with not only native English people but also non-native people in various areas, ranging from social to educational settings, is vital to prepare them to meet the demands of the globalized world:

We try to make our students aware that they need English in their professional, social, and academic lives, emphasizing that it's an undeniable and inseparable part of their present and future lives. They will communicate not only with natives but also non-natives when they travel or do business. Actually, we have had some orientation sessions to highlight the importance of English as a prerequisite for their future success in both their professional and social lives (T4).

As Galloway and Rose (2015) point out, there is a need for raising more awareness regarding the global uses of English today in teaching the language. In line with this perspective, the participant teachers seem to make efforts to raise the awareness of their students on this issue.

b) Raising Students' Awareness About the Varieties of English and the Differences

Several teachers ($N=13$) believe that there is a need to raise the awareness of the students about the multiple varieties of the English language as suggested below:

We should enable students to be aware of the different varieties of English, through different stories taking place in various contexts. For example, you might choose a story taking place in Australia to teach students different terms for the desert and different kinds of animals. Also, we can inform students about the usage of specific words in different varieties of Englishes, such as how Australians use it versus how it is used in British or American English. (T2).

I inform students about the varieties of English, including Irish English, Chinese English, Russian English, and so on. The world is now interconnected, and English is the medium of communication. I tell them, "You may work in Russia or Germany after finishing university, and you will likely encounter different accents and English varieties from around the world." It's impossible for students to learn everything before travelling or coming into contact with people from different countries, but at least they can be aware of the differences in how people from different nationalities speak. They shouldn't be surprised or uncomfortable when hearing a different accent (T8).

On the other hand, a few teachers ($N=4$) think that providing all the varieties of English is not possible and can cause confusion for the students (T18). However, Matsuda (2012) warns that representation of one variety of English (British or American) may cause the students to be "shocked by the varieties and uses of English that differ from

Inner Circle English, view them as deficient rather than different, or be disrespectful of such varieties and uses" (p. 171). The findings indicate that there are more teachers who believe in the necessity of presenting different varieties of English to students than the teachers who want to focus exclusively on the standard variety of English, which can be interpreted as promising for teachers' reconsidering their teaching practices based on the ELF perspective.

c) Including Global Topics

Almost half of the teachers (N=11) in the study think that "students should be provided different global topics that interest everybody" (T1). They believe in the importance of exposing students to various global issues such as technology, global warming and climate change. They think that this exposure not only broadens their horizon by introducing a wide range of ideas, debates, and perspectives but also enhances their language skills through the use of authentic language, as illustrated by the following statement of a teacher:

I think we should provide our students with diverse materials and coursebooks that include a wide range of global topics such as technology, global warming and etc. so that they can be aware of these issues and express themselves by thinking critically about these topics in an international context. This will also promote the development of global citizenship skills as well as their language skills by using authentic language (T4).

d) Identifying Students' Needs

Findings indicate that a group of teachers (N=9) believe that they should identify the needs of the students and the reason why they learn English to adapt their teaching practices to meet their needs:

We should investigate what our students need. That means we need to make a needs analysis and we should teach accordingly. You know different students need to be taught differently depending on the reason why they are learning a language. They should not be filled with all details and the complexes of the language (T3).

In addition, as the teachers are teaching English to university students, they need to focus on academic English, which requires a simpler and more structured approach in terms of teaching as stated below:

We should take learning needs into consideration. What do they need? Where will they use the language? What is their aim in learning the language? Then, we should design our lessons and teaching goals depending on the students' needs (T4).

e) Improving Students Communicative Competence

Most of the teachers (N=17) believe that improving students' communicative competence is crucial to prepare them for the global world. One of the teachers emphasizes the importance of developing students' communicative competence and suggests some ways to do it:

As Turkish teachers, unfortunately, we make the mistake that teaching English is based on grammar rules. We must minimize teacher talking time and maximize the student talking time in the class. We should create opportunities for them to use the language in pairs/groups and to improve their communicative skills as there is no environment where students can use English outside of the class (T8).

f) Providing Diverse Cultures

Several teachers (N=7) compare their way of learning English with that of their students with a focus on the cultural aspect and verbalize the differences as stated in the following example:

I remember that when I was learning English at school, all of the materials were from Oxford and Cambridge. We were only exposed to the life of British people, but now coursebooks provide the lives of people from different cultures and countries such as the life of an Indian person, New Year celebration in China, tribes in Africa, or wedding traditions in Japan. I think it is the result of globalization. English is not spoken in England or America but all around the world (T1).

