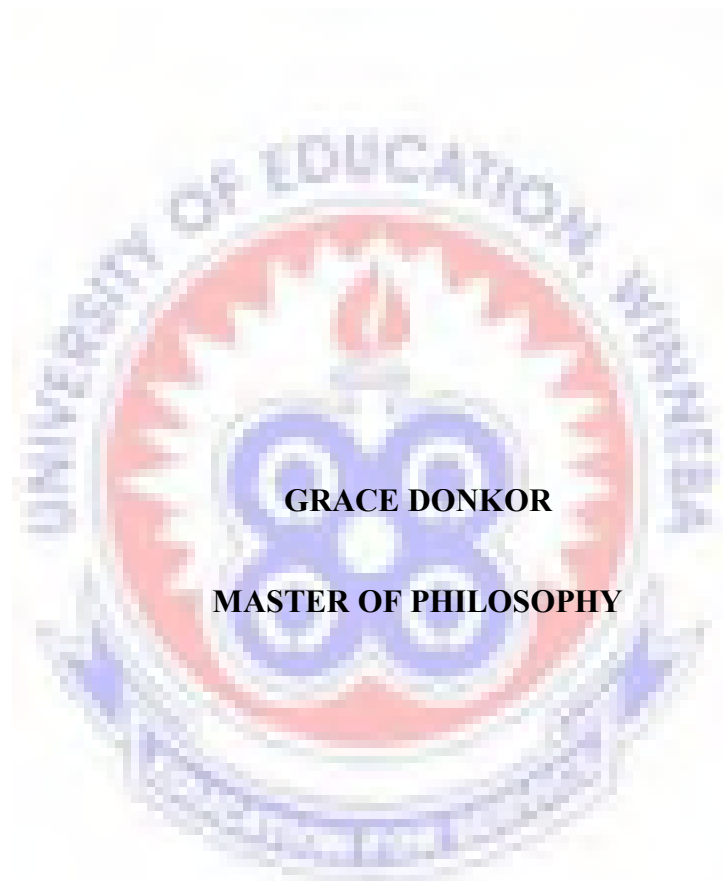**UNIVERSITY OF EDUCATION, WINNEBA**

A STUDY OF ELF AWARENESS AMONG COLLEGE OF EDUCATION TUTORS OF ENGLISH IN ASHANTI REGION OF GHANA

GRACE DONKOR

MASTER OF PHILOSOPHY

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UNIVERSITY OF EDUCATION, WINNEBA

**A STUDY OF ELF AWARENESS AMONG COLLEGE OF EDUCATION
TUTORS OF ENGLISH IN ASHANTI REGION OF GHANA**

GRACE DONKOR

(200010360)

**A Thesis in the Department of Applied Linguistics, Faculty of Foreign
Languages Education and Communication, submitted to the School of Graduate
Studies, in partial fulfilment**

**of the requirement for the award of the degree of
Master of Philosophy
(Teaching English as a Second Language)
in the University of Education, Winneba**

JULY, 2020

DECLARATION

Student's Declaration

I, **GRACE DONKOR**, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:………..

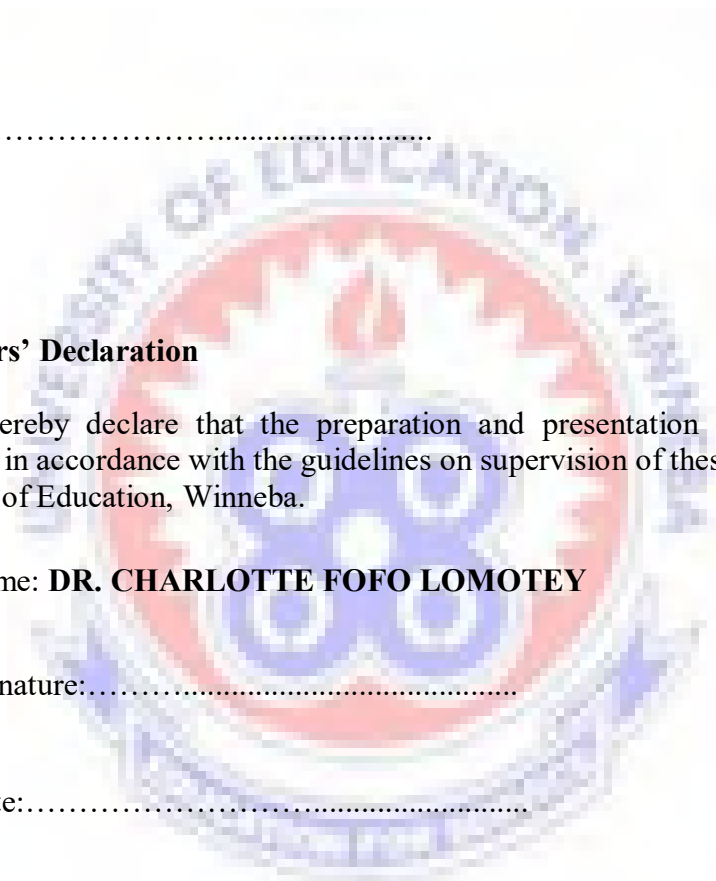Date:………………………........................

Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Education, Winneba.

Name: **DR. CHARLOTTE FOFO LOMOTEY**

Signature:………..

Date:………………………........................

DEDICATION

To my children, Kwadwo Akosah Appau, Nana Kwadwo Gyimah Appau,

Seyiram Abogeh, Akosua Konadu Appau, and to Dr. Charlotte Lomotey,

who taught me World Englishes;

in her light, I saw light.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

CI	Cultural Identity
ELF	English as Lingua Franca
ELFT	English Lingua Franca
ELT	English Language Teaching
ESL	English as a Second Language
GELT	Global English Franca Teaching
GhE	Ghanaian English
ICC	Intercultural Communication
L1	First Language
L2	Second Language
NES	Native English Speaker
NNES	Non-Native English Speaker
NSE	Native Speakers English
SLA	Second Language Acquisition
TE	Target English
WE	World Englishes

ABSTRACT

English continues to maintain its status as a global language. It is spoken by a third of the world's population. However, majority of its users are non-native speakers. The concept of ELF awareness orientates a set of principles that refer to knowledge, attitudes and skillset of ELT stakeholders and ELT products. This study investigated ELF awareness among tutors of English in Colleges of Education in the Ashanti Region of Ghana. Using a convergent parallel mixed method, forty-eight tutors participated in the study by providing quantitative data while nine out of the forty-eight tutors provided qualitative data for the study. Questionnaires were used to elicit responses from the participants while interviews were carried out to obtain qualitative data. The responses from the questionnaire were analyzed by means of the SPSS and the interview responses transcribed and analyzed thematically. The results of the data in terms of the benefits of ELF awareness indicated that ELF awareness equips teachers with the skills needed to prepare their student teachers to teach basic school learners. What is more, participants revealed that ELF awareness can help improve practice in terms of assessment, and designing test items around attainable non-native speaker norms. From the results, it is argued that ELF awareness is beneficial and therefore tutors would have to decide how it can help them teach English better in the colleges of education

CHAPTER ONE

INTRODUCTION

1.1   Background to the Study

It is an undisputable fact that the 20th century has seen an unprecedented global spread of English (Fang2017). The spread of English is as a result of globalization forces described by Crystal (2003) and has impacted communication all over the word. English is used as a tool and as a contact language among people of a different L1 (Firth, 1996). It has also become a means of communication or a lingua franca (Jenkins, 2006). It should be emphasized that the international recognition that the English Language has attained, as well as the fact that non- native speakers of English far outnumber native speakers give evidence of its outstanding growth into an international lingua franca (Crystal, 2003). According to Firth (1996, p. 240), the term *lingua franca* refers to language being used mainly as a tool for communication for those for whom "English is not a native tongue) nor a common culture". Because English is seen a language used by the majority of the world's population, it is considered to be a lingua franca for its speakers.

English as a lingua franca (or ELF) can be defined as the discourse produced in interactions by speakers of different first multilingual and multicultural settings and its norms that are historically and culturally associated with standard English (Cogo & Jenkins, 2010; Seidlhofer, 2010). In its simplest form, ELF can be defined as the discourse produced in interactions involving speakers of different first languages. Another term that has been used to refer to the global use of English is English as an international language (EIL) (cf. Alsagoff et al, 2012; Matsuda, 2012). In this sense, I see EIL as a superordinate term that encompasses ELF, which specifically focuses on the Expanding Circle. EIL incorporates World Englishes (WE), which refers to the

emerging indigenised varieties of English that have developed in the Outer Circle, that is, contexts that have close historical links with the UK or the USA.

The defining feature of ELF is its linguistic, pragmatic and cultural flexibility as a means of communication that is appropriated by individual interlocutors under specific communicative circumstances (Jenkins, 2015; Mauranen, 2012; Seidlhofer, 2011). The focus, therefore, is not so much on language itself, but on the context of interaction and the users of ELF, "the community rather than the code" (Kalocsai, 2014), or "the discourse communities with a common communicative purpose" (Seidlhofer, 2011, p. 87). This raises interesting observations with regard to what people do with English when they communicate, and involves an understanding of the *unusually complex contact* scenarios between English and the other languages involved that render ELF a *second-order language contact* or *a hybrid of similects* (Mauranen, 2012). These situations develop a fluid trans-semiotic system with many meaning-making signs, primarily linguistic ones, that combine to make up a person's semiotic repertoire (García & Wei, 2014) and are compatible with the notion of translanguaging (García, 2009; García & Wei, 2014). These contexts form a complex communication terrain of English as a multilingual franca in which English is available as a contact language of choice, but is not necessarily chosen (Jenkins 2015).

The ELF construct delineates a complex area of study. The notion of ELF awareness is intended to serve as an understanding of the engagement of teachers and learners, as well as of other ELT stakeholders (e.g. policy makers, curriculum designers, textbook developers, evaluators and testers) with that construct. The benefits of linking ELF with the English language teaching (ELT) classroom spring from a perception of the English language learner as an efficient user of English in their own

right. In a world where interactions in English among speakers of different L1 abound, the ability to interact efficiently, by accommodating to other interlocutors' cognitive and communicational needs, is important. These communication strategies that underlie successful ELF-oriented interactions can inform the second language (ESL) classroom, thereby benefiting non-native learners. However, as ELF scholars have shown (e.g. Jenkins, 2015; Mauranen, 2012; Seidlhofer, 2011), understanding ELF necessitates getting to grips with a fair amount of theorising that may not be immediately be accessible to individuals other than applied linguists and discourse analysts.

Considering these arguments, tutors of English Language in Colleges of Education in Ghana should be made aware of the multifaceted reality of the English Language today, its uses, its users, the pluralistic perspective of WE and the variability of ELF To achieve this, these tutors must have an informed awareness of the ELF model in order to create a critical awareness of their own conviction about essential aspects of the language, communication and language teaching and learning and the capacity to bring about change in their teaching. It is against this background that this study aims to examine ELF awareness among tutors of English in Colleges of Education in Ashanti region.

1.2   Statement of the Problem

English is changing; however, ELT continues to be committed to notions of language competence and proficiency that are determined exclusively in relation to strict adherence to unattainable native speaker norms. Tutors of English in CoE continue to set unachievable goals, use unfriendly courseware and traditional approach to ELT. Students continue to suffer unduely, not because they are linguistically handicapped or unintelligible, but because they are not taken into consideration in the planning of the curriculum and for that matter, their needs are not met. Research in ELT

has shown that ELF is a valid ingredient for learners' language learning experience (Kormos, Kiddl & Csizer, 2011; Kubota & Mckay, 2009; Ranta, 2010). Thus, it has become clear that ELF raises pedagogical implications for the ELT classroom. These prompt teachers of English language to critically reflect on ELF and how to improve on their approach to ELT. This will go a long way to impact positively on their learners.

In spite of the prospect that ELF promises to ELT, no known studies have been conducted in Ghana to inform theory and practice. It is against this background that this study is being conducted to investigate ELF awareness among CoE tutors of English. The choice of a language that becomes a lingua franca, so merely the language of communication between people who do not share a common native language of communication (Richards, Platt & Weber, 1985), is always linked with many socio-cultural, and probably, more importantly, political reasons. The promotion of English worldwide that resulted in English becoming the new lingua franca may be due to economic, cultural, and social causes, but it is a fact that "English has been successfully promoted, and has been eagerly adopted in the global linguistic marketplace" (Phillipson, 1992, p. 7). As such, ELF transcends the boundaries and allows for constant variation, that is, the result of the user's backgrounds, both linguistic and sociocultural, which influence their performance. Although in the works of Jenkins (2000), Seidlhofer (2005), Breiteneder (2005), and Dewey (2006) certain repetitive regularities of ELF have been discovered, they did not result in ELF becoming a codified variety and is still far from being treated as a norm. However, it seems that there are certain suggestions that have been put up concerning introducing certain aspects of ELF into English teaching (Llurda, Bayyurt, & Sifakis, 2018; Lopriore & Vettorel, 2016). These would include raising teachers' awareness about English and those ELF elements that are already recognized as prevailing in the lingua franca context.

1.3   Objectives of the Study

The objectives of the study are to:

1. examine what tutors of English in Colleges of Education in the Ashanti Region know about ELF;

2. investigate why there is the need for these tutors to be aware of ELF and the ELF model;

3. explore how the tutors' awareness of ELF inform their teaching practice.

1.4   Research Questions

The study is guided by the following research questions:

1. What do tutors of English in Colleges of Education in the Ashanti Region know about ELF?

2. Why is there the need for these tutors to be aware of ELF and the ELF model?

3. How do the tutors' awareness of ELF inform their teaching practice?

1.5   Significance of the Study

This study will inform stakeholder policy makers as well as curriculum planners about the role of ELF in ELT so that measures would be put in place to plan for the future of the teaching and learning of English. The study will inform examining bodies for them to reconsider and redesign their modes of assessment of English Language in Ghana. The study will also inform curriculum planners to develop and evaluate materials, for example, textbooks and handbooks to be used by teachers and learners. Finally, the study will add to existing knowledge on ELF in the teaching of English as a discipline.

1.6   Delimitation of the Study

The study was delimited to only English tutors in Colleges of Education in the Ashanti Region of Ghana. Although one can say that a study on ELF could look at several aspects, the current study was delimited to ELF awareness in terms of content. It paid attention to tutors' knowledge on ELF, the benefits of ELF awareness by the tutors and how that awareness can improve practice.

1.7   Limitation of the Study

The study did not reflect the entire population of English teachers at all levels of education in the region. Only those teaching at the Colleges of Education were used in this study. The sample size used in this research also limits the generalizability of the findings. Another limitation of the study was that it was impossible to judge if the responses given by the participants were accurate or not. Although participants had been briefed about the purpose of the research, social desirability bias could possibly occur as the scales were self-report scales and were subject to participants influence.

1.8   Organisation of the Study

The rest of the thesis is organized as follows: Chapter 2 presents a discussion of the literature review. This discussion focuses on the concepts of ELF and ELF awareness. It also discusses previous work related to ELF awareness and finally presents the conceptual framework that underpins the study. Chapter 3 details the research methodology. It describes the research approach, research design, population, sampling and sampling procedure. The chapter also discusses the instruments, data collection procedure and how data were analysed. Chapter 4 discusses the results of the study. The analysis revealed that tutors of English in CoE in Ashanti were mildly knowledgeable regarding ownership and use of English. Also, they had moderate knowledge on the global role of English and students' errors. Regarding the benefits of

ELF awareness, the participants revealed that ELF awareness equips them with the skills needed to prepare their student teachers to teach basic school learners. The final chapter, Chapter 5, presents the summary and conclusions from the research, detailing the findings as well as recommendations based on the findings. It further suggests areas that could be researched in the future.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

The plurality into which English has developed has been extensively documented by studies in World Englishes (WE) and English as a lingua franca (ELF). English as a lingua franca research has shown how English is used as the world's Lingua Franca with bilingual speakers of English outnumbering speakers for whom English is a native. Research related to the implications this can have on ELT has been carried out both with reference to the classroom and teacher Education. Teachers' awareness and beliefs concerning the pluralistic perspective of WE and the variability of ELF are of primary relevance for any potential shift in ELT to take place. The focus of this work is a study of ELF awareness among tutors of English in Colleges of Education in the Ashanti Region. Although extensive studies on ELF awareness have been carried out worldwide, no known studies have been conducted in Ghana to inform practice. This chapter discusses the historical overview of English in the Ghanaian context, English around the world, English as lingua franca, ELF awareness, benefits of ELF awareness, strengths, and weaknesses and challenges of ELF awareness among other topics that are relevant to the study. This study also presents a discussion of the conceptual framework put forward by Sifakis and Bayyurt (2017) which lies within the theoretical framework of Merzirow's (1978) transformational learning.

2.1   English Language in the Ghanaian Context: A Historical Overview

The history of English in Ghana, especially, the initial contact between the British and the people of the Ghana in the 16th century, tells the story of how English emerged as the language of trade, education, governance, and as a cross-ethnic lingua franca (Adjaye, 2005; Boadi, 1994; Sackey, 1997; Sey, 1973). Significant elements of

the history relate to the colonial and missionary language policy, the roles of specific individuals during the colonial period, and the institutional and governmental postures in the post-colonial period. When the British first arrived in the early part of the 16th century, like the Europeans who had arrived before them, they trained some of the inhabitants as interpreters. It is, indeed, from this perspective that Boadi (1994, p. 53) describes the English used in Ghana in the early years as *Mercantile English* with the limited possibility of being "the precursor of the educated English varieties used in West Africa today". Later, the British elbowed their European competitors out of business and acquired their forts and castles. These buildings were subsequently used to house schools for the teaching of English to the inhabitants on a more structured basis (Sackey, 1997).

Sackey (1997) further observes that some of these English schools, especially the ones in Cape Coast, survived into colonial times because of the extraordinary effort of Philip Quaicoe who gave his students lessons in reading, writing, and the study of the Bible. The colonial and missionary language policy also contributed to the consolidation of English in the country. Of significance is the role of one Reverend Denny who became school master of the Cape Coast Castle School in 1824. He advocated the exclusive use of English in the school, violations of which attracted a penalty. At the same time, the missionaries also saw the use of the English language as vital in their missionary work; therefore, the English language was used in several Wesleyan mission schools.

Two educational ordinances were passed in 1822 and 1887 respectively, and these were introduced into the English educational system with financial support in the form of grants and a system for schools established by the missions and private persons. Accounts indicate that schools which used the indigenous languages as medium of

instruction could not qualify for financial support. Leadership in the Colonial Office in Britain felt that instruction in the native language could be left to the stimulus of self-interest and government subsidies were not needed to encourage them. In contrast, the Phelps-Stokes report advocated the use of indigenous languages in lower elementary stages of all schools, except in areas of linguistic heterogeneity where a common language of African origin could be used (Sackey, 1997).

