BeAware of ELF in Turkey: Perceptions and Awareness of Turkish and Native English-speaking Teachers

İlke M. GEREDE HOYLAND
FMV Işık Schools
ilkemgerede@hotmail.com
Pınar ERSİN
Marmara University
persin@marmara.edu.tr

ABSTRACT

Living in the globalized world, having social, cultural, political and business relations with other countries created a need to use a common language. For communication and interaction purposes, English has been used as a common language and the concept of ELF (English as a lingua franca) started to be studied and discussed. Inevitable consequences of internationalization of English have resulted in not only for the way it is used but also the way it is conceptualized, and implications for the way it is taught (Cogo, 2012). The present study took place at one of the highly competitive private schools in İstanbul. It aimed to investigate the perceptions, attitudes, and beliefs of English teachers about ELF. The participants were three Turkish and three native teachers of English selected by convenience sampling. Data were collected through quantitative and qualitative data collection instruments. Quantitative data came from a demographic information form and a survey to find out the ELF awareness level of teachers. Qualitative data constituted of a structured interview carried out with all the participants and a semi-structured interview conducted with highly ELF-aware teachers. Finally, classroom observations of highly ELF-aware teachers were held. Data gathered from quantitative tools were analysed by descriptive statistics. Data obtained from qualitative sources were analysed using thematic analysis technique (Braun and Clarke, 2006). Results showed that even though the teachers are not totally unaware of ELF or not completely unfamiliar with ELF ideas, standardization of English is still dominant in most of the teachers' attitudes and beliefs.

Keywords: English as a Lingua Franca; English language teaching; in-service language teachers