While the language teaching was mono-linguistic and mono-cultural, based on British or American norms in the past, today, "as a result of the globalized world, the contents of the books in terms of providing different cultures, countries or speakers have changed. Millions of people with different languages and origins speak it" (T10). Thus, one of the teachers pointed out the significance of introducing other cultures, countries, or other speakers of English to get the students familiar with the diversities and differences;

the world is getting smaller as a result of globalization, so the students need to know not only British or American but other cultures and be familiar with them. In terms of language learning, British and American cultures are more important in the first place, but why not other cultures; thus when I prepare my materials, I include texts, pictures, or stories on other cultures and different countries (T3).

Another teacher suggested encouraging the students to accept the differences:

I try to give the idea that everyone can learn differently but there is one language to communicate. Where they come from is not important. The important thing is to accept the differences and respect; and of course, maintain communication (T15).

As Matsuda (2012) states, the goal of ELF-aware teaching is "to prepare the learners to use English to become part of the globalized world, which is linguistically and culturally diverse; and thus, EIL courses naturally strive to incorporate such diversity and to represent English as a pluralistic and dynamic entity rather than a monolithic and static one" (p. 169). It is inferred that most teachers are aware of diversity and they try to incorporate diversities into their teaching.

Recently, various coursebooks have started to focus on topics which are likely to captivate people from diverse cultural backgrounds. While they are naturally topics related to the British way of life, British institutions and the like included, there is also a significant amount of material centering on other countries and cultures, ensuring a balanced representation (Buckledee, 2010). In the present study, however, there are teachers (N=8) who have more traditional thoughts about teaching language and who think that ELT should be based on only British culture as stated by one of the teachers:

Language is integrated with culture, so if we ignore the culture; then, we only concentrate on vocabulary and grammar teaching. The first thing that we learnt was how to find the way London underground. We should focus on native culture, not the non-natives' ones, like Pakistan or Chinese (T17).

In this regard, the expressions of the teachers show that while most teachers are eager to integrate various cultures into language teaching and show respect for the variability, a few teachers still favor the target language culture and teach something as close to a standard variety as possible. This is in line with the result of the studies by Ceyhan-Bingöl and Özkan (2019) and Nguyen and Lo (2022) that most teachers value and incorporate cultures beyond those associated with native English speakers into their classes.

g) Considering Learning Context and Local Culture and Integrating It Into Teaching

In the present study, a number of teachers (*N*=6) believe that the learning context of the students and their cultures should be considered to meet the needs of the learners and to make learning meaningful for them. They think that this can foster learning opportunities for students:

While planning and designing lessons the setting of the country, I mean the learners' learning context should be taken into consideration. The teaching of the language should be suitable for the setting of the country and the learner's learning environment. I mean the macro language environment and the micro language environment should be taken into consideration. Also, the cultural background of the learners should be thought. We have students from different cultural backgrounds, not only Turkish but also Kurdish and Arab students (T7).

Turkish context is multilingual and multicultural, I mean, we have many students coming from different backgrounds and cultures, and different learning experiences. In addition to the Turkish students, we have many students from different countries, especially from Arabian countries, so you need to know and identify their needs to adapt your material and language teaching depending on their needs. It is not possible to teach Standard English in this learning context.

Teachers' thoughts about considering the local culture while teaching English confirm what Matsuda (2012) states about the importance of relating materials to students' culture to make their learning meaningful and adopting ELF-based teaching in place of EFL. Supporting that, several teachers stated that they benefit from the cultural aspects and values in teaching to comfort their students and to foster learning:

While preparing my learning materials, I try to incorporate Turkish culture with English culture. I try to integrate them into my teaching material. This is a Turkish setting which is our students' learning environment. Being familiar with their own culture makes the students feel comfortable and be more open to learning about the other culture. They can compare and contrast the similarities and differences. This increases their interest and promotes learning (T7).