Opposed to this, according to Sackey, it was the Jeffrey 1951 study group commissioned by the Colonial Office which argued that the absence of empirical evidence to support the view that the literacy levels of children would be enhanced if they were first taught to read and write in the vernacular made such positions untenable. Parallels can be drawn between the colonial language policy and that of successive post-independence government policies. Governments have not been able to commit the resources needed for promoting indigenous languages as mediums of instruction despite the various arguments that have been put forward to support it. The fate of the indigenous languages appears to have been left in the hands of the forces of language contact and the *stimuli* of the interests of linguists and academics to ensure their survival as vectors of education, literacy, and culture.

Sey (1973), in his seminal work on Ghanaian English, and with the passage of time has come with it, *giant* changes in the history and sociology of Ghana as well as the global environment. There is a distinctive Ghanaian variety of English, the point of which has been incontestably conveyed by Quarcoo (1994). Beyond morphology and syntax (which are the oft-cited areas of deviant usage), the pragmatic uses of English (for example, modes of making requests) represent strong directions in which non-native varieties can hold sway (e.g. Anderson, 2006; Dzameshie, 2001; Keleve, 1995). Notwithstanding the great strides made in the description of non-native Englishes,

doubts would continue to be expressed as to whether the innovations associated with their emergence are truly innovations or deviations from a standard native norm until these non-native varieties of English have been firmly established through adequate codification (Bamgbose, 1997 in Adika, 2012).

English in Ghana, as an outer circle variety, has been travelling the delicate expansionist path of innovation, adaptation, and maintenance of standards over the years. The distinctive Ghanaian linguistic and cultural colouration continues to permeate the English language on all levels, including vocabulary and pronunciation (Adika, 2012). The works of Sey (1973) and Dako (2003) undoubtedly constitute the two major contributions to the documentation of Ghanaianisms – defined as vocabulary items peculiar to English in Ghana and used by educated English-speaking Ghanaians. The difference between the two studies lies in the fact that the first has tremendous historical significance being the seminal work on English in Ghana with probably the highest citation index, while the much more current second draws its strength from the sheer number of entries constituting the glossary. Actually, whereas Sey discusses about 350-400 entries, Dako's entries total about 3000, almost ten times the number of entries in Sey's early 1970s publication. These Ghanaianisms have emerged mainly through coinages, and semantic processes involving semantic extension or restriction, or a combination of both, semantic transfer and semantic shift.

Coinages refer to word compounds and derived words which are not Target English (T.E.) in meaning but are constructed in line with T.E. productive patterns or as Quarcoo (1994) renders it, they are new expressions formed to convey local ideas or experiences. Some of the examples of coinages cited by Sey are *booker*, *bush meat*, *chewing sponge*, *chop bar*, *chop box*, *gate fee*, *letter writer*, *outdooring*, *enstool*/*destool*. These are coinages which occur in Dako's glossary, and are still used

in Ghanaian English (GhE). However, a few of the coinages listed by Sey do not occur in Dako's data, reflecting the fact that these phenomena are no longer part of contemporary Ghanaian socio-cultural experience. Examples of such non-used coinages are *action troopers*; *blue train*, *Joe singlet*, *one o'clock fever*, *prison graduate*. Many Ghanaians below the ages of 45 and have lived all their lives in cities may not understand these lexical items.

Semantic extension is in reference to words that retain their T.E. meaning but acquire additional ones in GhE, unknown in Target English, although in most cases it is possible to discover the connection between these extended meanings and the Target English meanings; for example, *artificial* acquiring the additional meaning of *women's wig*. Examples listed by both Sey and Dako include *balance*, *colonial/colo*, *harvest*, *linguist*, and *master/massa*. Semantic restriction refers to cases where the meaning of a word is restricted to only a limited area within its Target English semantic field. For example, *fitter* is restricted to a motor mechanic, or any person who does odd jobs on motor vehicles. While Sey includes words such as *depot* and *tribunal*, Dako omits them. Both studies list *guy* and *smock*. In contemporary Ghana, *depot* has somewhat lost the meaning as any place where books are sold, but the other context in which it is used, as indicated by Sey, namely, *a police depot* (= a college where policemen are trained) is still in use interchangeably with *police training school*.

The combination of semantic restriction and extension refers to cases where a restricted GhE meaning of a word has an additional meaning unknown in Target English; for example, the lexical item *herbalist* is restricted to *one who cures by the use of medicinal herbs* (Sey 1973, pp. 71-72). Some of the examples like *soup* and *stew* cited by Sey are absent from Dako's list. Semantic Transfer refers to cases where a word is used almost completely outside its normal Target English semantic field. For

example, *vulcanizer* refers to a mender of *tyres*, and it is a word that has survived to date. According to Sey (1973), semantic shift is

> "… as the rearrangement of the characteristic patterns within the semantic field of a word … for example, its central contexts become marginal and vice-versa; or archaic and technical words come to replace commoner everyday ones, in ordinary everyday discourse. (p. 72)

The example Sey provides here is a *park* which has the central meaning, *a football field*. The more central Target English meaning *amusement grounds* is only marginal in GhE usage.

2.2   Englishes around the World

English is a very important language nowadays, because it is the only language that links the whole world. Crystal (2003) posits that only one out of every four users of English in the world is a native speaker of the language. In recent years, however, with the growing interest in the use of English in different contexts, the appropriateness of these have been extensively questioned. Clearly, English is a language that is like no other in the position it occupies in the world today. Although there are and have been other international languages, the case of English is different in fundamental ways: (1) for the extent of its diffusion geographically, (2) for the enormous cultural diversity of the speakers who use it, and (3) for the infinitely varied domains in which it is found and the purposes it serves. Defining norms in the context of World Englishes, Melchers and Shaw (2003, p. 30) echo Begum and Kandiah (1997, p. 191) by proposing "an implicit set of rules speakers appear to use for what it is appropriate to say in what grammatical or social context".

World Englishes (WE) is a phrase referring to the emergence of distinct, localized or indigenized varieties of the English language that have developed in diverse contexts throughout the world since the mid to late 20th century (Bolton, 2005).

These varieties are also known as *global Englishes*, *international Englishes* and *new Englishes*, among other names (Bolton, 2005). It is important to note that WE is not the same as *world English*, however, the latter phrase signifies the use of English as an international language or lingua franca (i.e. a working or bridge language) in business, diplomacy, trade and other activities (Crystal, 2007; Modiano, 2009). Nevertheless, whether as WE or world English, no other language approaches the dominance of English as a worldwide, international, intercultural, linguistic phenomenon (Young & Walsh, 2010).

There have been numerous papers and book length treatments on the implications of the spread of English, including issues such as the question of ownership (Widdowson, 1994), the normative model in second language pedagogy (Cook, 1999; Parakrama, 1995), and reconsiderations of the nature of communicative competence (Alpetkin, 2002; Leung, 2005). The predominant setting for communication in English has thus shifted away from inner circle contexts towards the expanding circle, where it is the preferred shared code among speakers for whom English is not L1. Despite the multiplicity of English in many professional settings, the language is referred to in universal terms, and without qualification, as if it were like most other languages, the code used by a given speech community or otherwise clearly defined social group. Even in the case of a language as widespread as Spanish, which serves as the mother tongue for majority populations in a wide number of nations, the situation is not comparable.

It is worthy to state that the linguistic norm has changed and English does not belong anymore to one prominent variety that has distinctive features at all linguistic levels (phonological, syntactical, lexical and semantical). D'Souza (1999) notes that terms such as supremacy or prestige of a definite variety (generally associated with

British English or American English) seems to be no longer valid in our current international linguistic context. Currently, it constitutes a scenario comprised by a wide range of self-evolving varieties used in diverse sociolinguistic settings which are juxtaposed rather than subordinated. That is to say, contrary to what it is extensively assumed, the English varieties, such as American, Australian, Irish, Nigerian, Indian or Malaysian, happen to be brothers and sisters rather than the children of the oldest varieties (i.e. British English and American English). As Canagarajah (2005, p. xxiii) states, "English has gained a life beyond its land of origins, acquiring an identity and currency in new geographical and social domains, as it gets localized for diverse settings and purposes". In this view, the label *World Englishes*, alongside other less generic terms such as *New Englishes* (Platt et al, 1984) or *Postcolonial Englishes* (Schneider, 2007), has appeared to cover all the localized manifestations of English around the globe (Bolton, 2005). Thus, speakers whose English is a recently developed second-language variety (ESL) (e.g. Africa, Asia, India) are grouped together under this umbrella term.

Begum and Kandiah (1997) intimate that:

> A distinct rule-governed system of the English language, sustaining and sustained by a community of users spread across the area, who share the norms by which its rules are determined and for whom that system will have some kind of self-identificational value by virtue of the fact that it serves their distinct semiotic and pragmatic needs. (p. 191)

It is important to carefully define linguistic variety when discussing World Englishes. A linguistic variety, as a whole, "is a theoretical abstract not empirically observable in its entirety because it contains far more data than we can realistically monitor" (Enfield, 2003, p. 4). Thus, a variety such as Singapore English or British English is an idea constructed by the linguist (or casual observer) based on generalized observable

linguistic features in use in a region. The idea is constructed by the linguist based on apparent norms. By observing and identifying linguistic norms, features that occur consistently, the linguist creates generalizations that develop into a theory about a language variety.

Early distinctions between varieties of English worldwide were codified by Quirk et al (1972), who identified three categories of English varieties: varieties where English is spoken as a native language, varieties where English is spoken as an additional language, and varieties where English is spoken as a foreign language. Quirk et al's system is obviously built on generalizations about societies and their socio-political structures, including a region's official language and its language policy and language education system. Generalization is an essential, definitive element of theory construction; in order to establish an overarching framework for describing many variables and features. In this sense, generalization is necessary. Quirk et al's (1972) model, however, may over-generalize the social and political aspects of a region even while it tends to ignore the linguistic norms of the region. For instance, Schneider (2007) notes that Quirk et al's (1972) model fails to account adequately for, or even accommodate, internal sociolinguistic variation, for example, speakers of English as a foreign language living within a native language country like the US or UK. Nonetheless, this system of differentiating English varieties continues to be employed in linguistic studies (Görlach, 1995; Schneider, 2011).

Anchimbe (2009) forwards an extremely valuable and relatively unique ecological perspective on World Englishes. He states that English varieties proceed through stages towards a sort of maturity, and claims that there has been an acceptance of such maturation models, both implicitly and explicitly throughout the field of World Englishes. Since English today has metamorphosed into many new international and

local varieties, the question as to what English models should be adopted as standards for ELT in outer and expanding circle settings has been hotly debated in several academies. Bezooijen (2002) and Giles et al (1974) offer two reasons for which certain varieties are perceived to be in association with high aesthetic and status qualities. First, certain varieties are thought to possess both segmental and suprasegmental features that are inherently or intrinsically more pleasant or pleasing to listen to than others (Giles et al, 1974). Because of this, the varieties in question become standards. This process of belief is called the *Inherent value* or *Sound-driven Hypothesis* (Giles et al, 1974). Second, it is thought that certain varieties acquire prestige and become standards because of the high status of social groups who speak those varieties (Giles et al, 1974).

It should be noted that social pressures play a significant role in making speakers imitate these varieties or accents, and due to these pressures, the varieties in consideration come to be regarded as superior forms and desirable models (Bezooijen, 2002; Giles et al, 1974; Wells, 2005). Similarly, Kirkpatrick (2006) postulates that because of the historical authority that certain varieties hold, people tend to argue for their intrinsic superiority as linguistic models over recently-developed varieties. This process of thought is theoretically known as the *Imposed norm* or *Context-driven Hypothesis* (Giles et al, 1974). The latter hypothesis has received more support than the first one in the attempt to answer the question of why a certain variety is more prestigious than others. It is thus fair to state that the notion of Standard English may involve fixed linguistic features such as grammar and lexis but not a consensus on phonology or accent, which is diverse naturally and geographically. Therefore, English speakers can have an option to use any accents in spoken language without being considered nonstandard or unnatural.

2.3   English as a Lingua Franca

English has occupied a unique place not only throughout history but also in today's interconnected world. Given the extensive spread of the language throughout a wide number of domains, as well as geographically speaking, it has become clear that users of English no longer include just monolingual native speakers (NSs), but increasingly more bilinguals or multilinguals, for whom English is a second or even third language, and who unavoidably bring to it many diverse linguistic and cultural influences. Several studies in different countries have shown that generally, standard native accents are preferred over non-standard native accents and non-native accents (Ladegaard, 1998; Zhang & Hu, 2008). This is because standard varieties are usually rated high on status and competence but fairly low on social attractiveness and personal integrity (Ladegaard, 1998). It also appears that the evaluation patterns are conforming to the same standards across cultures and countries.

Bearing this in mind, English varieties can no longer be categorized just according to L1 or even L2 varieties, especially since many speech communities nowadays are characterized for their dynamic, fluid and mutable nature. As a result of the predominant role English has assumed, several have been the researchers who have tried to coin a term considering the relevant aspects of the use of English in diverse settings. Some examples include General English (Ahulu, 1997), World English (Brutt-Griffler, 2002), English as a global language (Crystal, 1997), English as a Lingua Franca (Gnutzmann, 1999a; Jenkins, 2007; Seidlhofer, 2001), English as an International Language (Jenkins, 2000; Modiano, 1999; Widdowson, 1997), or World Standard (Spoken) English (McArthur, 1992), to mention some of the most relevant.

About 80% of English speakers in the world are non-native speakers (Crystal, 2003, Jenkins, 2007). Inevitably, they have a great impact on the English language, and

this will continue to increase. The centre countries, such as the United Kingdom and the United States, will no longer be able to function as norm-developing. Thus, today, the English language represents an unparalleled lingua franca, with its enormous functional flexibility (House, 2003). An essential reason for this expansion has been the role of non-native speakers of the English language and their ready acceptance of the language. In fact, the overall majority of English speakers worldwide are non-native speakers who often use the language in influential networks, and the proportion of those speakers is growing rapidly. Along with the variety of uses in different fields, non-native speakers have also brought about a variety of English, in the linguistic sense.

The concept of English as a lingua franca (ELF) has been a disputed matter among linguists for some time now, particularly in the fields of second language acquisition (SLA) and English language teaching (ELT). The term *lingua franca* is said to originate from the 1200's when the shared language emerged while the Arab-speaking traders needed to communicate with "Franks", that is, Europeans or those people who did not speak Arabic languages. These traders developed a language with which they could communicate and do their business and called it *lingua franca*, the language of the *Franks*. According to Seidlhofer (2001), Graddol (1997), and Crystal (2003), non-native speakers of English (NNS) use it mostly with other NNSs and they have long outnumbered native speakers (NS). Despite the wide spread of English use by NNSs, or perhaps partly because of it, and although the situations in which English is used can be viewed as critical to their participants, such English is often referred to as *Globish* (McCrum, 2010; Nerrière, 2004).

The more linguistically-oriented views on English are, however, also divided. Some fear that English, since it is used so widely and in such high-stakes situations, will *devour* other languages and their importance at least in some facets of life, such as

science and education (Phillipson, 2009; Swales, 1997). Others see this spread of English throughout the world as a more neutral and beneficial issue (Crystal, 2003). Again, foreign accents have indeed been something to get rid of by training. However, the emergence of ELF has given reason to reconsider traditional native speaker models. Instead of those, ELF gives priority to efficiency and relevance in ELT, and in language use in general (Seidlhofer, 2001). Today, the majority of ELF users are non-native speakers inside and outside English-speaking countries (Llurda, 2004). English as a lingua franca therefore functions on the local level as a language uniting people of one country in which various languages are spoken by its population. This local role of ELF is seen in Ghana for example, where English, being an official language, unites people of other major languages of this country, such as Akan, Ewe, and GaDangme. According to Jenkins (2000), whether English is seen as a useful tool or as a threat or something completely different, its use and influence are universal.

Despite the changes which have occurred with increasing globalization, social media, and the spread of English since the early 1990s, an even stricter view on lingua franca was offered by Trimnell (2005, p. 20) that "the tendency toward linguistic degeneration underlines a key limitation of any lingua franca. When native speakers of the language are not present, second-language speakers tend to modify the language at will". However, Trimnell's work does not include any of the recent studies on ELF, which offer entirely opposite views on both lingua franca and its users. Widdowson (1994) claims that English belongs as rightfully to them who use English as a foreign language (EFL), as it belongs to its native speakers. Crystal (2003), Nunan (2001), and Graddol (1997) speak of English as a global language which refers to it being used and, according to Widdowson, also owned globally.

ELF has been researched for over two decades now. The first studies of what can be considered ELF include investigations on international use of English by Knapp (1987), Haberland (1989), Firth (1996), and Meierkord (1998). These studies are mostly descriptive and fairly small-scale, but provide important information on ELF and its use. Studies of ELF have increased continuously with Jenkins's (2000) seminal study on the phonology of ELF, Mauranen's (2003, 2005, 2006) studies on ELF in academia, The ELFA Corpus, and Seidlhofer's (2001) VOICE corpus collection, and studies on spoken European ELF. Furthermore, Seidlhofer's (2011) discussion on ELF provides general concepts and principles on what ELF is as well as on studies and findings on it. These findings are further defined in Seidlhofer's (2011) more recent study, the concepts in which are exemplified through excerpts from VOICE corpus mentioned above. These different approaches in researching ELF allow for a comprehensive description of its features. Another general aspect of ELF is based on House (2003), who spoke of languages which are means for communication and those which are means for identity. According to her, our native languages are those which identify who we are while we use lingua francas, such as English, as means of communication in situations where communication in our native languages is not possible.

The concept of WE include varieties of English from the Outer Circle while ELF involves the use of English between speakers from different L1s. Therefore, in this thesis, the term ELF is used to describe English when it is used in intercultural situations. Phillipson (2008, 2009) claims that labels such as *lingua franca* are misleading, lead to the belief that the language is culturally and ideologically neutral, and substantiate the processes of language hierarchization. He believes that "English is frequently legitimated in this way by its native speakers" (Phillipson, 2008, p. 260), a point also raised by Holliday (2005, p. 9), who criticises the concept of ELF as "yet

another *centre-led* definition of what English should be". However, English is, already, the 'default language' in a number of fields, and researchers, who are mostly non-native English speakers (NNSs), do not ignore other languages, but seek to empower themselves. ELF researchers recognize the problems associated with the spread of Inner Circle English, and ELF minimizes the aspects of linguistic and cultural imperialism, seeing the L1 and own culture (C1) of its users as a resource, not a hindrance. In effect, ELF is not one single variety of English, but the English used by people of different L1s.

Similarly, it does not represent a simplified version of English, but is a description of the way in which English is used between speakers of different languages. It is a very different concept to ESL and EFL, and although it includes native English speakers (NESs), empirical work on describing it does not involve a large proportion of them (Seidlhofer, 2004). Additionally, it is not a NES that provides a linguistic reference point, but an "expert in ELF use" (House, 2003, p. 573). Therefore, ownership is removed from NESs as ELF speakers construct their own norms, and unlike Inner Circle English, it is not a "lingua frankensteina" (Galloway, 2011, p. 14). Also, it does not destroy other languages, but embraces them.

In recent years, a lot of research has been conducted on ELF and its features. Research has been carried out in phonology (Jenkins, 2000), the use of idioms (Pitzl, 2009; Seidlhofer & Widdowson, 2009), Pragmatics and culture (Baker, 2009; Cogo, 2009; Hülmbauer, 2009; House, 2003a; 2003b; Kaur, 2009; Mauranen, 2006; Meierkord, 2002; Pitzl, 2005; Pölzl, 2003; Pölzl & Seidlhofer, 2006) and Lexico-grammar (Björkman, 2009, 2010; Breiteneder, 2005; Dewey, 2007; Seidlhofer, 2004). Other ELF research has also shown how ELF speakers exploit *virtual language* (Widdowson, 1997, 2003; Seidlhofer & Widdowson, 2009) and shared *non-nativeness*

when they use ELF (Firth, 1996; Hülmbauer, 2009). There is also an increase in corpora (e.g. the English as a lingua franca in Academic settings (ELFA) corpus (Mauranen, 2003), the Studying in English as a Lingua Franca (SELF) project, the Vienna-Oxford International Corpus of English (VOICE) (Seidlhofer, 2004), the Asian Corpus of English (ACE)) and dictionaries (e.g. *The Macquarie Dictionary*, 1997) which includes words from a range of Southeast Asian Englishes). Such work has shown that ELF features are not just *errors* caused by different L1s, but common features of spoken English.

These studies are invaluable to raising the profile of ELF and understanding the forms and functions of English in international situations. Jenkins's (2000) work on phonology, for example, highlights the pronunciation features which impede mutual intelligibility in ELF conversations and those that are essential for intelligibility. This ground-breaking research supports arguments in the literature of the irrelevance of NS norms for those that use English in international contexts and adds to the very scarce bank of resources available to teachers interested in ELF. Work in this area is clearly growing and more research is needed to investigate the possible transition from ELT to ELFT, particularly in contexts where English is being learned to use as a global lingua franca. The continued use of the NES model perpetuates stereotypes that NESs own the language and promotes the fallacy that the ultimate goal of English language learners is to achieve native-like competence. In addition, the continued recruitment of NESs as English teachers also reinforces the narrow definition of pedagogical expertise. NES norms also prevail in ELT, due to the lack of other options and unawareness about ELF, especially in teaching.

2.4   Teaching English: Global Englishes Language Teaching

English is now spoken in almost every corner of the globe and we are now faced with who the legitimate speakers of this global language are and whose variety is worthy of description. However, with several 'owners' from distinct backgrounds, Global Englishes Language Teaching (GELT) promotes a more global ownership of the language. Instead of striving to conform to rigid, outdated NES norms, as Cook (1999) points out, people should not be expected to conform to the norm of a group to which they do not belong. Speakers of ELF form part of an ELF community and, thus, it is irrelevant for them to be compared to members of this group. In GELT, NNSs are treated as people in their own right and not as deficient NSs (Cook, 1999). Thus, one approach is to legitimize different varieties of English through exposure to the global uses of the language. There is a body of literature that supports the notion that students should be exposed to WE (Kachru, 1992; Matsuda, 2002; Morrison & White, 2005; Morrow, 2004). Suggestions include teaching students how to accommodate differences in accent, lexico-grammar and discoursal strategies to prepare for ELF usage.

As Moussu and Llurda (2008, p. 331) note, "exposing ESL and EFL students to multiple accents and cultures can only be beneficial to them" and "exposing all speakers of English to as many varieties of English as possible would do more to ensure intelligibility than trying to impose a single standard on everyone" (D'souza, 1999, p. 273). This includes raised awareness of varieties of the language and that communication is about negotiation of meaning (Erling, 2005). While ELF work is more useful for those students learning English to use in international contexts, as Matsuda (2002) points out, exposure to non-native Englishes (NNE) can also increase familiarity, listening comprehension, reduce stereotypes that English is only spoken by

NESs, and increase positive attitudes towards NNE. However, it is not suggested that teachers introduce every variety. Instead, research is needed that examines students' needs, and, of course, those most salient to them.

Culture has been a feature in many of the discussions on ELF (Baker, 2009; House, 2003a; 2003b; Jenkins, 2006b, 2006d; Jenkins, 2007; Kirkpatrick, 2007; McKay, 2002; Meierkord, 2002; Polzl, 2003; Prodromou, 2008; Seidlhofer, 2006) and cultural awareness is a crucial part of successful intercultural communication (Byram, 1997). Nevertheless, textbooks in places like Japan, for example, continue to be filled with Inner Circle culture, and learners are often expected to drop their own Cultural Identity (C1). However, in international contexts, a number of people with different C1s interact in various "communities of practice" (Seidlhofer, 2007, 2009), "with their particular ELF registers constituting shared repertoires for international/intercultural communication" (Seidlhofer, 2009, pp. 238-239). Pennycook's (2007) notion of *transcultural flows* is therefore helpful. He suggests that global languages and cultures offer alternative identities and forms of expression, while at the same time being re-shaped to meet local needs. Thus, for ELF users, culture and language can be viewed as hybrid, fluid and constantly changing, as people shape the language and the culture to meet their own needs in various communities of practice. Therefore, participants in ELF communication may also be seen to co-construct a *third space* (Baker, 2009; Polzl, 2005).

In traditional ELT, English is linked to the culture of NESs, but, in ELF communication, people can construct their own cultures and language use is related to context. As pointed out by Baker (2009), Rampton's (1995) notion of *crossings* is helpful. In a UK-based study of communication between different ethnic groups in the UK, he identified *liminal moments* or *crossings*, when language users, who are not part

of a community, adopt the language for their own purposes or needs which leads to a code-alteration of the language by a minority of outside users. Meierkord's (2002) analysis of a corpus of recordings of conversations by overseas students in the UK also showed that cultures are constructed in communication. This hybrid and fluid nature of ELF makes it undesirable to teach one fixed cultural model. Hence, Modiano (2005) suggests that students need to learn how to position themselves as members of their own culture, as opposed to prospective members requesting acceptance/admittance of a foreign group of L1 speakers. Canagarajah (2005, p. 55) also refers to cultures as hybrid, diffused and de-territorialised and notes that English learners are not learning to join a single language community, but are "shuttling between communities", between the local and the global, where a variety of norms and a repertoire of codes are to be expected.

He further argues that local knowledge and practices in English use should be valued and proposes a move away from NNSs expertise to a focus on multi-lingual and multi-cultural communicative practices. Again, he notes that speakers should focus on negotiation and communicative strategies. Recent ELT proposals have seen many calls for the need to make ELT more socioculturally sensitive and appropriate (e.g. Bhatt, 2001; Holliday, 1994, 2005; Kramsch, 1993; Kubota, 2001; Luk, 2005; McKay, 2000; Modiano, 2001) to reflect local identities and incorporate local as well as worldwide norms (Canagarajah, 2005; Mckay, 2002; Phillipson, 2003). The aim is to promote English as a means to articulate local cultures, as opposed to a means of integrating into a foreign culture. Norton (2005) adds that language teachers also need to develop an understanding of their students' investments in the language and their changing identities, stressing the importance of incorporating their experiences into the classroom and future opportunities for English use. Such information is invaluable to

teachers and language planners today to make ELT more relevant for students, and more research is needed in this area to help inform curriculum and materials development.

As with selecting varieties of English, however, selecting cultural references is complex, particularly due to the hybrid nature of ELF cultures. Language cannot be taught in a culturally neutral manner and people always bring different cultural references with them. In this respect, Byram's (1997) Intercultural Communicative Competence (ICC) is useful. It offers an extension of Hymes' (1972) communicative competence, taking account of the specific needs, goals and difficulties of interaction across cultures. Thus, students can learn a language and a culture together and this approach allows them to move from superficial representations of different cultures to critical understandings. Therefore, since GELT aims to teach students how to participate in various communities of practice and how to shuttle between them, this approach is useful, since, in the final stage of ICC, there is *critical awareness* where students learn how to mediate between cultures and critically compare norms and beliefs.

This approach to teaching culture clearly fits well with GELT and students can learn about their own culture, but also how to mediate between different cultures as intercultural speakers (Byram, 1997, 2008a). In addition, students are introduced to the idea of having a multilingual and multicultural identity. This approach may raise students' awareness that English speakers from a multitude of language and cultural backgrounds use English today and that their own variety of the language can be used as a resource. Overall, it aims to convince them that "they are successful multi-competent speakers, not failed native speakers" (Cook, 1999, p. 204) and increase their confidence.

2.5   ELF Awareness

The global importance of English as a language, which is commonly used by many people all around the world, was accepted long before the appearance of the term English as a Lingua Franca (ELF). English as a lingua franca (ELF) arose from the paradigms of second language acquisition (SLA), English as a foreign language (EFL) and World Englishes, as researchers began to drift away from idealizing the native speaker and changing their perspective toward viewing lingua franca speakers as fully-fledged language users, not learners or incompetent foreign-language speakers. This represented a crucial paradigm shift; ELF was now considered a socially constructed practice related to function rather than to form (Seidlhofer, 2011). Becoming ELF-aware means becoming aware of the observations and principles that emerge from understanding how ELF works. According to Seidlhofer (2004), English as a lingua franca has gradually been established as the main term of what was earlier referred to, and occasionally still is, as English as an international language, English as a global language, or English as a world language.   (p. 210)

Cogo (2009) refers to the same situation by arguing that: All these examples of explicitness, clarification and pre-empting strategies are ways in which speakers change their linguistic and cultural patterns to make communication as intelligible as possible to their interlocutors. This way, ELF speakers … are prone to taking certain steps in order to avoid possible misunderstandings at the onset.   (p. 257)

Earlier examination of ELF focused mainly on the linguistic properties of English as spoken by non-native speakers (Cogo & Dewey, 2012; Firth, 1996; Pitzl, 2012); on collections of spoken interactions among non-native speakers, as in the VOICE, ACE, and ELFA corpora (Kirkpatrick, 2010; Mauranen, 2012; Seidlhofer, 2012); and on the attitudes of teachers (Bayyurt, 2006; Llurda, 2004, 2009; Sifakis &

Sougari, 2005) and learners (Devrim & Bayyurt 2010; Lasagabaster & Sierra 2009; Timmis, 2002) towards the ELF paradigm in related academic work (Jenkins, Cogo, & Dewey, 2011).

The defining feature of ELF is its linguistic, pragmatic and cultural flexibility as a means of communication that is appropriated by individual interlocutors under specific communicative circumstances (Jenkins, 2015; Mauranen, 2012; Seidlhofer, 2011). The focus, therefore, is not so much on language itself, but on the context of interaction and the users of ELF, "the community rather than the code" (Kalocsai, 2014, p. 2) and the "discourse communities with a common communicative purpose" (Seidlhofer, 2011, p.87). This raises interesting observations with regard to what people do with English when they communicate, and involves an understanding of the "unusually complex contact" scenarios (Mauranen 2012, p. 29) between English and the other languages involved that render ELF a second-order language contact or a "hybrid of similects" (Mauranen, 2012, p. 30). Researchers in the field of ELF regarded ELF as being culturally neutral (e.g. Meierkord, 2002); a versatile tool for communication in intercultural contexts, but certainly not a language for identification (House, 1999, 2003).

For example, House (2003) claims that:

> Because ELF is not a national language, but a mere tool bereft of collective cultural capital, it is a language usable neither for identity marking, nor for positive ('integrative') disposition toward an L2 group, nor for a desire to become similar to valued members of this L2 group-simply because there is no definable group of ELF speakers. (p. 560)

She further describes the linguistic situation developing in Europe as twofold: "various 'pockets of expertise' and non-private communication on the one hand, and national and local varieties for affective, identificatory purposes on the other hand" (House,

2003, p. 561) and argued that for this reason, ELF was not a threat for multilingualism, as only "mother tongues, regional, local, intimate varieties" (p. 562) constituted languages of identification. What ELF awareness therefore attempts to achieve is develop a framework of informing interested parties about ELF but not imposing any pre-set notions about how ELF should be integrated within different settings.

Early conceptualizations viewed ELF as, e.g., "a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen *foreign* language of communication" (Firth, 1996, p. 240, italics in the original), and as only occurring in "interactions between members of two or more different linguacultures in English, for none of whom English is the mother tongue" (House, 1999, p. 74). These definitions clearly excluded native English speakers from ELF, whereas later in later definitions this distinction is not made. For example, Mauranen's (2005, p. 269) definition, "a contact language between people who do not share a native language" stresses the emergent nature of ELF in language contact, while Seidlhofer's characterization of ELF emphasizes its nature as a communication language that even NSs have to acquire.

To this end, Seidlhofer (2001) posits that lingua franca is an additionally acquired language system that serves as a means of communication between speakers of different first languages, or a language by means of which the members of different speech communities can communicate with each other but which is not the native language of either – a language which has no native speakers. Most of today's lingua franca researchers would likely agree that even if native speakers were present, any natural interactions between intercultural speakers from different language backgrounds would be valid for lingua franca research. In fact, all three major spoken ELF corpora, that is, ELFA –The Corpus of English as a Lingua Franca in Academic

Settings (ELFA 2008), VOICE–The Vienna-Oxford International Corpus of English (VOICE 2013), and ACE–The Asian Corpus of English (ACE 2014), include NSs. However, as for example Kalocsai (2009) and Ehrenreich (2010) report, ELF speakers may find it difficult to understand NSs because some of them do not accommodate their practices to match those of the other speakers like other ELF speakers often do; common problems may also be for instance, NSs' fast speech rate and complex terminology and/or phraseology.

Alptekin (2011) argues that the language knowledge of a native speaker and ELF user is different due to the difference in cognitive processes and because of this reason, NNSs understand each other better than NSs understand NNSs. He points out to the fact that ENL and ELF stem from different cognitive processes though they look similar in the surface. According to Ullman (2015), L2 users depend on declarative memory systems than procedural memory systems while learning and using grammar. Procedural memory systems are related to L1 acquisition processes like the control of grammar, syntactic, morphological and phonological regularities, which are acquired implicitly without paying attention to or put an effort in while declarative memory is related to explicit learning and long-term memory system and used for semantic and lexical learning in both L1 and L2. When it comes to grammar, although younger learners of L1 and L2 refer to procedural memory, older learners refer to declarative memory.

Alptekin (2011) takes our attention to the nature of L2 learning which is based on instructional contexts. For this reason, L2 learners use declarative memory systems for learning the language and then while using the language they refer to controlled lexical and semantic processing and differ from native speakers. From this, Hall (2018, p. 77) summarizes the reasons for this difference between L2 users and NSs in two main

points. Firstly, ELF users have difficulty in accessing their learned grammatical knowledge efficiently enough in online processing due to the fact that it is not proceduralized. This causes the omissions of forms which are compulsory according to Standard English (henceforth SE) rules. Secondly, the transition of proceduralized knowledge from L1 to L2 production is possible and this might also cause the commission of forms which do not exist in SE grammar rules. Seidlhofer (2011) notes that ELF awareness is not monolithic but changes in form and scope depending on the stakeholder with ELF awareness having the following three major components:

(a) *Awareness of language and language use*: Learners become aware of ELF discourse, of the elements that differentiate it from native-speaker English, and of the reasons underlying this differentiation. This involves an engagement with language (Svalberg, 2009) that is conscious or explicit (Alderson, Clapham & Steel, 1997) and subconscious or implicit (Schmidt, 1994). This refers to knowledge of the syntactic, morphological, lexical, phonological, pragmatic and sociocultural features of English produced in interactions involving non-native users both inside and outside the ELT classroom. Two of the processes that are of interest in ELF awareness are sensitivity and noticing, which refer to alertness and orientation to stimuli and their processing by language users (Mackey, Gass & McDonough, 2000). Of particular importance in becoming ELF-aware is developing an awareness of the processes of languaging (the process of using communication strategies, such as negotiation, to produce meaningful interactions (Swain, 2006, p. 98) and translanguaging (the process of using multiple linguistic and nonlinguistic resources to ensure efficient communication between multilingual interlocutors (García & Wei, 2014). As ELF refers to functions, structures, discourse, and interactions of English that creatively and justifiably

deviate from standard norms (Cogo & Dewey, 2012), it is essential that ELT stakeholders also develop an awareness of their own perceptions about normativity, appropriateness, comprehensibility, and ownership of English by native and non-native users alike.

(b) *Awareness of instructional practice*: A major form of this component of ELF awareness is awareness of teacher-related practice, which revolves around what teachers do (and do not do) in the classroom and includes their personal theories about instruction, corrective feedback (Lyster & Saito, 2010), and about gauging and responding to learners' needs. Again, perceptions and attitudes about normativity, the notion of error (Long, 1991) and its sources (i.e. L1 transfer, omission and overgeneralization or simplification of L2 rules (Ellis, 2008) are a central concern, as is the role of teachers as perceived and experienced by themselves and by other stakeholders in their local context (Sifakis, 2009). Other forms of instructional practice awareness are textbook- and policy-related. Both of these forms involve an awareness of the extent to which the teaching situation is orientated towards a specific goal (e.g. passing a high-stakes exam) and whether instructional materials and *endorsed* instructional practices prioritize a norm-bound approach (Sifakis, 2004).

(c) *Awareness of learning*: This component of ELF awareness refers to the major impact ELF use has for learning. As English increasingly becomes an integral part of day-to-day, face-to-face, online or offline interactions involving, but not restricted to, non-native users, they appropriate it. As a result, it ceases to be a foreign language for them, in the sense that other languages are foreign to their learners (Ehlich, 2009). In this way, learners attending typical English as a foreign language (EFL) classes are users of ELF (Seidlhofer, 2011), and these experiences

with ELF play an important, even a primary, role in their learning. These experiences are often not acknowledged by teachers, textbook designers, testers, and policy makers (Jenkins, 2007; Seidlhofer 2011, 2015; Sifakis, 2009) and are a priority in ELF awareness.

Sifakis et al (2018) raises the important question concerning how the link between ELF and EFL can be accomplished. They highlight the complications involved in properly informing ELT practitioners about ELF and prompting them to bring about (smaller or broader) change to the ways that they have been teaching. The concept of *ELF awareness* has been put forward lately (e.g. Bayyurt & Sifakis, 2015a, 2015b, Seidlhofer, 2011, Sifakis, 2017) as a possible way of integrating ELF principles within ELT, along the lines just described. ELF awareness urges anyone involved in ELT (teachers, also policy makers, teacher educators, coursebook designers and testing experts) to critically engage with the growing ELF research.