I try to prepare materials which are Turkish originally, for example, I find Turkish news in English or a Turkish story in English, and try to incorporate Turkish culture with English so that the students can refer to the language in their real life (T12).

h) Being Tolerant of Errors

Almost half of the teachers (*N*=11) in the study showed their tolerance to the mistakes of the students and emphasized the significance of letting their students make mistakes while using the language, especially while speaking. For instance, one of the teachers stated that "as English teachers, we always tend to find and correct students' mistakes. Actually, that is what we were taught (T11)," but she continued that she is "more flexible in assessing students' writings and exam papers." She guessed "social media has affected that because on social media people write short messages to convey the message. People do not write long sentences because other people do not have time to read it. What is important is to give the message" (T11). Thus, she revealed the effect of the globalized world on her perception and indicated the importance of letting the students convey messages in place of hindering their speaking by picking up students' mistakes. In addition, several teachers think that correcting students' every mistake discourages them and to improve students' communicative skills, there is a need to let them speak and make mistakes:

Teachers shouldn't focus on students' mistakes while they are speaking and they just should let them free and say whatever they want. Maybe, at the end of his/her speech or at the end of the lesson, she can give feedback by focusing on the major mistakes, not minor ones to promote their communicative skills of learners (T23).

Furthermore, another teacher pointed out that teachers should not expect all students to have a proper accent:

We have students from cultural backgrounds, for example, students from the southeast part of Turkey, whose mother tongue is Kurdish or Arabic. They cannot produce some sounds. We also have students from different countries, mostly Arab ones. These students have a different alphabet. In addition, Turkish students are not able to pronounce the th sound. We cannot expect all these students to pronounce English perfectly or speak just like a British person, so I do not push my students to have a British or American accent (T8).

What these teachers told the researcher revealed that their expectation from their students is not necessarily to sound like a NS of English. They are aware of the fact that the students are from diverse backgrounds, and they are not able to accomplish some NS norms, but what they care about is the capability of maintaining communication. As Hartle (2010) points out, effective communication is crucial for L2 users. ELF emphasizes the importance of "successful communication and negotiation of meaning across communities of practise" (Galloway & Rose, 2015). In this regard, enabling the learners to acquire various negotiation and communicative strategies will be beneficial in helping them improve their communicative skills.

i) Using Authentic Materials

Half of the teachers (*N*=13) stated that they use authentic materials like TV series, videos, podcasts, movies, TV series, newspapers, and magazines which are not only based on British or American English or culture but also other cultures and speakers:

I use authentic materials like TV series, videos, movies, newspapers, and magazines not only British or American but also worldwide, in which people from different nationalities talk. For instance, Ted talks include different types of speakers, different cultures, and multicultural contexts, so I think they are rich to use as classroom material. What I focus on is the content, not the speaker or accent. I can choose an African English speaker. Through this way, students get familiar with the way other people speak English, their accents, cultures or worldwide issues that people talk (T11).

A few teachers (*N*=3) propose integrating social media and blogs to bring the real world into the classroom:

English is a global language and medium of communication in all aspects of life and it connects people. For example, on social media, when you want to spread the news on Twitter to other people or countries, you write in English. Thus, we can use social media, and blogs which include real-life English and integrate them into our class activities (T12).