With the momentum of seeking to integrate the implications of ELF research into ELT, ELF awareness is attracting scholarly attention. Dewey (2012) for instance inspects teacher attitudes towards ELF and thus offers some sketches of ELF-aware teachers. These attitudes are related to knowledge of English in relation to its sociolinguistic contexts and issues arising with the spread of English. Those issues include the spread of English, the ownership of English, '"the diffusion of English and functions of the language', a 'critical awareness of the unsuitability' of the NS-NNS dichotomy and understanding of concepts like ELF, World Englishes, English as a global language and so on" (Dewey, 2012, p.150). Nonetheless, Dewey advises that being aware of the existence of ELF in the world is far from enough for teachers to be empowered in changing their teaching practice from a native English orientation to an ELF orientation. Sifakis (2014, p. 323) goes further to see the importance of "a

particular mindset that endorses change and a working understanding of current realities regarding the use of English internationally". He suggests the need to consider "what specific knowledge, skills, and attitudes' should be included in 'such a mindset", but comments that "there is relatively little information on this" (Sifakis, 2014, p. 323).

The notions captured above indicate that language attitudes which show some knowledge of English play the role of lingua franca arising with the globalization of English. Dewey's (2012) work focuses on how much the teachers are aware of the phenomenon of ELF, leading to his argument that being ELF-aware is not enough. He observes that action needs to be taken to implement the recognition of the phenomenon of ELF in ELT practice. Sifakis (2014) considers explicit knowledge about English and its development to be useful in developing ELF awareness. He also suggests a transformative approach in promoting teacher awareness of ELF. Knowledge about ELF is a crucial part of ELF awareness and further considers what the scope of the knowledge is. Therefore, ELF awareness involves, but not limited to, the knowledge of ELF.

2.5.1 ELF awareness in ESL classroom

The sociolinguistic context of language education includes both the educational environment within the classroom and the larger social world beyond the classroom. Pennycook (2001) criticizes the fact that language education is often conducted within the classroom as detached from the wider outside world. From the perspective of applied linguists, supporting students in learning English purposively requires the subject of learning within educational settings to reflect the object being observed regarding how it works as a sociolinguistic phenomenon (Leung, 2013; McKay, 2002; Seidlhofer, 2011; Wang, 2015; Widdowson, 2003). It is not difficult to understand that the awareness of what is happening with the use of English in the real-life world will

help to prepare students in the classroom for their potential English-medium encounters outside the classroom. Nonetheless, it deserves deliberation where the focus should be directed to in respect of the larger social world.

Corpus-informed language teaching does allow for the reflection of how English is used in real-life encounters. While native English corpora reflect the use of English in monolingual settings, ELF corpora reflect the use of English in multilingual settings. As observed in the larger social world, the unprecedented spread of English has led to the changed makeup of users of English. That is, the number of NNSs increases drastically and goes beyond that of NSs. This is accompanied with the rising role of ELF for both NNSs and NSs in contrast with the traditional role of English as a foreign language (EFL) for NNSs and that of English as a native language (ENL) for NSs. The research into ELF in response to this phenomenon reveals that the different roles imply different ways of using English and that different approaches to English are required to understand how English plays those different roles (Cogo & Dewey, 2012; Jenkins, 2007; Mauranen & Ranta, 2009). The traditional establishment of English education in NNS contexts receives the legacy of traditional SLA research and thus revolves around the exclusive reference to NSs' English, which is core to the assumption about EFL but irrelevant and even problematic in real world ELF practices.

Given that ELF is a newly noticed phenomenon in the wider social world, linguists (e.g. Cogo & Dewey, 2012; Jenkins, 2007; Mauranen & Ranta, 2009) have cautioned the gap between what is taught within the classroom and what is happening outside the classroom. It is thus high time we investigated the extent to which the ELF phenomenon is realized and reflected in learning settings so as to seek solutions to the gap, if it remains. The subject factor regards the understanding of "English" in English education. The development of ELF research has urged the reconstruction of "the thing

that is called English" (Seidlhofer, 2011, p. 1). In this sense, the traditional approach to English, which resembles the treatment of languages as linguistic systems constituted of discrete forms, becomes obsolete. ELF research leads to the view of English as practice-based, evolving, fluid, and multilingual (Baker, 2015; Cogo & Dewey, 2012; Jenkins, 2015b; Mauranen, 2012; Seidlhofer, 2011).

While an all-round understanding of this reconstructed concept certainly points to the far-reaching implications for English education, I would like to highlight two features of the nature of ELF, which are particularly relevant to the goal of English education. One feature resides with the diversity of English resulting from its lingua franca role. It is an increasing consensus that English is no longer *the English* but *Englishes* in plural. The global spread of English has therefore led to the global ownership of English, with NNSs making English their own and creating Englishes that are different from *the English* generated in its historical home (Widdowson, 2003). Another feature is the fluidity of English in playing the role of lingua franca. ELF users adapt their way of using English and draw on communicative resources available to them to suit their own needs and wants. This leads to the non-conformity to established norms of English and challenges the assumption that NNSs should conform to native English in intercultural communication. Thus, the sociolinguistic reality of English diversity and fluidity raises the tension with the representation of English in current language education where it is often treated as an entity from a monolingual perspective, which defers to NSs' English and excludes other possible ways of using English.

ELF research offers implications to the reconsideration of issues discussed in second language learning. For example, the pedagogical goal is to enable NNSs to develop intercultural competence and awareness from an ELF perspective rather than

the native speaker competence theorized by Chomsky (Baker, 2015). Research also shows that ELF users do not intend to claim the membership in the native English speech community but are interested in becoming global citizens (Jenkins, 2007; Wang, 2012). Therefore, while the traditional approach to second language learning is native English-oriented, adjustment is needed to re-approach second language learners in response to the sociolinguistic development revolving around the rise of ELF.

The concept of learner is considered in terms of learning practices in educational settings. Given the well-observed predominance of native English as a goal in current ELT profession in non-native English speaking contexts (Jenkins, 2007; Seidlhofer, 2011; Wen, 2012; Widdowson, 2003), the importance of agency and critical engagement, which allows for the challenge to the status quo, in the learning, for the purpose of ELF awareness-raising is seen. As van Lier (2008, p. 63) points out, "learning depends on the activity and the initiative of the learner, more so than on any 'inputs' that are transmitted to the learner by a teacher or a textbook", although the emphasis on learner agency does not deny the role of the teacher and textbooks in *mediating* the learning. In addition, van Lier (2008, pp.163-164) sees agency as "a social event" that posits "a contextually enacted way of being in the world". The learner's factor is considered with the focus on the understanding of how learners enact their identities in the learning process in response to the context they are situated in.

2.5.2   *Summary*

ELF is described as a common means of communication among speakers from different first language backgrounds. ELF users in their interaction are not interested in adopting or imitating the British or the Americans, neither are they interested in sounding like native speakers of English. Rather, their intention is to communicate successfully in the world. ELF awareness is the process of engaging with ELF research

and developing one's own understanding of the ways it can be integrated in one's own classroom context through "a continuous process of critical reflection, design, implementation, and evaluation of instructional activities that reflect and localize one's interpretation of ELF construct" (Sifakis & Bayyurt, 2017, p. 459).

The importance of ELF in language teacher Education lies in how language awareness and language analysis are dealt with as well as the way methodology is presented. Regarding methodology, there has been strong monolingual orientation to language in the classroom. Activities such as code-switching and translation are either marginalized or not allowed (Dewey & Patsko, 2017). Jenkins (2015) argues that a more plurilingual methodological approach would be far better suited in incorporating ELF in Teacher Education. Dewey and Patsko (2017) believe that modifying the syllabus context of pre-service teachers and engaging long term professional developing sessions for experimental teachers to gain a better understanding of pedagogic insight from ELF is the way forward.

2.6   Conceptual Framework

A conceptual framework as defined by Orodho (2008) is a model of presentation where the researcher presents the relationships between variables in the study and shows the same graphically or diagrammatically. The conceptual framework adopted in the present study is proposed by Sifakis and Bayyurt (2017) to cater for the analysis of ELF awareness among teachers of English. This framework is a three-phase model of ELF-aware teacher education and is presented in Figure 2.1.

Figure 2.1: The three phases of ELF-aware teacher education (Bayyurt & Sifakis, 2017)

As already indicated, the conceptual framework has three phases. The first phase, known as exposure, discusses global English with regard to it strengths weaknesses as well as challenges. The second phase of the conceptual framework adopted for the study is critical awareness. Critical awareness is sub divided into external critical awareness and internal critical awareness. External critical awareness involves teachers' consideration of their own conviction about things they take for granted regarding English such as issues of English ownership of English today and their implications for the teaching context. Internal critical awareness on the other hand involves engaging in a critical way teachers' own inner conviction about the spread of English and its implications for teaching, learning and assessment.

The third and final phase of the conceptual framework is called the Action Plan. The action plan calls for teachers to plan, implement and evaluate. Here, teachers are prompted to develop instructional activities that integrate their own understanding of ELF (EIL and WE). The components of the framework are discussed in the following sections:

2.6.1 Exposure

In the Exposure phase, teachers become aware of the complexity of English-medium communication in today's globalized world. They are prompted to engage with ELF, EIL and WE research are provided with "insights into the heterogeneous nature of English as it is used in contact situations" (Jenkins et al, 2011, p. 305). Here, they are asked to consider the strengths (e.g. the way communication becomes more convenient on a global scale through access to a single language); weaknesses (e.g. the ways in which global English suppresses local languages, or how the tendency to learn only English minimizes the 'need' to learn other languages); and challenges (e.g. the limitations to so-called Standard English as a means of comprehensible communication in diverse contexts involving non-native users). At this stage, it is important for teachers to be exposed to examples of successful interactions (many of which transcend the physical space and move to online interactions involving non-native users) and to reflect on the qualitative elements of such interactions that render NNS discourse pragmatically competent (Baker, 2015; Hülmbauer, 2013). Teachers can engage with these issues by reading the literature, by considering examples from published ELF corpora (e.g. Cogo & Dewey, 2012), and by interacting with fellow teachers; native and non-native, from different contexts. What teachers are expected to learn from this phase is an awareness of the real spread of English globally and the importance of accommodation skills in interactions involving 'skilled English users' (Jenkins, 2011, p. 931). The issues that teachers are to understand within this phase are as follows:

2.6.1.1 Global English

A language achieves a global status when it develops a special role that is recognized in every country. (Crystal 1997). Such a role will be most evident in countries where large numbers of the people speak the language as a mother tongue, in

the case of English, the USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa, and several Caribbean countries. However, no language has ever been spoken by a mother tongue majority in more than a few countries (Spanish leads, in this respect), so mother tongue use cannot give a language a global appeal. To achieve such a status, a language has to be spoken by people in other countries around the world. These countries must decide to give it a special place in their communities.

There are two main ways of in which a language can attain a global status. Firstly, a language can be made the official language of a country to be used as a medium of communication. This is seen in such domains as government, the law courts, the media, and the educational system to get on in these societies. It is therefore essential to master the official language as early in life as possible (Crystal, 2003). Such a language is often described as a 'second language' because it is seen as a complement to a person's mother tongue or 'first language'. Secondly, a language can be made a priority in a country's foreign language teaching. Although this language has no official status, it becomes the language which children are most likely to be taught when they arrive in school, and the one most available to adults who for various reasons never learned it.

A language does not become a global language because of its inherent structural properties or because of the size of its vocabulary or because it has been a vehicle of great literature in the past, or it was once associated with great culture or religion (Crystal, 2003). According to Crystal (2003), a language becomes an international language for one chief reason: the political power of its people - especially the military power. Throughout the years, several languages were used and some are still used as a common language, or as a Lingua Franca. There are however no precedents for languages achieving the current status of English (Crystal, 2003). English "belongs to

a virtual speech community" (Canagarajah, 2007, p. 295). This implies that the uses of English are not located in one geographical boundary. They use English as an additional language for communication purposes (Canagarajah, 2007). With English being spoken by one third of the world's population, either as a second or foreign language (Crystal 2003), it seems that Graddol's (1999) prediction regarding the global spread of English and its linguistic dominance is a reality.

English has attained a global status because it was the language of the industrial revolution in the 19th century and the language of the fastest growing economy (Crystal, 2003). The development of new technologies followed the fast-economic development on a global scale, thus creating the need for a Lingua Franca. Considering the fact that the dominance of a language is closely linked to the economic dominance of the people who speak it, English undoubtedly constituted the best candidate for achieving worldwide status. It is based on this that Crystal (2003) asserts that "English was at the right place at the right time" (p. 78).

Technological revolution was another factor that gave prominence to the English language. English became the language of industries, affecting other aspects of society such as advertising, motion pictures, popular music, the media, transport, and global human relations (Crystal, 2003). In modern times, English is used in science, international trade and international travel. It is the language of international safety, both on water and in the air, international organizations, and mail. It is also the language of the internet and the medium of education. It gives people access to knowledge as most of the publications and research work worldwide are in English (Crystal, 2003; Smith, 2015). Human mobility, a phenomenon that originated in the 20th century, has also influenced the spread of the use of the English language. People mostly from Kachru's (1991) expanding circle countries, where English is taught as a foreign, have

immigrated to other countries around the world for various reasons, bringing with them their own variety of English and their cultural background (Sharifian, 2014). In effect, the global processes described above have contributed to the global status of the English Language.

2.6.1.2 Strengths

Translation has played a central role in human interactions for thousands of years. When monarchs or ambassadors met on the international stage, there would be interpreters present. But "there would be limits to what can be done in this way" (Crystal, 2003, p. 9). The more a community is linguistically mixed, the less it can rely on individuals to ensure communication between different groups. The problem of translation has traditionally been solved by finding a language to act as a lingua franca or *common language*. The geographical extent to which a lingua franca can be used is entirely governed by political factors. The prospects of a lingua franca for the whole world is something which has emerged strongly only in the 20th century, and since the 1950s in particular. English has been able to fill this gap. Communication is more convenient on the global scale through access to a single language called English. In lecture rooms, in board rooms, as well as in thousands of individual contacts made daily all over the globe is made possible because of this language (Crystal, 2003). Communication, transportation, technology, international safety, and dissemination of research findings have all been made possible due to the global spread of the English language.

2.6.1.3 Weaknesses

Although the English language has enjoyed a global status, some commentators have pointed to some possible risks (Crystal, 2003). One of such weaknesses is linguistic death. Those who speak the global language (English) as a mother tongue

will automatically be in a position of power compared to those who have to learn it as an official or foreign language (Crystal, 2003). It is possible that people who write their research in languages other than English will have their work ignored by the international community. Another weakness is linguistic complacency. Here, it is possible that speakers of a global language (English) will eliminate the motivation for adults to learn other languages. Common observation suggests that linguistic complacency is present in archetypal British or American tourists who travel the world and assumes that everyone speaks English and that it is somehow the fault of the local people if they do not (e.g. Crystal, 2003).

2.6.1.4 Challenges of learning English language

Learning English as a second language can be a challenge for everyone. Even fluent English speakers have challenges with their own language because of the intricacies and differences that lie within the language itself. Immigrants or non-native speakers are the most affected in this regard (Yagla, 2019). One of the challenges English speakers face is spelling. Spelling poses a challenge to many English language learners. There are many words that have silent letters or letters that together create the sound of one letter "ph" *f*. According to Yagla (2019), this is difficult for many learners to understand. This is because many words are pronounced the same but have very different spellings, and this requires a lot of practice in order to master it. Another challenge is pronunciation. The English language has many words that do not sound the same as they are spelt. This makes many words difficult to pronounce. As such, words that are mispronounced bring about confusion and overall meaning and intention (Yagla, 2019).

Grammar is another area of challenge in the use of English because the grammar of the English language is very intricate. English grammar has rules, and with that

comes many expectations. Because most of these rules are not clear cut, they are difficult to remember and even more difficult to put into action. Comma rules, pronoun-agreement rules and plural forms of words for example, have many exceptions and special cases that can confuse every language learner. The final challenge here is the issue of dialects, jargon, and slang. Yagla (2019) posits that because of the complexity of the English language in general, it is tough to integrate the teaching of dialects particular to certain regions in the US and also jargon and slang that can run rampant in careers and certain life situations. Dialects, jargons and slangs typically need to be learned through interactions with groups of people and applied to real life scenarios. This poses a challenge for many English language learners.

2.6.2 *Critical awareness*

In phase B, teachers refer what they have learned from the previous phase to their own, immediate teaching context. This is a significantly more demanding process because they are expected to engage in a critical way with their own deeper convictions about *both* the global spread of English (internal critical awareness) *and* the implications for teaching, learning, or assessing (external critical awareness). In the first place, teachers should consider their own convictions about all those things they have been taking for granted regarding English: the preponderance of native speakers or the issue of ownership of English today. They then should engage with the implications for their teaching context, the extent to which a Standard English model is relevant or appropriate for their learners, the nature of providing feedback, and correcting learner errors. What teachers should realize in this phase is not that ELF teaching is wrong but that their teaching competence can gain from integrating the ELF-aware perspective where necessary.

2.6.3 Action plan

In phase C, teachers are prompted to develop instructional activities that integrate their own understanding of ELF (and EIL and WE) with the needs and idiosyncrasies of their learners. Here, teachers can experiment with focusing on the ability to negotiate diversity in contact encounters in terms of both English (in its lingua franca guise) and multilingualism. Logically, this means that co-construction and negotiation (regardless of any resulting difference from native English norms) should be prioritized and rewarded, that translanguaging ('multilingualism-with-English') should be regarded as normal language behaviour, and that the use of "'repertoires in flux' and 'language leakage' into candidates' English should not be penalized" (Jenkins, 2015, p. 79). These activities can be anything from an improvement of an existing textbook task to a whole teaching session and should follow the ecological model described earlier, that is, teachers should carefully consider their learners' learning profile, previous experience with using English outside the classroom, the target situation (for example, designing an ELF-aware lesson that entirely minimizes error correction may be inappropriate for a high-stakes exam preparation class).

ELF-aware activities therefore take up a wide scope, and this is where ELF-aware teachers can contribute to the growing understanding of ELF, by documenting their experimentations. This means that these action projects should involve planning the activity(ies) (and justifying their relevance for this particular context), implementing them (teaching and, ideally, recording the sessions), and critically evaluating their impact (by appraising learners' involvement during the activities and, afterwards, asking their opinion about their significance). The processes within this stage are discussed as follows:

2.6.3.1 Planning

Planning is the process of thinking about the activities required to achieve a desired goal. It is the first and foremost activity to achieve desired results. At the planning stage, teachers are prompted to develop instructional activities that integrate their own understanding of ELF (and EIL and WE) with the needs and idiosyncrasies of their learners. Here teachers can experiment with focusing on the ability to negotiate diversity in contact encounters in terms of both English (in its lingua franca guise) and multilingualism. Logically, this means that co-construction and negotiation (regardless of any resulting difference from native English norms) should be prioritized and rewarded, that translanguaging ('multilingualism-with-English') should be regarded as normal language behaviour, and that the use of "'repertoires in flux' and candidates' English should not be penalized" (Jenkins, 2015, p. 79)

2.6.3.2 Implementation

Implementation is the process of putting a plan into effect. Implementation can be anything from an improvement of an existing textbook task to a whole teaching session and this should follow the ecological model described earlier. That is, teachers should carefully consider their learners' learning profile, previous experience with using English outside the classroom, and the target situation (for example, designing an ELF-aware lesson that entirely minimizes error correction may be inappropriate for a high-stakes exam preparation class). ELF-aware activities therefore take up a wide scope, and this is where ELF-aware teachers can contribute to the growing understanding of ELF, by documenting their experimentations. This means that these action projects should involve planning the activities (and justifying their relevance for this particular context), implementing them (teaching and, ideally, recording the

sessions) and critically evaluating their impact (by appraising learners' involvement during the activities and, afterwards, asking their opinion about their significance).

2.6.3.3 Evaluating

Evaluation involves making judgment about the amount, number, or value of something. ELF-aware teacher education projects can take many forms, from informal self-study to formal seminars involving many in-service or pre-service teachers. Teachers can be engaged with the ELF/EIL/WE literature, reflect seriously about their own convictions, and experiment with their own class in a self-reflective way (as documented in the ELF-aware teacher development project carried out at Bogazici University (cf. Bayyurt & Sifakis, 2015a, 2015b). These activities and practices are expected to help teachers become not only aware of current concerns in English language teaching, learning and communication, but also more autonomous practitioners and by extension, develop themselves and their practice.

2.6.4 Summary

Three phases of ELF aware teacher education are put forward by Sifakis and Bayyurt (2017). They posit that the first phase, which is exposure, involves teachers becoming aware of the complexity of English in today's globalized world. In the exposure, teachers are prompted to engage with ELF, EIL and WE research and are provided with insight into the heterogeneous nature of English (Jenkins et al, 2011). In phase two, Sifakis and Bayyurt (2017) maintain that teachers refer to what they have learnt in phase one to their own immediate teaching context. Teachers are expected to be convinced about the spread of English and its implications on teaching, learning and assessment. Finally, phase three involves action. Thus, teachers are prompted to develop instructional activities that integrate their own understanding of ELF with the needs of their learners in mind.

2.7   Benefits for ELF-awareness

Implications for the development of classroom materials, activities and tasks in ELT are manifold. They fall within an orientation towards the development of language and (inter) cultural awareness, as well as of effective communicative strategies. That is, providing learners with tools to become effective communicators in today's world, where English is increasingly employed as a lingua franca (LF) among speakers of different linguacultures. The following are the benefits of ELF awareness:

2.7.1   Teachers focus on the bigger picture

Teachers become aware of the current reality concerning the global status of English. They appreciate that English is not only a native language but also a medium of communication used by different people around the world, including their learners. With this, they begin to make sense of the enormous complexity in using English when non-native users are involved (Baird et al, 2014), most notably, the potential strengths of non-native users and the certain weaknesses of native users.

2.7.2   Teachers focus on themselves as users of English

Teachers realize they themselves are part of the global arena of communication in English. They focus on their own attitudes about themselves as users. This means they may have to come to terms with and overcome feelings of embarrassment and perhaps shame, and feelings of helplessness, as they may believe they are not allowed to really 'own' the language they teach.

2.7.3   Teachers focus on their own teaching context

Teachers engage with the real needs of their learners and what they *can do* with what they already know about the language. They also become fully aware of the 'classroom culture' of their immediate teaching context (ecological approach). They can therefore become more critical of curricular innovations that may or may not

necessarily respond to the challenges of using English in different international communicative settings. And, they can design original lessons that deviate from the norm (if the norm means teaching the native speakers' Standard English). Through these experimentations, they can hone their skills as syllabus developers, activity designers, textbook adapters, needs analysts (of their learners' needs, lacks and wants), feedback providers and assessors of their learners' progress. They essentially develop the know-how and the skillset to add a significant additional dimension to their teaching, which they can implement when and if necessary.

2.7.4   Teachers are prompted to actively engage in critical reflection

Merging one's awareness of the complex functions of English on a global scale with one's hands-on grasp of one's own teaching context requires serious critical reflective skills that are both outward and inward bound. Outward, because one has to fully appreciate the implications for English-medium communication, the fact that English is less a foreign language and more a familiar mode of interaction on many diverse contexts, and what that means for instruction, feedback provision and assessment. Inward, in that one has to grapple with deep convictions about one's role in the foreign language classroom and the relevance of the teaching materials which may require substantial rewiring. In this sense, critical reflection becomes transformative, since it permeates teachers' whole being and takes up the Foucauldian sense of 'critical attitude' (Foucault, 2007). This is the moral and political resistance to accepting the status quo while engaging with its deepest implications.

2.7.5   Summary

Teachers' perceptions about their practice are influenced by factors such as the training they had, their teaching experience, their age, their beliefs about their roles regarding English language, and their responsibility towards their learners and the local

community. Considering the above, the benefits of ELF awareness will go a long way to inform teachers about the current trends in English language teaching learning and communication (Sifakis & Bayyurt, 2015a, 2015b). Being ELF-aware helps teachers so that they will no longer depend solely on 'straight jacket' curriculum objectives that are difficult to achieve, if not impossible. They become more focused on the reality of the language as not only the native language of some people but also a vehicle through which communication is carried out and for that matter its complex nature.

2.8   Challenges for ELF-aware Teacher

The principles underlying this plurilithic approach to English language learning aim at developing learners' intercultural communicative skills (Kohn, 2015; Kramsch, 2009), valuing and enhancing their multilingual repertoires (Mauranen, 2012; Seildhofer, 2011) as well as promoting learners' capacity for languaging and translanguaging (Canagarajah, 2011, 2013; Blommaert, 2010; Swain, 2006), and should become central components of the curriculum. However, in achieving this, the teacher might face these challenges in the ELF classroom:

2.8.1   *Teachers' seemingly inherent resistance to change*

Understanding ELF and implementing ELF-aware teaching are two different things. This means that teachers may appreciate ELF but may be unwilling or unable to implement it in their context. This may be due to inherent convictions about the uncontested usefulness of Standard English (Suzuki, 2011). This is where the ELF-aware approach might be useful, in that it does not dictate a specific way of teaching ELF but focuses on context sensitivity and teacher independence.

2.8.2   *Teachers' own perceptions about their roles in the ELF classroom*

How teachers see themselves and their job and are viewed by peers can be a powerful obstacle to ELF-aware teaching. It raises serious issues that even touch upon

morality. For example, issues such as how ethical it is to be ELF-aware, the extent to which it is 'right' or 'wrong' for everyone involved, and the ultimate responsibility for interfering with the established curriculum, selected textbooks and specified instruction. However, understanding that ELF-aware teaching is not an either/or scenario but adds to teachers' existing repertoire means that teachers do not *have* to teach ELF, they can offer their learners more choices.

2.8.3   Learners' and other stakeholders' perspectives and expectations

The broader context, including learners expressed and hidden aims for learning English, and sponsors' (parents, companies) perspectives about what is expected and therefore 'allowed' in the ESOL classroom. This, together with a long history of pedagogy grounded in practices that prioritize the native-speaker norms, create an 'ecosystem' of established practice that is not necessarily favourable to ELF-aware teaching and learning (Sifakis, 2009).

2.8.4   Trends in curricular innovation and the textbook-centred mentality

As many typical EFL settings are focused on preparing learners for passing high-stakes examinations, their curricula tend to be primarily norm-referenced and textbook-centred, and this usually negatively impacts teaching and learning (Wall, 2005). Even when new curricula prioritize, in principle, at least, multiculturalism and the function of English for global and cosmopolitan citizenship, textbooks do not follow suit (Sifakis et al, 2012; Song, 2013). These processes make things particularly difficult for many teachers who work in prep schools and want to integrate ELF-aware activities in their classes. ELF-aware teaching and teacher education offer opportunities for learning about ELF and experimenting with one's teaching context that prompt teachers to make sense of the shifting times regarding English. This also allows them to explore new, creative and autonomous ways of integrating ELF in their own context.

Being an ELF-aware teacher means finding ways to empower one's learners as competent non-native users of English, essentially prompting them to become ELF-aware users themselves. The ecological focus and potentially transformative nature of the ELF-aware journey has implications beyond teaching and learning which can be applied to assessment and testing, policy-making, and curriculum designing. As such, more research should be carried out on ELF-aware implementations in different teaching-learning contexts to document (a) the level of critical reflection that different teachers are capable of and willing to engage in, and (b) the quality and true impact of ELF-aware activities and lessons. It is therefore necessary to develop a means of gauging (a) and (b), and in this way help ELF-aware teaching research to take a form that would be more appropriate for applying the ELF construct (in all its fluidity) in the classroom. These implementations will eventually determine the extent to which ELF is in fact teachable or whether the only realistic way of implementing ELF in the foreign language classroom is the ELF-aware way. After all, to mirror Elbert Green Hubbard's famous definition of art, ELF is not a thing, it is a way.

2.8.5 Summary

The challenges of ELF awareness can be grouped under four major categories. The first challenge is an inborn resistance to change. Humans naturally resist change. Suzuki (2011) maintains that teachers who recognize the full worth of ELF awareness may naturally be resist implementing ELF awareness in their teaching context. Another obstacle to ELF awareness is how teachers view themselves and their position in the classroom. Teachers may be of the view that implementing ELF aware teaching means tempering with the curriculum or accepted norms. Also, learners and other stakeholders like teachers and long-standing history of pedagogy may be an obstacle to implementing ELF aware teaching. Lastly, Wall (2005), Sifakis et al (2012), and Song

(2013) posit that a shift in curriculum and use of textbooks which aims at preparing learners to pass high stake examination is another obstacle to implementing ELF aware teaching in the ELT classroom.

2.9   Related Studies

The majority of studies related to the field of ELF have focused on teachers' perspectives of and attitudes towards the changed role of the English language. It also includes the consideration that this change has raised with reference to teaching practices, curricular and pedagogy and ELF-aware teacher education (e.g. Bayyurt & Sifakis, 2015; Lopriorie, 2016; Sifakis & Sougari, 2005, 2010). University students' attitude towards the English Language has also been the focus of a number of studies (Csizer & Kontra, 2012; Galloway, 2013; Kaypak & Octapre, 2014; Wang, 2015). Another topic explored is students' attitude towards accent/pronunciation. For example, the reluctance of university students to accept China English as a pedagogical goal is attributed to the dominance of native speaker English model in the Chinese context (Wang, 2015). This dominance is evident in a number of studies in different contexts (Csizer & Kontra, 2012; Galloway, 2013; Li, 2009; Ren et al, 2016; Sung, 2014; Timmis, 2002; Wang, 2015). The results revealed a tendency among the students to conform to native speaker norms by acquiring a native accent.

Ren et al (2016) point out that their Chinese participants' desire to achieve a native speaker accent does not imply that they wish to abandon their native linguistic and cultural identities. The preference for a native like accent derives from the desire to create a positive image of the Chinese people by proving themselves as good English Learners. The university educated participants in Li's (2009) study explained that they preferred a native speaker accent to ensure comprehensibility and avoid communication breakdowns in international contexts. One of the few studies focusing on 12-year old

learners was conducted by Sougari and Hovhannisyan (2013) in the Greek and Armenian contexts. The study revealed both Greek and Armenian learners' positive attitude towards EIL-related issues and Greek learners' high awareness of the current status of English. In addition, Greek learners associated the knowledge of English and the attainment of a certificate of proficiency with future professional success. The Armenian learners however, stated that their interest in learning English is for travel and communication purposes.

Yasaman and Ratchaporn (2017) examined teachers' awareness of ELF and an analysis of ELF features of primary school students' writings at an international school in Bangkok. The study conducted interviews with three teachers from the school in order to examine their awareness of ELF. The writings of 33 students of the same school from grade two to six were also analysed in order to identify the dominant features of spoken English as a Lingua Franca finding its way into written forms. The results demonstrated that despite the teachers' awareness of ELF, the subject teachers expressed confusion over how the written language produced by international students ought to be evaluated. The subject teachers took a traditional approach to teaching English Language based on the so- called Standard English, disregarding the existing varieties of English. Additionally, the analysis of the student writing indicated three dominant ELF features: redundancy and misplacement of articles, using verbs in different tenses that their contextual requirements and non-marking of third person singular with –s, and redundancy and misuse of prepositions.

Another study by Vettorel and Corrizato (2016) aimed at investigating whether, how, and to what extent trainee teachers' pedagogical knowledge and reasoning about WE and ELF-informed perspective in teaching practices may undergo a change after attending some courses. Drawing upon different sources of data (questionnaires,

reflections in E-learning discussion forums, interviews and final reports), the trainees' increased awareness of and readiness to include a WE- and ELF-informed didactic approach after attending the course is discussed in the study. Bjorkman (2010) also reports the findings on spoken English as a Lingua Franca (ELF) in Swedish higher Education. The aim of the study was to investigate the role pragmatic strategies play in content lectures where English is a Lingua Franca. The findings show that lecturers in ELF settings make less frequent use of pragmatics than students who deploy these strategies frequently in group work projects. Earlier stages of the study showed that despite frequent non-standardness at the morpho-syntax level, there is very overt disturbance in student group work (Bjorkman, 2008a, 2008b, 2009b), most likely owing to a variety of communicative strategies used during interactions.

The findings of the study implies that the effectiveness of a speaker of English in academic ELF setting is determined primarily by the speaker's pragmatic ability and less by his/her proficiency. The study also indicated important implications for lecturers who need to operate in ELF settings. These include increasing interactivity by using pragmatic strategies sufficiently appears critical for those involved in English-medium education. It is also important that awareness is raised on target language usage in lecturing in English and such awareness can be achieved at the macro level by clearly written language policies that include training for teachers and students who both need to be equipped with the skills needed to cope with the complexities of such settings. At the macro level, the study suggested in-house training and courses that could be administered to both teachers and students.

Jokic (2019) analysed Erasmus students' experience and how and to what degree ELF speakers in the study became used to a new environment, and whether any obstacles materialized in the process. Qualitative methods were deployed to obtain the

results: semi structured informal ELF conversations between Erasmus exchange students at a university in Austria were tape recorded and transcribed. During the interviews, students were asked questions about English as spoken at the university, and were asked to compare and contrast the experiences gained at a university in Austria with those of their primary universities of instruction. The analysis showed that a new surrounding can influence the attitudes of Erasmus students.

Sifakis (2014) discusses the challenges and opportunities that the English as a Lingua Franca (ELF) paradigm raises for ESOL Teacher Education. He argues that one of the prominent implications of ELF paradigm for ESOL teachers is the need to review and ultimately change their convictions about key aspects of foreign language teaching normativity, the role of native/ non-native speakers, and the functions of teacher feedback in foreign language classroom. The paper reviewed evidence from ELF literature that supports such a perspective and discussed the kind of reflective reviewing that teachers need to engage in. He argued that while the critical approach is the right way to go, it is not enough. He maintains that what is necessary is rigorous approach that would go beyond merely exposing teachers to the principles and criteria of ELF and prompt them to critically consider and ultimately transform their deeper convictions about these issues.

Finally, De Bartolo's (2018) study presented the initial results of a pilot study conducted at the University of Calabria (Italy) on learners' awareness and attitude towards ELF. The purpose of the study was to investigate learners' attitudes and beliefs towards ELF issues and relationship between ELF awareness and classroom practices. The paper argues that although ELF empirical findings and theoretical arguments have raised profound concerns about current principles and practices in ELT, the classroom has not been greatly affected by these issues. Through the analysis of the findings, the

study drew attention to the need to reconsider learners' established beliefs in terms of learning and teaching goals. The paper highlighted that learners need to be encouraged to become critical language users capable of evaluating the cultural and linguistic input in class, from an ELF-oriented perspective and therefore become actively engaged in their learning process. Unfortunately, however, no known studies of ELF awareness have been conducted in Ghana to inform practice.

2.10 Conclusion

Due to its long history, English, after passing many stages, has become the global language. This global position of English has led it to be defined by different terms such as EIL and WE and then leading to the term ELF. English as a lingua franca status requires the teaching methods and in class practices to be changed because it is not a language that is only spoken by its native speakers but people from all over the world use it to communicate. Therefore, the necessities in the classroom need to be reconsidered, but this depends upon the teachers' perceptions and attitudes. The literature review shows that the awareness of ELF pays back and the teachers teach what they have learned. Considering all the previous studies conducted in this field, we realize that teachers are becoming aware of the global changes and the effects on English and its use. Although they are becoming aware of the global changes and the effects on English, the old accustomed and traditional way of teaching is strong and hard to leave behind. The more teachers know about ELF and how to apply ELF norms in the classroom, the more they will become ready to change their old habits and adopt new pedagogical developments. The training of teachers is therefore important for any kind of change as proven by Bayyurt and Sifakis's (2015) project.

CHAPTER THREE

METHODOLOGY

3.0   Introduction

Methodology refers to the principles, procedures, and practices that govern research. Kazdin (2003) pointed out that methodology should be thought of as encompassing the entire process of conducting research (planning and conducting the research study, drawing conclusions, and disseminating the findings). Thus, this chapter covers research design, population, sample and sampling procedure(s), data collection procedure and the data analysis of the study.

3.1   Research Approach and Design

Mixed method approach in research is a collection of both quantitative and qualitative data (Terrell, 2012). The researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem (Gill et al, 2008). The study begins with a broad survey in order to generalize results to a population and then, in the second phase, focuses on qualitative, open-ended interviews to collect detailed views from participants. Research design basically refers to the plan used to examine the question of interest in the research (Yazan, 2015). The study is concerned with ELF awareness among college of education tutors of English language in the Ashanti Region of Ghana. The specific design adopted for the study is the convergent parallel mixed method.

Convergent parallel mixed method is where the researcher converges or merges quantitative and qualitative data in order to provide a comprehensive analysis of the research problem (Demir & Pismek, 2018). In this design, the investigator collects both forms of data at the same time and then integrates the information in the interpretation of the overall results. Also, in this design, the researcher may embed one smaller form

of data within another larger data collected in order to analyze different types of questions (the qualitative addresses the process while the quantitative, the outcomes). The researcher used the convergent parallel mixed method so that she could make an in-depth assessment of the current situation of ELF awareness among English language tutors in Colleges of Education within the Ashanti Region.