This is in line with Maley's (2010) advice to expand the opportunities for students to engage with English outside of the class through the use of popular songs, rap, e-mail, the www, blogging, texting, DVDs, TV, and reading materials as getting an education outside class is easier than past and enabling the students to acquire aspects of English that we do not have any ways of teaching in the classroom.

j) Encouraging Students' for Autonomous Learning

A number of teachers (*N*=7) believe that they can familiarize the students with the concept of ELF and other varieties of English and initiate language learning in class, but the students should also be eager to learn more and take responsibility for their own learning outside of the class through some ways as indicated below:

Learning and teaching are not limited to the classroom. Students can also get familiar with Englishes outside of the classroom. English is global and they come across it everywhere, on social media, in movies, on the internet, and so on. I just facilitate their learning and guide them on what to do. I recommend them to watch other channels, TV series, and news and read news in English worldwide. They are all rich in providing different varieties of English. It is not only our responsibility, but students should also take some responsibility for their own learning (T2).

k) Connecting the Class With the Global World Outside of the Class Through Tasks, Projects, and Extra-Curricular Activities

A few teachers (*N*=4) suggested assigning the students some tasks, projects, or out-of-class activities based on the topics or subjects that they have learnt in the class. They believe this can encourage students to work with their friends for real purposes and improve their communicative skills as indicated below:

We can incorporate ELF with teaching by providing students with cases and different tasks to make them use their skills in different cases and in different contacts outside of the class. They need to improve their communicative skills and process to productivity. That's what I do (T4).

Through extra-curricular activities like drama play, we can encourage them to use the language outside of the class for real purposes and help them communicate with their friends. You know we have students from different countries, so students can improve their communicative competence while working with their friends (T24).

l) Assessment

About assessing students' language skills, teachers verbalized several important points; one of which is the issue of evaluating the students' speaking skills in exams:

In speaking exams, students are uncomfortable and to relax my students before the exams, I always tell them "in speaking exams our expectation is your ability to convey the communication." If students establish communication in that language, it is alright. Of course, we have assessment criteria but we don't care much about the grammar as long as the subject, and the verb is in the correct place. The use of the third person -s, or the use of articles does not matter. As long as communication is maintained, it is not important, if they forget to say prepositions or choose to use the wrong preposition, it is alright. If this person somehow establishes communication with you, that is enough. Fluency and correct pronunciation are very important but not the accent (T8).

There are some tendencies that non-native speakers have inability to pronounce some sounds. In addition to pronunciation differences, there are some common grammatical tendencies that they have. Seidlhofer (2004) summarizes the main grammatical tendencies of a non-native speaker of English as:

- 'dropping' the third person present tense –s,
- 'confusing' the relative pronouns who and which,
- 'omitting' definite and indefinite articles where they are obligatory in NS language use, and

- failing to use 'correct' forms in tag questions (e.g., isn't it? or no? instead of shouldn't they?)
- Inserting redundant prepositions, as in *We have to study about…*)
- Overusing certain verbs of high semantic generality, such as *do, have, make, put, take*
- Replacing infinitive constructions with *that*-clauses, as in *I want that*
- Overdoing explicitness (e.g*., black color* rather than just *black*) (p. 220)

These are named 'correct' according to the standard native norms in EFL, but ELF can tolerate them as they do not hinder communication success. What the teacher stated here revealed her tolerance toward the errors of the students and what she cares about while assessing students' speaking skills is the achievement of communication and conveying the message, which shows the teacher' adopting ELF perspective.

On the other hand, teachers from the testing (assessment) unit of the university stated that what they look for when they design the listening parts of the exams and tape the listening is choosing a speaker speaking clearly and this is generally a person who has British or American accent as students are more familiar with them through the coursebook and classroom materials:

In exams, we do not care about British or American accents, but we do not prefer to choose someone talking with different accents. We choose someone speaking clearly, as our students are more familiar with those accents. In fact, this is more related to the classroom materials and the coursebooks, as they do not provide many varieties in different accents, the assessment tool should align with the materials and the coursebooks used in the classroom. They all belong to British or American publishers (T21).

Teachers' responses indicated that the NS norm-oriented coursebooks and classroom materials used in teaching language limit the teachers in designing the assessment tools based on ELF perspective and cause them to depend on these materials and to prefer a standard variety of English in assessing students' language skills. However, it is a fact that the adaptation of NS models in the assessment of English proficiency causes the perception of non-natives as deficient language learners.

m) The Coursebooks and Teaching Materials

All teachers stated that when they prepare their teaching material themselves, the focus is not on introducing specific variety, whether British or Amarican, but on ensuring the material's appropriateness for their students, and its functional utility, which does not depend on any specific variety. Coursebooks do include an ELF perspective, but they still endorse NS norms and use. Currently, what is still acceptable is the English or American NS model, even if "the coursebooks provide diverse cultures, a wide range of topics and English speakers compared to the past" (T11).