3.2 Population

Population refers to the aggregate of cases about which a researcher would like to make generalizations. Cohen, Manion and Morrison (2004) explain a target population as a group of elements or cases, whether individuals, objects or events, that conform to specific criteria and to who the researcher intends to generalise the study. The target population of this study consisted of all English language tutors in the Colleges of Education in the Ashanti Region. There are 53 English language tutors in the nine Colleges of Education in the region.

3.3 Sample and Sampling Procedure

The major focus of this part was to determine the specific population surveyed, to decide on an appropriate sample, and to determine the criteria that were used to select the sample size. Cohen, Manion, and Morrison (2004) indicate that researchers must obtain a minimum sample size that will accurately represent the target population. In this study a sample size of 9 was used based on the Asamani's (2016) determination for qualitative data, through random sampling technique. According to Asamani, a population of 55, for instance, should have a sample size of 11. This implies that in this study which involves a population of 53, the sample size of 9 is appropriate.

In the quantitative perspective, 48 participants were sampled for the study. This was based on Dabone's (2018) assertion that with a population of less than 60, the researcher can use 80% of the population to achieve representativeness. Morrison

(1993), states that "states that "the size of a probability sample can be determined in two ways … from mathematical formula indicates the appropriate size of a random sample for a given number of the wider population" (p. 117). The purposive sampling was used to select the units of analysis for the study while cluster sampling was used to include all the Colleges of Education in the study. Information about the participants is presented in Tables 3.3.1-3.3.4:

Table 3.3.1: Distribution of the Participants by Age

Age Range	Freq.	%
Below 30 years	1	2.08
31-35 years	6	12.5
36- 40 years	13	27.08
41-and above	28	58.33
Total	**48**	**100.0**

Table 3.3.2: Distribution of the Participants by Gender

Gender	Freq.	%
Male	17	35.42
Female	31	64.58
Total	**48**	**100.0**

Table 3.3.3: Distribution of the Participants by Years of Teaching Experience

No. of Years	Freq.	%
Less than 5 years	8	16.67
Between 5 and 10 years	15	31.25
Over 10 years	25	52.08
Total	**48**	**100.0**

Table 3.3.4: Distribution of the Participants by Experience from other Teaching Situations

Level	Freq.	%
Primary School	26	54.17
J H S	15	31.25
S H S	7	14.58
Total	**48**	**100.0**

3.4   Instruments

A research instrument can include interviews, tests, surveys, or checklists. The research instrument is usually determined by researcher and is tied to the study methodology (Runeson & Höst, 2009). The instruments for data collection in this study were interview and questionnaire, which are discussed in detail as follows:

3.4.1   Interview

A semi-structured interview schedule was used to collect the qualitative data. In semi-structured interviews, researchers must develop, adapt and generate questions and follow-up probes appropriate to the central purpose of the study (Rubin & Rubin, 2005). O'Leary (2005) argues that:

> Semi-structured interviews are neither fully fixed nor fully free and are perhaps best seen as flexible. Interviews generally start with some defined questioning plan but pursue a more conversational style of interview that may see questions answered in an order natural to the flow of the conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop. (p. 164)

The use of the semi-structured interview had some positive influence on the participants, as I gave them a voice which sought to impress upon them that their views are greatly important to the study and that I was interested in their ideas and experiences. For every respondent that I spoke to, I sought permission to record his/her

voice on tape. From the tape recording, I subsequently did all my transcription into a readable version. Reflection notes were taken immediately after interviews to document descriptive notes on the behaviour, verbal and nonverbal reactions of my Participants (Merriam, 1998). A semi-structured interview was a useful instrument for the study because it gave me the opportunity to seek clarification from the tutors. However, the openness of some of the questions in the interview schedule led to the gathering of massive volumes of qualitative data, but which is time-consuming during data analyses.

3.4.2 Questionnaire

Questionnaire is defined by Johnson and Christensen (2004) as a self-report data collection device where each research participant fills out as part of a research study. Ogah (2013) describes questionnaire as very strong in eliciting information because of the relative ease in responding to them and dealing with the data which are often collected from relatively large samples. In addition, a questionnaire is generally, used to obtain information, often numeral data. Moreover, it can be completed without the presence of the researcher, which helps save time and makes it suitable for collecting information from large number of samples.

3.5 Validity and Reliability of the Instruments

The validity of a research instrument is the extent to which the instrument elicits the accurate response needed for the study. The reliability of a research instrument is the degree to which the instrument would measure consistently a characteristic when applied more than once to the same person(s) under similar conditions (Nitko & Brookhart, 2007). In order to ensure validity and reliability of the research instrument, the instruments were well designed to address the research questions. The questionnaire was first given to colleagues to review and the necessary corrections were effected. Gall, Borg and Gall (1996) indicate that validating of an instrument is

improved through expert judgment. Hence, the corrected version was given to my supervisor to review and make comments on issues such as language difficulty, ambiguity of words and whether certain items failed to address the research questions. After working on these comments, the edited version was then presented to my supervisor again for scrutiny. The reliability (internal consistency) of the instruments was estimated using Cronbach's co-efficient Alpha. According to Cronbach (as cited in Ebel & Frisbie, 1991), co-efficient Alpha can provide an internal reliability estimate for a measure composed of items of varying point values such as essays or attitude scales.

3.6   Data Collection Procedure

After all ethical issues had been discussed with the participants the researcher employed the questionnaire designed to collect quantitative data was handled by researcher as she moved from one college to another to have them administered. On the spot method of administration and retrieval was used in most of the colleges visited to administer the questionnaire so as to improve the return rate. In some places where the on the spot method could not be effected due to various reasons, follow up visits were made to retrieve the questionnaire. The retrieved questionnaire was then put together and presented to an expert for analysis.

A semi-structured interview guide was used for the data collection. The researcher personally conducted interviews to gain first-hand information. Moreover, brief notes were taken in the event of tape recorder malfunctioning. On completing each interview situation, appreciation was expressed to the interviewees for their cooperation and participation. An average time of 25 minutes was spent on each participant during the interview session. The duration of the field work lasted ten (10) weeks.

3.7   Data Analysis

In qualitative approach, the researcher requires knowledge and strategies used in analyzing qualitative data. This may involve the interpretation and functions that may be assigned to the data. In this study, qualitative data were analysed using thematic analysis. This kind of analytical process requires working with data, organizing them, breaking them into manageable units, coding them, synthesizing them and searching for a pattern, (Forman, & Damschroder, 2007). In this study, the researcher followed five steps of qualitative thematic data analysis as suggested by (Terreblanche & Durrheim, 2004). Each tape-recorded interview was transcribed verbatim. A qualitative thematic analysis was carried out on the data to gain an understanding of the participants' world.

The qualitative phase began with the researcher getting acquainted with the data. With this, the data were read a number of times for familiarity. The transcription provided the researcher with a detailed understanding of the data that were collected. Once the transcription process was complete, the researcher read over each document. The researcher then read over the transcripts for a second time, but this time, making notes of ideas and anything that piqued her interest. The researcher tried to use the language of the interviewees rather than abstract theoretical language, to label the categories. Also, the researcher attempted to move beyond merely summarising content, and thinking in terms of processes, functions, and contradictions.

In coding, the researcher developed themes and codes at the same time. This was done by marking different sections of the data that were relevant to one or more emergent themes. The researcher coded phrases, lines, sentences, and paragraphs, identifying these textual "bits" by virtue of the content material that pertains to the themes under consideration. In coding, the researcher broke down a body of data into

labels, meaningful pieces, with the view of later clustering the "bits" of coded material together under the code heading and further analyzing both as a cluster and in relation to the clusters. The researcher then attempted to find all sorts of ways in which extracts can be grouped together under a single theme or all kinds of sub-issues and themes that come to light. Elaboration was done to help the researcher to explore themes more closely. This was an opportunity to revise the coding system.

The researcher tried to address weak points; to see if examples contradict some or other points in the interpretation and check if there are parts of the interpretation that are just summarized and nothing more. The researcher needed to ascertain if there were no instances of over-interpretation. This was good opportunity to reflect on the researcher's own role in collecting data and creating the interpretation. Analysis and write up were performed on each theme that identified what each theme and how it fits into the research questions being asked in the study. The researcher was able to define each theme with simple sentences; if this was not possible, themes were revised.

In terms of the quantitative data, means and standard deviations were computed to answer the questions. The means and standard deviations were deemed to be appropriate because the import of that research was to weigh the views of the participants. According to Michael (2013), the standard deviation is used in conjunction with the mean to summarize continuous data, not categorical data. In addition, the standard deviation, like the mean, is appropriate when the continuous data are not significantly skewed or has outliers.

3.8   Ethical Consideration

In conducting research, Creswell (2008) instructs researchers to seek or obtain permission from the authorities in charge of the site of the study because it involves a prolonged and extensive data collection. The important decision is how to obtain

permission to the access site for the study. After securing the permission from the authorities in charge of the setting, it was important to gain the informed consent of the sampled participant for the study. Informed consent is an ethical requirement which demands that Participants be allowed to choose to participate or not to participate in the research after receiving full information about the possible risks or benefits of participating (Makore-Rukuni, 2001). The participant is free to decline to participate or withdraw from the study at any time (Tuckman, 1994). In this study, the researcher informed selected participants about the purpose of the study. The participants were given the freedom to choose to participate or withdraw at any time.

The next ethical issue discussed was confidentiality. Confidentiality indicates the researcher's ethical obligation to keep the respondent's identity and responses private (Babbie, 2001). Cohen, Manion and Morrision (2007, p. 65) note that confidentiality means that "although researchers know who has provided the information or are able to identify participants from the information given, they will in no way make the connection know publicly, the boundaries surrounding the shared secret will be protected". In this study, the researcher ensured that the information provided was not shared with any other user. The information is used for the purpose of the research. The next ethical issue that was discussed is anonymity. Anonymity is used to protect participants' 'right of privacy'. A respondent is therefore considered anonymous when the researcher or another person cannot identify the Participants from the information provided (Cohen et al, 2007). In this study, anonymity was achieved by not asking participants to write their names on the questionnaire or mention their school during the interview session. Furthermore, participants were identified by serial numbers rather than by names.

3.9   Conclusion

In this chapter, every detail of the methods used in the conduct of the study has been provided. The details discussed in the chapter include the research approach and design, population, sampling and sampling procedure, research instruments, validity and reliability of the instrument, data collection procedure, data management issues, data processing and analysis among others. All of them have been discussed in detail to clearly portray how the study was actually conducted.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0   Introduction

This study sought to investigate ELF awareness among CoE tutors of English in Ashanti Region. The chapter presents the results obtained from the data analysed. The data have been analysed along with the themes under the various research questions. The analysis indicates that tutors of English in CoE were mildly knowledgeable in terms of their belief regarding ownership and use of English. The results further indicate that tutors of English in the CoE considered that they needed ELF awareness and the ELF model because being conscious of the need to develop in their learners the capacity to communicate intelligibility with each other despite the inevitable existence of errors was considered a major reason. On the need for ELF awareness of CoE tutors, the need for the participants considered that they need ELF awareness to understand learners' errors and its sources.

Regarding the benefits of ELF awareness, the participants revealed that ELF awareness equips them with the skills needed to prepare student teachers to teach in the basic school. On tutors' perception of ELF pedagogies, it was revealed that an awareness of ELF will improve their pedagogies as it will help them to design their own activities to suit their learners' context. Furthermore, the tutors indicated that an awareness of ELF will improve their practice in terms of their perception on constructional materials in a way that will help them teach better with local courseware. As regards tutors' attitude to the content of the curriculum, they indicated that ELF awareness helps them develop content that brings comfort to communication and make their learners freer to speak English. Finally, the participants revealed that ELF

awareness can help them improve practice in terms of assessment, designing test items around attainable non-native speaker norms.

The quantitative data derived from questionnaire items highlighted the various themes that emanated from the research questions. The themes spanned from ownership and use of English, tutors perception of the global role of English and tutors' attitude towards student errors. The others are tutors' awareness of the ELF model, the need for ELF awareness for CoE tutors as well as the benefits of ELF awareness. The rest are tutors' awareness of ELF practice and many more. Qualitative data derived from the interviews were transcribed and sorted under themes relating to the research questions.

In all, forty-eight (48) participants were selected for the study. The statistical programme used for the analysis and presentation of data in this research was the Statistical Product for Service Solution (SPSS). The researcher employed the use of descriptive statistics (frequencies, percentages, means and standard deviations) to answer the research questions. In measuring the extent to which each variable in question affected ELF awareness of College of Education Tutors of English, the grading system used was 1.0 – 1.7 which is Minimally Knowledgeable; 1.8 – 2.5 is Mild Knowledgeable; 2.6 – 3.3 is Moderate Knowledgeable; 3.4 – 4.2 is Somewhat Knowledgeable; 4.3 – 5.1 is Quite Knowledgeable; and 5.2 – 6.0 being Very Knowledgeable. In the interpretation of a participant's score, Nyarko-Sampson and Dabone's (2018) score band and interpretation of 6-point Likert Scale type was adopted.

This chapter is divided into three sections: The first section focuses on results relating to tutors' belief regarding ownership and use of English, tutors' perception on the global role of English and tutors' altitude towards students' errors. The second section focuses on why there is the need for CoE tutors to be aware of ELF model. Also

featured in this section is the need for ELF awareness for CoE tutors and the benefits of ELF awareness. The third and final section discusses tutors' perception of ELF pedagogies, tutors' perception of instructional materials as well as tutors' attitude towards content of curriculum.

4.1   Tutors' Knowledge of ELF

English as a lingua franca (ELF) is a contact language between persons who share neither a common native tongue nor a common culture, and for whom English is the chosen foreign language of communication (Firth, 1996). It is not a language variety in itself; neither is it associated with any specific norm. It is independent of any form of special control. The aim of ELF is mutual intelligibility during communication (Kohn, 2016). This section sought to investigate how much knowledge tutors of English in the CoE in Ashanti region have about ELF. To be able to achieve this, the section is sub divided in two themes namely, tutors' knowledge about ELF and tutors' perception of the global role of English.

Regarding tutors' knowledge about ELF, tutors were to respond to questions regarding the use and ownership of English, preference regarding English, as well as the legitimacy of users of a language to effect change in grammar and vocabulary. All responses were going to inform the study on how much knowledge tutors of English have as far as ELF is concerned. The other theme, tutor perception of the global role of English, was used to draw responses from participants. Responses to questions on this theme were aimed at finding out what tutors of English in the CoE know as far as the new role English language has attained is concerned so that participants would tailor their teaching along these lines, thereby making their learners global communicators. The literature mentioned that English has attained an international status due to globalization. English is now used as a contact language for people of different L1

backgrounds. People the world over now use English as a tool for communication, a means through which research findings are disseminated globally, a language of the internet, the law courts, further education and a language for higher education. The themes are discussed as follows:

4.1.1 Tutors' knowledge about ELF

This section sought to find out how much knowledge tutors of English in the CoE have as far as ELF is concerned. Tutors were to respond to questions that ranged from the language belonging to native speakers through to prescription of a particular variety to students. These were specific variables predicted to contribute to tutors knowledge about ELF. Tutors were asked to agree or disagree with the statements on their knowledge about ELF. Table 4.1.1 presents the results of the statistical analysis.

Table 4.1.1: Tutors' Knowledge about ELF

Statement	Means	Std. Dev
The English language belongs to its native speakers (Americans/British).	2.87	.80
Users of the language own the language.	2.68	.81
Owners of the language (English) decide about changes in grammar	2.61	.81
Owners of the language decide about changes in vocabulary	2.39	.99
I prescribe a particular variety of English for my learners	2.31	.93

Table 4.1.1 revealed that tutors should have knowledge about ELF. This is evident by the total mean score of 2.04 (SD = .87) which falls within the grading system (2–2.99 = Mild Knowledgeable). Most of the statements that pointed to knowledge about ELF had mean scores between 2.31 and 2.87 which indicate a mild response. Participants agree that users of the language own the language (M = 2.6, SD = .81); the

English language belongs to its native speakers (M = 2.87, SD = .80). Again, participants' prescription of a particular variety of English for learners had a mean score of 2.31 which also indicates a mild knowledge of ELF. The teacher defines what ELF is and what features it comprises. The aim is to raise tutors' ELF awareness. In most ELF setting strictly abiding by the NS norms, it would be difficult to introduce the ELF construct openly and straightforwardly in the classes as it is likely to be disconcerting or even annoying for the learners. In these, implementing implicit ways would give the teacher a sense of security. The implicit approach would also work better in contexts targeting preparation for high-stakes exams since the learners would be forced to study the language to pass a test and their focus would be on the exam skill and strategies (Elif & Bayyurt, 2019).

Again, this confirms that the practical implementation of an ELF perspective in pedagogy is far from straightforward. With this, one of the tutors remarked that:

> *...my sister for me I know that English is not our language so the effort the students put in I give them all the encouragement…..So I give them lots of materials and draw their attention to the essence of grammar* (ETR 5)

It is therefore necessary for research to become much more thoroughly engaged with teachers' levels of awareness of ELF and their understanding of what ELF means for learners and teachers in specific pedagogic contexts. This is essential if we want to properly focus on how the many implications of ELF may be developed into classroom applications, and how these might thus become an integral part of teachers' professional knowledge base. Adopting an ELF perspective will in many contexts require a radical departure from widely accepted beliefs about good practice (Dewey, 2012). However, Pennycook (2001) criticizes that language education is often conducted within the classroom as detached from the wider outside world. If English language teachers are

to become aware of ELF and its associated implications for classroom practice, it is probably most productive to introduce all relevant concepts during pre-service training. This is essential given the current predominance for short, intensive teacher training courses, which may well have very little scope for theory and reflection, and may well be the only formal teacher preparation that teachers receive.

To be a teacher of English, Alptekin (2011) argues that the language knowledge of a native speaker and ELF user is different due to the differences in cognitive processes. Many English language teachers, and in fact a considerable number of teachers, do not seek or have opportunity for further formal training in linguistics or pedagogy for years after their initial qualification courses. This is evident in the response given by a participant.

> *....for me teaching is about adopting the appropriate strategies...once teachers fail in that, their learners struggle....It's so important that I grab what the concept ELF is about ...I believe it will help to adopt the right pedagogy to help the student teacher succeed in the usage of the language* (ETR 7)

Another said

> *.....the little I know about ELF teaches me that we can get all speakers of English to speak or use the language the same way....we have native users and secondary users.....we are secondary users....an awareness of ELF will help me and my colleagues to accommodate students of diverse local languages backgrounds and assist them* (ETR 2)

Seidlhofer (2011) notes that ELF awareness is not monolithic but changes in form and scope depending on the stakeholder with ELF awareness. 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, 2005); (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, 2005).

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. 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. 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 is 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).

4.1.2   Tutors' perception on the global role of English

This section dealt with the perceptions of tutors on the role of English. Teachers' perceptions can be viewed from a constructivist perspective because they are seen as knowing, meaning-making beings whose knowledge and meaning influence their actions (Rueda & Garcia, 1996). These authors further claim that teachers' perceptions are situation-specific and action-oriented. These include teachers' perceptions about

their work and the ways in which they give meaning to these perceptions by their behaviour in the classroom. Many teachers in different ideological, cultural, and political situations perceive the teaching of English in different pedagogical terms. English in Ghana is a medium of instruction from the basic level through higher education.

Global English highlights the importance of comprehension skills and the development of them through judicious use of technology in the classroom to enhance students' interest in the lessons and classroom activities. Moreover, teachers play a central role in the delivery of language instruction and are also responsible for motivating their students to learn. As such, it is essential that teachers themselves are aware of their perceptions which directly or indirectly influence their language instruction in the classrooms. Using ELF enhances the linguistic, paralinguistic, and sociolinguistic features of English. Teachers of English focus on teaching students about English, such as grammar, vocabulary, and pronunciation. The speaking and listening skills are completely ignored as well as there is no high emphasis on reading and writing. The situation of teaching and learning English in Ghana remains as it is. Table 4.1.2 shows the frequency distribution of the level of the perception of tutors on global Englishes.

Table 4.1.2: Tutors' Perception on the Global Role of English

Statement	Means	Std. Dev
English is used to communicate research findings	2.87	.80
English is used for higher Education.	2.68	.81
English is the language of the internet	3.21	.65
English is the language of international trade	3.14	.71
English is used to communicate with people of different L1 backgrounds	3.13	.67
English is not just a school subject but a tool for communication	3.04	.68
English connects people to the rest of the world	3.28	.64

Data in Table 4.1.2 support the assumption that English plays many roles in their daily activities, both in and outside the classroom. The statistical data provided show that participants agree entirely to the various statements on the global role of English since the various statements rated had mean scores between 2.68 to 3.28. Moreover, the total mean score computed is 2.59 (SD = .71). This falls within the score band 2.6–3.3 and it is interpreted as moderately knowledgeable. This implies that tutors of English in the Colleges of Education were moderately knowledgeable about the global role of English. The results also revealed that the participants were moderately knowledgeable on all the items on the theme. The mean value per the grading system indicates that the role of English permeates every aspect of life.

Participants agree that English is used to communicate with people of different L1 backgrounds (M = 3.13, SD = .67). In addition, statements such as "English is used for higher Education" (M = 2.68, SD = .81), "English is used to communicate with people of different" (M = 2.87, SD = .80), "English connects people to the rest of the world" (M = 3.28, SD = .64), "English is not just a school subject but a tool for communication" (M = 3.04, SD = .68) go a long way to proving that English is a global

language. This can be interpreted that the role of English language in education has been perceived and categorized in numerous aspects in relation to skills, attitudes, awareness and knowledge.

This goes to confirm that, in the lingua franca environment, English is the commonest mode of communication. As a participant explained:

> *I will say that English is so important that without it you cannot be educated even in Ghana let alone outside the shores of this country…it indeed has a global appeal …. English connects people to the world…Almost in every country you will find people who speak English…it's something we cannot do away with once we live in this global village.* (ETR 2)

English is considered to be the lingua franca as the most widespread language in the world. English is by far the most widely used language of wider communication in the world. In the teaching and learning process, for students' language competence, not only are English teachers responsible but other subject teachers are too. In fact, other subject teachers have supporting role for developing students' language competence. During the data collection, about 80% of the teachers indicated that the students are interested and capable of understanding the lessons with English as the medium of instruction. The field of ELF investigates the use of English in communication between speakers from different first language backgrounds (Seidlhofer, 2004, p. 214).

Teachers refer what they have learned from the previous phase to their own, immediate teaching context. A number of factors influence the perceptions of teachers. Kajinga (2006, p. 14) points out that there is a view that states that "teachers' lived experiences are significant as an influence on practice". In this regard, Lumpe, Haney and Czerniak (2000), as cited in Yalaki (2004, p. 4), argue that prospective teachers and

in-service teachers develop their perceptions about teaching from years of experience as students and teachers, and that their beliefs seem to be stable and resistant to change. It is in this regard that Castro, Sercu, and Mendez (2004) add that beliefs appear to persevere, meaning that once they are formed they are hard to change. Teaching experience can be the primary source of teachers' beliefs. These beliefs may vary from person to person even if they live in the same society, work in the same school and encounter same kinds of problems every day. It can therefore be concluded that teachers perceive English as a global language. However, English varieties can no longer be categorized just according to L1 or even L2 varieties, especially since many speech communities nowadays are characterized for their dynamic, fluid and mutable nature. As Canagarajah (2005, p. xxiii) states, "English has gained a life beyond its land of origins, acquiring an identity and currency in new geographical and social domains, as it gets localized for diverse settings and purposes". To support this assertion, this is what a participant said:

> .....you see English is somebody's language just as Twi is our
> language… The vocabularies were formulated by them…..
> We can only do our best and that is why I always encourage
> the students to keep reading so that they can come across
> modern trends in the usage of the language. (ETR 9)

Teachers' perceptions, attitude, and methods for leading classrooms have a direct and indirect role in influencing a child's academic experience, including learning ELF. According to Schoenfeld (as cited in Babich, 2010, p. 7) "teachers' perceptions, beliefs, and attitude greatly influence not only how, but what, he or she teaches". Often, teachers' beliefs and perceptions influence decisions regarding teaching methods, and further, they can affect students' viewpoints towards learning. If a teacher is a non-native English speaker, he is usually negative towards teaching ELF. This is apathetic

in delivering ELF content; a large number of students are likely to mirror these beliefs and views, especially during kindergarten and elementary grade levels. Andarab and Buyukyazy (2013) observe that there are many advantages that non-native speaker teachers of English have in EFL classrooms such as sharing similar languages, sharing similar cultures, being formerly non-native EFL learners, having experience gained over the years as a foreign language teacher. The rest are being able to find linguistic problems, being able to develop students' interlingual awareness, and being able to develop students' intercultural awareness, and psychological advantage. According to Altan (2006), teachers' beliefs influence their consciousness, teaching attitude, teaching methods, teaching policies, and strongly influence teaching behaviour and, finally, learners' development.

4.1.3   *Tutors' attitude towards students' errors*

The key concept associated with lifelong learning should be that of communicative competence. To commit error is not the end of the learning process; it continues and that is why some authors see errors as learning opportunities (Heinze & Reiss, 2007). While mistakes in spoken language may be allowed without being corrected since the message can normally be understood with the help of nonverbal cues and signals, errors must be corrected more carefully in written language because if they are left uncorrected, they tend to become fossilized. Correcting students' errors, which are considered indisputable, is significantly important as errors help in telling the teacher about the progress of the student, what needs to be taught further, and what strategies the student use in learning. Teachers should pay great attention to teaching students to reorganize their mistakes and errors themselves, correct them, and analyze them, which leads naturally to a greater understanding and more profound self-evaluation of their work. Error correction has been one of the core areas in the field of

English language teaching. It is seen as a form of feedback given to learners on their language use. The views and statistical data of the tutors on their attitudes towards students' errors are captured in Table 4.1.3.

Table 4.1.3: Tutors Attitude towards Students' Errors

Statement	Means	Std. Dev
I correct students' structural errors all the time	3.23	.61
I correct students' pronunciation errors.	3.21	.63
I ensure that my students speak English correctly	3.20	.59
Since I teach English I should use a British or American accent	3.19	.57
I am satisfied with my own accent	3.17	.68
Intelligibility is a crucial aspect in the English language classroom	3.41	.64
I boost learners' self confidence	3.36	.58
I motivate my learners to learn English	3.34	.61

Participants stated that learning through certain type of mistakes is more effective than being told directly, which was proved for both the young and the older learners. This is evident in the data presented in Table 4.1.3. Out of a total of 48 participants who responded, 48.7% agree to the view that intelligibility is a crucial aspect in the English language classroom. The mean score for the statement is 3.41(SD = .64) indicating a positive response. Intelligibility here means a basic recognition of words and utterances in the speech flow, comprehensibility which is the meaning of these words in their context, and interpretability which stands for understanding of speaker's intentions. This confirms the assertion of Sweet who posits that intelligibility as a guiding principle in the teaching of pronunciation, which, for him, was foundational in L2 learning. The main aim of ELF is international intelligibility. As Gray and Wise (1959, p. 10) put it, "if we speak to someone who gives no evidence of

having heard, the act of communication has not been completed; we must have knowledge that he has heard and responded in some way". The fact that NNSs outnumber NSs leads to certain changes in the understanding of the English language and its role in today's world.

Again, the data in the table shows that students' structural errors are corrected all the time. Here, the mean score calculated for the statement is 3.23 (SD = .61), indicating a positive response, although it falls under the moderate knowledgeable scale. In addition to teacher attributes, error correction is another constant factor in the classroom. Teachers always consider whether a particular error is necessary or unnecessary to correct, a decision partly based on whether it is relevant to the lesson or form on which the class is focused. Discovering the best type of corrective feedback may be elusive; all classrooms and languages are different. Student perceptions of error correction methods are a key part of the discussion, because while a given corrective feedback method may be beneficial to language learning, it is also possible that the same corrective feedback method could cause a student to become nervous and anxious after the correction, due to heightened anxiety, embarrassment, or lowered perceptions of self-efficacy. According to Gumbaridze (2013), students' errors are more tolerable in modern language teaching, but are still a concern for teachers. Errors indicate that learning is taking place and students can benefit from positive feedback which sees these errors as good. Yet, instant obtrusive corrections can lead to increased anxiety in students. A tutor, on students' errors said:

> ….for me I think that the students are trying…its not their language …I identify their errors…draw their attention to the errors and correct them…..I keep telling them they should believe in themselves they can do well…after all that is how we all started (ETR 1)

This confirms Ellis' (2010) stance that that error correction is overall useful and can be helpful in learning a language. The first decision a teacher needs to take is to decide on the type of error to be corrected. However, some English language teachers at the tertiary level do not use oral error correction in the classroom to improve students' performance. Some teachers lack the knowledge of the importance of oral errors correction and the correct way to interfere to correct learners' errors in the classroom. Furthermore, it was realized that, teachers spend time ensuring that students speak English correctly at all times. The mean score of 3.20 (SD = .59) depicts that participants rated the statement moderately. For the statement "I boost learners' self-confidence", 38.6% agreed while 25.6% disagreed but 11.0% strongly agreed. Using the mean scores and standard deviation values, it has been proven that tutors have a positive attitude towards students' errors both in and out of the English classroom.

4.1.4 Summary

The findings for this section have revealed that English tutors of Colleges of Education are mildly knowledgeable in terms of their belief regarding ownership and use of English. These findings are supported by the results of Anderson (2017) in a study conducted in Perth, Australia to ascertain tutors' knowledge on ELF. The study revealed that tutors were somewhat knowledgeable on issues of ELF. Out of the 215 tutors he studied, 83% of them fell within the score band of somewhat knowledgeable. Only 5% fell within the score band of highly knowledgeable in terms of issues on ELF. The findings here are also consistent with Ncube and Tshabalala (2016) who found in Bulawayo, Zimbabwe, that although teachers of English had knowledge on their beliefs regarding ownership of English, their knowledge levels were not at the level expected of them. They exhibited mild levels of knowledge in terms of their belief of ownership of the language. The findings here are however inconsistent with the findings of Nilson

(2017) who found in Gotland, Sweden, that English language teachers had great knowledge in terms of their perception on the global role of English. Out of the 300 teachers he studied, 283(94.33%) exhibited this level of knowledge.

The findings also revealed that tutors of English in the Colleges of Education were moderately knowledgeable on attitudes toward students' errors. This finding is consistent with the work of Sunder (2017) who found in Jaipur, India, among 250 English language teachers that they have fair knowledge in dealing with students' errors. I agree with the overall finding of the research question in the sense that ELF is a concept that a lot people are still struggling with. It is therefore appropriate to find that English tutors in the Colleges of Education exhibit moderate level of knowledge in terms of what they know about ELF.

4.2   The Need for CoE Tutors of English to be Aware of an ELF Model

Various approaches have been tried over the years in English language teaching (ELT). The audio-lingual method, grammar translation method and the direct method of teaching English are but a few of the approaches. ELF awareness goes beyond knowing that English is a language adopted and used by people of different L1 backgrounds. ELF-aware pedagogy adopts a perspective that departs from treating English as a foreign language and focuses on and builds upon what learners already do with English. It focuses on prioritizing what structures and functions of English need to be taught, showcasing successful interactions involving non-native users, updating corrective feedback strategies, and reflecting on the role of the teacher as the custodian of Standard English and a role model for their learners. ELF awareness does not specify a teaching methodology that is distinct from established methodologies but rather adopts an exhaustive awareness of the local contexts' specification. To be able to answer this research question, three themes were developed out of this research

question. These are tutors' awareness of the ELF model, the need for ELF awareness of CoE tutors and the benefits of ELF awareness. These are discussed in the following sections:

4.2.1 Tutors' awareness of ELF model

The English-speaking world is no longer confined to communities of native speakers. Over the years, there has been an increasing awareness of the significance of the phenomenon of English as a lingua franca (ELF) for L2 learners of English. Its pedagogical implications have been widely discussed and calls have been made for a re-orientation of English language teacher education to enable teachers to take account of the world-wide use of ELF in their teaching (Dewey, 2014; Jenkins, 2000; Mauranen, 2012; Seidlhofer, 2011). Teachers need certain linguistic and pedagogic knowledge and skills that will enable them to promote international intelligibility in their classrooms. This section sought to clarify the need for College of Education tutor of English to be aware of ELF and ELF model. The questions participants were expected respond to spanned from localizing English to suit the context in which I teach to I sometimes deviate from the existing curriculum. Table 4.2.1 shows how they ranked statements regarding their awareness of the ELF model.

Table 4.2.1: Tutors' Awareness of ELF Model

Statement	Means	Std. Dev	Rank
I localize English to suit the context in which I teach	2.85	.65	3rd
I allow my students express themselves freely in class	2.41	.80	5th
I am conscious of the need to develop in my learners the capacity to communicate intelligibly with each other despite the inevitable existence of errors	3.13	.89	1st
I motivate my students to have self confidence	2.44	1.09	4th
I sometimes deviate from the existing curriculum	2.88	1.06	2nd

Rank order on why the need for College of Education tutors to be aware of ELF and ELF model is presented in Table 4.2.1. It shows that the consciousness of the need to develop learners capacity to communicate intelligibly is 1st (M = 3.13; SD =.89), deviation from existing curriculum is 2nd (M = 2.88; SD = 1.06), and localization of the English to suit a context of teaching places 3rd (M = 2.85; SD = 0.65) are the most prevalent of all the variables that contribute to tutors awareness of the ELF model. Teachers' viewpoints are open to change as they need to replace a normative mindset with an understanding that norms are continually shifting and changing.

Seidlhofer (2011) emphasizes the need for a series of essential *shifts* in teachers' perspectives. That is, the need to ground their practices in descriptions of actual language usage, the importance of viewing students as users rather than as learners of English, and the potential of focusing on practices that facilitate further acquisition of the language in different communicative settings. In her discussion about the appropriate curriculum for the classroom, McKay (2000) acknowledges the universal acceptance of the communicative language teaching orientation but challenges its usefulness in a teaching/learning context that prioritizes non- native, locally informed contexts. ELF should not be interpreted as a monolithic version that should be taught in all contexts, but as an opportunity for providing insights into the heterogeneous nature of English as it is used in contact situations. This sums the response of a participant.

> *… you see, language is about context…so I always try to localize English to suit out context…I think the students love it…they are doing well….we are getting there* (ETR 8)

What ELF research has convincingly shown is that EFL teachers (be they non-native or native users of English) have specific deep-seated convictions about teaching English to non-native learners and these convictions impact their perceptions about

their own roles in the classroom, the nature of assessment and feedback, and even the very use of English inside and outside the classroom (e.g. Jenkins, 2007; Sifakis, 2009). Tutors therefore need to develop a system of evaluating ELF-aware lesson plans, actual lessons and self-/peer-evaluations of these lessons, taking into consideration both ELF-related principles and the local teaching and learning contexts.

4.2.2   The need for ELF awareness for CoE tutors

Being an ELF-aware teacher means finding ways to empower one's learners as competent non-native users of English, essentially prompting them to become ELF-aware users themselves. The ecological focus and potentially transformative nature of the ELF-aware journey has implications beyond teaching and learning and can be applied to assessment and testing, policy-making, and curriculum designing. More research should be carried out on ELF-aware implementations in different teaching-learning contexts to document (a) the level of critical reflection that different teachers are capable of and willing to engage in, and (b) the quality and true impact of ELF-aware activities and lessons. Participants' views were sought on what they should do and not do in the ELT classroom. Table 4.2.2 shows how participants responded to statements regarding the need for ELF awareness in the CoE.

Table 4.2.2: The Need for ELF Awareness for CoE Tutors

Statement	Means	Std. Dev	Rank
I need ELF awareness to understand what teachers should do and should not do in the English classroom	2.24	1.06	5th
I need ELF awareness to be able to give corrective feedbacks to my learners	2.19	.96	6th
I need ELF awareness to be able to respond to learners needs	2.04	1.01	7th
I need ELF awareness to understand learners errors and its sources	2.90	.91	1st
I need ELF awareness to understand so that I can treat my own non- native English spoken discourse as a viable model my learners can aspire to and to help them become more confident	2.87	.87	2nd
I need ELF awareness so that I do not intervene to correct my learners' oral communicative activities that do not hinder comprehensibility	2.80	.81	3rd
I need ELF awareness to be able to put my personal theories about instruction aside	2.78	.88	4th

In responding to the statement, "*The need for ELF awareness for CoE Tutors*" all the participants were very emphatic on their answers. Thirty Seven (37) participants (77.1%) were in the affirmative and eleven participants (22.9%) were of a neutral view. When reasons were sought for the responses, those who were affirmative were of the opinion that they need ELF awareness to understand what teachers should do and should not do in the English classroom; need ELF awareness to understand learners' errors and their sources; need ELF awareness so that they do not intervene to correct learners' oral communicative activities that do not hinder comprehensibility; and need ELF awareness to be able to put personal theories about instruction aside.