All in all, what teachers expressed in the interviews indicates that the participating teachers are mostly open to adapting and modifying their teaching and materials within the ELF approach unlike the results of the studies by Aydın & Karakaş (2021); Ardıç Kıyak (2021); Biricik Deniz et al. (2016); Geckinli & Yılmaz (2020); İnceçay & Akyel (2014); Luo (2017); Ramadhani & Muslim (2021); Sifakis & Sougari (2010); Topkaraoğlu & Dilman (2017). As Seidlhofer (1999) states, teachers are "agents" who play an active role in modifying textbooks and using them not as fixed solutions but as adaptable resources. "Gate-keeping role of native speakers" and the inability to reach the NS model by the non-native learners make the language learning process frustrating (Buckledee, 2010, p. 143). Expecting native-like

proficiency from our students is a matter of question, yet what is promising is that many teachers interviewed in this study seem to have ELF perspectives and are engaged in ELF-oriented practices. However, ELT is an enormous market and the publishers provide what the market demands. As Seidlhofer (1999) states, the idealistic global real world/ whole person's concerns are contradicted by the free market: "most practical matters which impinge directly on teachers' daily practice, such as textbooks, reference works, supplementary materials, examinations, and qualifications still make almost exclusive reference to the notions of the native speaker culture as the (uncontaminated?) source providing the language to be taught" (p.234). In this regard, adapting teaching materials and coursebooks to ELF seems to require time, yet as Buckledee (2010) states, presenting non-native but perfectly intelligible pronunciation models would be motivating for the students and enhance the self-confidence of the non-native teachers of English if their own phonological variety were given importance. To this end, having samples of non-native pronunciation would not be hard since even in Britain today, one might just need to step out of their front door and approach the first person he/she sees. Erling and Bartlett (2006) explain that the difference between the way L2 speakers and L1 speakers speak the language does not mean that L2 speakers are deficient. In fact, according to them, L2 speakers often have linguistic advantages that L1 speakers do not, such as mediating between global and local cultures at the linguistic level and having an ability to enhance their capability for negotiation on wider intercultural issues.

Conclusion

This study explored EFL teachers' perceptions and beliefs related to ELF and how they incorporate the ELF perspective into their teaching practices. While the majority of participating teachers have ELF awareness and try to incorporate it into their teaching practices in the classroom in various ways, a small number of them still favor "Standard" English and NS norms in their teaching practices.

In this regard, there is a need for rethinking priorities for teaching and appropriate pedagogical implications in ELT because ELF is the real world outside of the classroom where our learners will be interacting with other speakers of English. Traditional ELT practices may not fulfill the learners' needs in the ELF context. However, changes in the ELT perspective and pedagogical implications of the ELF perspective will help learners to be confident and competent in the local and international context. There is a need to have a broader conception that ELT should go hand in hand with replacing monolingualism with multilingualism, and mono-culturalism with multiculturalism, and targets in teaching should not be NS norm-referenced. There is also a need to develop students' communicative competence for effective communication in the ELF context. In this regard, non-native students' awareness about the linguistic plurality of English and cultural diversity should be raised and they need to be taught strategies that will help them to have effective communication, meaning-making, and understanding as the success of communication is based on mutual understanding. To equip the students with knowledge and skills will help them meet the demands of the globalized world. To that end, teachers need to be pedagogically and linguistically competent and knowledgeable in the current issues and discussions in the field.

To conclude, this study revealed that most teachers aim to equip their students with knowledge and skills to meet the requirements of a global world and not expect them to perform native-like proficiency although there are a number of teachers who are in favor of holding the NS norms in teaching and resist adopting ELF approach. The findings of this study show that most teachers' tendencies for and attempt at adopting the ELF perspective can be thought of as a significant indicator of their assumed roles in teaching English away from traditional

norms conceptualized in ELT and promising for promoting ELF-aware pedagogy in their teaching practices. In this regard, the ideas of the teachers who try to implement the ELF approach in their classes can be inspirations for other language teachers. The perceptions of the participating teachers and their reported teaching practices in this study provide a good body of knowledge for further studies which can aim to develop ELF-aware teacher education depending on teachers' needs and promote innovative ELT practices.

The study, however, has a limitation that needs to be acknowledged. This qualitative data can be supported through triangulation for the enhancement of the validity of the findings. In addition, classroom practices of the teachers are only reported, but not observed. In spite of this limitation, the study has its significance in providing in-depth information about the EFL teachers' ELF awareness and perceptions and their way of incorporating ELF perspective into their teaching. Further studies supported with class observations are suggested to investigate EFL teachers' ELF awareness and its pedagogical implications in their teaching practices. The themes and the results of the study should be taken into consideration as hypothesis to be tested in.

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Appendix A.

Background Information About the Participating Teachers

T1
Age: 32
Years of teaching experience: 10
Education Details: English Language and Literature (BA), CELTA

T2
Age: 47
Years of teaching experience: 14
Education Details: English Language and Literature (BA), TESOL

T3
Age: 60
Years of teaching experience: 34
Education Details: English Language Teaching (BA), (MA), CELTA, TESOL

T4
Age: 37
Years of teaching experience: 17
Education Details: Translation and Interpreting Studies (BA), (MA), PhD

T5
Age: 37
Years of teaching experience: 5
Education Details: English Language and Literature (BA), Pedagogical Formation Certificate

T6
Age: 31
Years of teaching experience: 7
Education Details: English Language and Literature (BA), Pedagogical Formation Certificate, CELTA

T7
Age: 33
Years of teaching experience: 10
Education Details: English Linguistics (BA), ELT (MA), Pedagogical Formation Certificate, CELTA

T8
Age: 44
Years of teaching experience: 21
Education Details: English Language and Literature (BA), Pedagogical Formation Certificate, CELTA

T9
Age: 59
Years of teaching experience: 34
Education Details: English Language Teaching (BA), CELTA

T10
Age: 47
Years of teaching experience: 25
Education Details: English Language Teaching (BA), English Linguistics (MA), CELTA

T11
Age: 32
Years of teaching experience: 10
Education Details: English Language Teaching (BA), CELTA, Advertising (MA, PhD)

T12
Age: 49
Years of teaching experience: 22
Education Details: English Language and Literature (BA), CELTA, Pedagogical Formation Certificate

T13
Age: 29
Years of teaching experience: 6
Education Details: English Language and Literature (BA), CELTA, Pedagogical Formation Certificate

T14
Age: 46
Years of teaching experience: 24
Education Details: American Culture and Literature (BA), CELTA, TEFL

T15
Age: 36
Years of teaching experience: 12
Education Details: English Language Teaching (BA), American Culture and Literature (MA),

T16
Age: 28
Years of teaching experience: 6
Education Details: English Language and Literature (BA), Pedagogical Formation Certificate

T17
Age: 55
Years of teaching experience: 34
Education Details: English Language Teaching (BA),

T18
Age: 27
Years of teaching experience: 3
Education Details: English Language and Literature (BA),

T19
Age: 25
Years of teaching experience: 3
Education Details: English Language Teaching (BA)

T20
Age: 33
Years of teaching experience: 8
Education Details: English Language Teaching (BA), Translation and Interpreting Studies (MA), Pedagogical Formation Certificate

T21
Age: 29
Years of teaching experience: 7
Education Details: English Language Teaching (BA)

T22
Age: 27
Years of teaching experience: 3
Education Details: English Language Teaching (BA)

T23
Age: 25
Years of teaching experience: 3
Education Details: English Language and Literature (BA), TESOL

T23
Age: 27
Years of teaching experience: 5
Education Details: English Language and Literature (BA), (MA)

T25
Age: 42
Years of teaching experience: 20
Education Details: English Language Teaching (BA), CELTA