The activities on building an ELF skillset are useful and varied. Awareness raising of borrowing vocabulary from L1 is also a useful suggestion. There are activities that raise awareness of common features of ELF interactions like complement ellipsis, and there are others which encourage learners to question whether certain grammatical variations should be deemed incorrect. However, there are some that, with all the best intentions, take the idea of ELF too far. It is certainly useful to promote an ELF mindset to learners if they are likely to critically engage in the topic, but we are talking about time in the classroom here. This confirms the statement of one participant who commented that:

> *…..as I have said earlier, English is not our language….I need ELF awareness to understand the concept…you see you cannot give what you don't have…when I get I better ELF awareness and what the whole concept is about then I can treat my own non- native English spoken discourse as a worthwhile model which my learners can learn from* (ETR 3)

In a similar way, another participant added that:

> *…we are models for our learners t…they look up to us….they cannot use the language wrongly and we also do same…..I need ELF awareness to be able to give corrective feedbacks to my learners* (ETR 5)

4.2.3   The benefits of ELF awareness

ELF awareness has numerous benefits. The notion of ELF awareness is intended to serve as an understanding of the engagement of teachers, learners, as well as other ELT stakeholders like policy makers, curriculum designer, textbook developers, evaluators, and testers. Being ELF- aware will help tutors to perceive English language learners as efficient users of the language in their own right. Teachers of English with

knowledge of ELF awareness will begin to accommodate other interlocutors' cognitive and communicational needs as important. Table 4.2.3 shows how participants ranked the benefits of ELF awareness.

Table 4.2.3: Tutors' Responses on the Benefits of ELF Awareness

Statement	Means	Std. Dev	rank
ELF awareness helps the CoE tutor of English to accommodate learners of diverse L1 backgrounds	2.68	.95	4th
ELF awareness helps the CoE tutor of English to motivate the student teacher tolearn the language in a flexible atmosphere	2.76	.63	3rd
ELF awareness equips the CoE tutor of English with the skills needed to prepare the student teacher to teach basic school learners	3.60	.88	1st
ELF awareness helps the CoE tutor of English to select the appropriate instructional materials that fits their context	2.96	.90	2nd
ELF awareness helps the CoE tutor of English to adopt the right pedagogy to help the student teachers succeed	2.47	.77	5th

From Table 4.2.3, it can be observed that the participants revealed that what they considered as most beneficial was "ELF awareness equips the CoE tutor of English with the skills needed to prepare the student teacher to teach basic school learners" (M = 3.60, SD = .88). This was followed by "ELF awareness helps the CoE tutor of English to select the appropriate instructional materials that fits their context" (M = 2.96, SD = .90). Responses from the interview revealed that language teaching has to do with embracing the right strategy .One participant had this to say:

> ....for me teaching is about adopting the appropriate strategies...once teachers fail in that, their learners struggle....Its so important that I grab what the concept ELF is about ...I believe it

will help to adopt the right pedagogy to help the student teacher succeed in the usage of the language…

ELF transcends the boundaries and allows for constant variation, that is, the result of the user's backgrounds, both linguistic and sociocultural, which influence their performance. Language is the most essential tool for all human communication and learning; it is integral to every person's identity, and is one of the core elements of a culture. In education, language plays a crucial role because it is mainly through the interactions between the teacher and the learners, and amongst the learners themselves, that knowledge is produced and acquired in the teaching-learning process. According to Otaala (2005), one of the pre-requisites for successful teaching is good communication between the learners and the teacher and if teachers decide to express themselves solely in English, as the Ghanaian educational language policy stipulates, one has to wonder whether learners are truly going to learn reflectively and effectively, given the fact that teachers' English proficiencies are moderate.

It was also found that tutors used pragmatic strategies such as repetition, questions, and commenting, to ensure that students comprehend what is being taught. It is worthy to state here that naturally, the students' language use situations are different from tutors. Mauranen (2006) notes that since the use of pragmatic strategies is seen as useful for enhancing understanding and preventing misunderstanding, the presence of these strategies in discourse is beneficial to its success. ELF is viewed in its strict sense: as a lingua franca among those who do not share a common language. Thus, the use of these strategies would help them to achieve communication in such contexts.

4.2.4   Summary

The research question was to examine why there is the need for CoE tutors to be aware of ELF and ELF model. The participants answered the research question under three themes; "Tutor awareness of ELF model", "The need for elf awareness for CoE tutors" and "The benefits of ELF awareness". This is in harmony with the findings of Divecha (2017) in a study conducted in Tabora, Tanzania, to investigate the need for teachers to be aware of ELF model. The results showed that 240(88.9%) of the 270 participants revealed that there was the need for them to be exposed to ELF models to facilitate the teaching. In a similar study, Biwott (2018) in Nakuru, Kenya, tutors of English espoused that there was the need for ELF awareness on their part because put them in a position to understand students' errors and from where the errors emanate. This was made known in a study to investigate the importance of ELF awareness among English teachers in second cycle institutions. Schneider (2013) found in Cologne, Germany that teachers of English had expressed that ELF awareness was beneficial for them. Their reason was that it helps them to select instructional mater4ials that were appropriate for their lessons. That came to light when he investigated 350 English teachers to elicit their perceptions on the benefit of ELF awareness among them.

4.3   Tutors' Awareness of ELF Informing Practice

In order for the communicative needs of today's English learners to be fulfilled, it is necessary that ELT is viewed from an ELF perspective (Seidlhofer & Jenkins, 2003), and the pluricentricity of the teaching and use of language be emphasized (Jenkins, 2006). All in all, the pedagogy of ELT needs to be appropriate to the new multifaceted reality of English, taking into consideration the local needs and expectations of the learners. This research question found from tutors, how their awareness of ELF will inform practice. To be able to find answers to this question, four

themes were developed from this research question. These included tutors' perception of ELF pedagogy, tutors 'perception about instructional materials, tutors' attitude towards content of the curriculum and tutors' view towards assessment. Various statements derived from the themes were used to elicit responses from the themes. These themes are discussed in the sections that follow:

4.3.1 Tutors' perception of ELF pedagogies

The concept of ELF awareness has been put forward lately as a possible way of integrating ELF principles within ELT. ELF awareness urges anyone involved in ELT to critically engage with the growing ELF research. Becoming ELF-aware means becoming aware of the observations and principles that emerge from understanding how ELF works. Following this, ELF-aware practitioners develop instructional sequences, lesson adaptations, policies, and tests that make sense of ELF while being relevant to and appropriate for each local teaching and learning context, its needs, its wants and idiosyncrasies. What ELF awareness attempts to achieve is to develop a framework of informing interested parties about ELF but not imposing any pre-set notions about how ELF should be integrated within different settings. The demands of becoming ELF-aware usually has immediate advantages, but can be quite taxing and, at times, tough. ELF can give EFL/ESL the authenticity, the richness and variability that it does not often have. However, even when tutors acknowledge the primacy of intelligibility over accuracy in principle, they are reluctant to make changes in their approach to teaching English. This section deals with how the tutor of English in the College of Education's awareness of ELF informs practice. Table 4.3.1 presents the results of statistical analysis of participants' views.

Table 4.3.1: Tutors Perception of ELF Pedagogies

Statement	Means	Std. Dev.	Rank
I prepare my lessons with my learners' needs in mind	3.25	.85	3rd
I am used to my habitual pattern of teaching	3.21	.79	6th
I make my feedback is more relevant to the constraints of the different communicative situations that arise with each different activity	3.23	.76	4th
My teaching is native speaker oriented	3.11	.62	8th
I design my own activities to suit my learners and context	3.35	.80	1st
I experiment more that seem entirely novel and unwelcome to me and my learners	3.28	.90	2nd
I widen my scope and knowledge with new development in ELT	3.12	1.00	7th
I see my engagement with new trends in teaching as a springboard for professional growth	3.22	.93	5th

In terms of tutors' perception on ELF pedagogies, it was revealed that "I design my own activities to suit my learners and context" (M = 3.35, SD = .80) was their surest way to improve ELF pedagogies. This was followed by "I experiment more that seem entirely novel and unwelcome to me and my learners" (M = 3.28, SD = .90). As Bayyurt and Sifakis (2017) rightly put it, the recognition of the functions of English as a global lingua franca positions researchers to address the common beliefs and assumptions about teaching English as far as language teaching methodologies, teacher education, materials design are concerned. In order to increase the impact of ELF, teachers' awareness and understanding of the ELF construct should be further explored and implemented in teacher education programmes. Teachers' awareness and beliefs concerning the pluralistic perspective of WE and the variability of ELF are of primary relevance for any potential shifts in ELT practices to take place.

Fostering awareness among experienced and, above all, trainee teachers of the modified contexts where English is employed today, should include reflection on its increased plurality (WE) and variability (ELF). These also include how pedagogic practices can cater for L2 users' communicative needs in *real* contexts of language use, as well as on the "relationship between language models (which are necessarily abstractions) and the variable nature of language in interaction" (Jenkins, Cogo, & Dewey, 2011, p. 17). Although a higher percentage of teachers indicated that they design their own activities to suit learners and the context of teaching (67.9%), a considerable number of them supported the idea that they experiment more in the classroom (34.6%). As shown in Table 4.3.1, responses on this component show that teachers have moderate knowledge of ELF in the classroom.

Interestingly, these teachers appeared to have quite different views about widening the scope and knowledge base with new developments in ELT. This had a rank score of 7th. Furthermore, a respectable percentage of teachers expressed that they make their feedback more relevant to the constraints of the different communicative situations that arise with each different activity in the classroom. A mean score of 3.23 was realized with this statement and it was ranked 4th. The teachers indicated that they did not see accuracy vital for successful communication since they were in multilingual/multicultural contexts where the significant thing was the intelligibility of the message (Bayyurt, 2018). Seidlhofer (2011) has suggested that a teacher education curriculum should foster understanding in teachers of how the language they are studying and will be teaching figures in a more general framework of communication. The participants also had a strong view that their awareness of ELF will improve their pedagogical strategies. For example one participant said that:

> *…I think going forward I need to design my own activities to*
> *suit my learners and our Ghanaian context…I it it's the way*

> *to go….the students must be able to relate the content and*
> *practicalize in their own context* (ETR 9)

Another participant added that:

> *….my sister most of our colleagues think they are going to*
> *teach themselves….sat in friend's lesson and I pitied the*
> *students….how can they understand?...when we understand*
> *the concept of ELF well we will prepare our lessons with my*
> *learners needs in mind ….* (ETR 2)

Within a World Englishes and ELF awareness perspective in language planning of curricula and syllabi, several aspects of the traditional language curriculum need to be revisited and reconsidered in an international perspective. Within an ELF aware learner-centred approach, English language teachers, particularly those who graduated from very traditional academic approaches to language studies, may be involved in challenging their own beliefs about the language they teach as well as their view of language learning and teaching. In devising activities, teachers should thus expose students to cross-cultural realizations of English and ELF, while engaging them in negotiating practice through a process of active cross-cultural mediation with and through English. Many EFL teachers tend to associate ELF and ELF pedagogy with teaching incorrect English. If on the other hand we conceptualize ELF as communication, the pedagogic task will be understood as helping speakers/learners further develop and use their own English for purposes of communication under ELF conditions.

4.3.2 *Tutors' perception of instructional materials*

Instructional materials are the relevant materials utilized by a teacher during English language instructional processes to facilitate teaching and learning and for the purpose of making the contents of the instructions more practical and less vague.

Instructional materials are also known as teaching learning materials. They include a collection of materials including animate and inanimate objects and human and non-human resources that the teacher may use in teaching and learning situations to help achieve desired learning objectives. Data were collected to assess teachers' perception of the utilisation of instructional materials in EFL studies. From the analysis of the data collected by means of mean values and standard deviation, teachers generally agreed that instructional material is instrumental to the effectiveness of the instructional environment and indeed the entire teaching and learning environment.

Table 4.3.2: Tutors Perception of Instructional Materials

Statement	Means	Std. Dev	Rank
I use locally developed instructional materials	2.68	.94	3rd
I am used to commercially available courseware	2.23	.95	5th
I design my own instructional materials to suit my learners and my context	2.86	.94	2nd
Learners learn better when local courseware is used	2.40	.86	4th
I teach better with local courseware	2.91	.81	1st

The data in Table 4.3.2 presents participants' responses to the statements which include "I use locally developed instructional materials"; "I am used to commercially available courseware"; "I design my own instructional materials to suit my learners and my context"; "Learners learn better when local courseware is used"; and "I teach better with local courseware". For I use locally developed instructional materials, participants indicated that it is not a major contributor to what pertains in ELF with a mean score of 2.68 and a rank score of 3rd. Participants also indicated that they design their own instructional materials to suit their learners with a mean score of 2.86. As it is seen in the table, the tutors know that instructional materials contribute to ELF awareness in their teachings. One of them commented that:

> *….my sister its simple… look an awareness of ELF will help us as English tutors to do things differently….we will be able to develop our own instructional materials to suit our students and our environment…… (ETR 1)*

Another participant revealed that:

> *instructional materials in my school are not sufficient and also out of date owing to the language policy of the country. Teachers are struggling much to find ways to help students understand but no reference books, no teachers guide, no text books, and no teaching aids, hence we are doomed to serious students' failure.*

Nyamubi (2003) opines that instructional materials are very important in the whole process of teaching and learning. They make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from students. Another interviewee maintained that:

> *instructional materials are not sufficient; as they use commercially available courseware. English subjects books are there but no teachers.*

Other teachers indicated that the increase of students is not commensurate to the number of books allocated in schools. This implies that government has increased the number of students in public schools without consideration to increase the number of prescribed textbooks. How teachers see themselves and their job and are viewed by peers can be a powerful obstacle to ELF-aware teaching. It raises serious issues that even touch upon morality. For example, how ethical is it to be ELF-aware?

The data shows that even when teachers are reluctant to utilise instructional materials for their lessons, community resources and others resources are always

available. Furthermore, the data gives credence to previous works. Firstly, Jekayinfa (2005) has shown that instructional materials are in short supply. Meziobi, Nwosu and Meziobi (2013) also maintain that teachers do not contemplate at all, let alone use, community resources in English pedagogy. The fact that teachers are reluctant to use instructional materials in their lessons is justified by Meziobi, Nwalado & Igbokwe (2015), who identified a number of factors that favours this anomaly. Such factors mentioned include ignorance, lack of enthusiasm, and lack of operational know-how on the part of the teacher.

4.3.3 Tutors' attitude towards content of curriculum

Content of curriculum means the totality of what is to be taught in a school system. The content component of teaching learning situation refers to the important facts, principles and concepts to be taught. It can be in the form of knowledge, skills, attitude and values that learners are exposed to. From a pedagogic perspective, speakers first of all need to develop awareness of linguistic communicative lingua franca manifestations of English and the conditions and requirements of successful and satisfactory ELF communication. To achieve this, it is necessary for them to perceive and evaluate ELF communication in relation to their own requirements of success and satisfaction. Helping learners develop ELF-aware production skills crucially involves inviting them to reset their own requirements of performance and to better align them with the challenges involved in communicating outside the protected enclosure of the classroom. These concerns in particular are more relaxed and a functional attitude towards correctness and a stronger focus on fluency. Table 4.3.3 illustrates how participants ranked statements regarding their attitude towards content of the curriculum.

Table 4.3.3: Tutors Attitude towards Contents of Curriculum

Statement	Means	Std. Dev	Rank
The content of what I teach my students is what they need outside the classroom	2. 63	.92	6th
The content of what I am teaching focuses on real life	2.54	1.80	7th
The content of what I teach is more student friendly making the classroom more natural and humanistic	2.85	1.65	5th
My students are familiar with the topics I teach so they are motivated to internalize English better as already existing knowledge activated	3.20	.89	3rd
The content I teach makes students feel that English is their language	2.43	.91	8th
The content bring comfort to communication and make the learners feel freer to speak English	3.43	.88	1st
The content prevents artificial, imitative language use and help users feel English as a more natural way of communication	2.97	.93	4th
The content is flexible to learners and flexibility makes the classroom environment more secure and tolerant	3.25	.93	2nd

When asked about their attitude towards contents of the curriculum, they indicated that the content bring comfort to communication and make the learners feel freer to speak English. This statement ranked 1st although it was earlier established that the instructional materials were not contextualized to the local situations. Other tutors said the content is flexible to learners and this flexibility makes the classroom environment more secure and tolerant. This was also ranked 2nd and had a mean score of 3.25 and a deviation of .93. This is a clear indication that the students enjoy the ELF in the classroom and concepts in the curriculum are explained to them in simplistic

forms. However, if problems occurred in the implementation of the curriculum, the fault is seen to be with teachers because they are not faithful to the curriculum, not with the curriculum and those who designed it. The interviews also revealed that despite tutors' adherence to the NS, some saw that its adaptation was necessary to make it easier to implement. When an innovation is incompatible with tutors' attitudes, some form of resistance or negotiation of the innovation is likely to occur (Waugh & Punch, 1987; Young & Lee, 1987).

This view suggests that rather than attempting to change tutors' attitudes, curriculum innovators should take into account the norms within a given society where the teachers are performing their roles, and consequently develop a curriculum around those norms.

> *...we are the implementors of the curriculum...we need to make things flexible to meet our needs as people...we have struggled but an awareness of ELF will help us make changes....we can tweak the content to make learning easy for our learners* (ETR 4)

They believe that commercial textbooks have distorted content, inauthentic language and may not properly reflect the students' need. Skopinskaja (2003) states textbook content needs to be analyzed in reference to its specified aims and objectives, for example, to what extent teaching areas like grammar, vocabulary, reading and writing and culture are present in a student's book, tutors' manual, and activity book. Also, it is important to determine whether, for example, cultural information is taught in a particular context (texts, exercises, dialogues) or as isolated facts. Some teachers in the interviews expressed opposition towards the curriculum. A case of a tutor was an instance:

> *....there is so much fiction in the system....it is as if we teaching our students to go and live on another planet...an*

awareness of ELF will help…we can do things differently…I
for one I will make things real for our learners….I mean my
teaching will focus on real life situations… (ETR 5)

Most of the participants said they did not use the government's framework and textbooks and used other resources instead. Brophy and Good (1974) had earlier suggested that this kind of decision may be taken by teachers because they know what topics and activities are appropriate for their students than what the curriculum framework might have assigned to be used. In one of the study areas for instance, ELF teachers only have two hours to teach English per week but some disagreed with this limited time. In terms of instructional materials, it was found that tutors' reliance on textbook was usually due to the fact that they were poorly prepared in the subject matter. It was evident from the interviews that some teachers were relying on using commercial textbooks rather than developing their own school curriculum. The use of commercial textbooks that are introduced by international publishers is a common practice in most of the ESL/EFL programmes due to the lack of language learning materials. Language teachers build their lessons, activities, and assignments based on the textbooks they use in their classrooms. Teachers are not passive recipients of any textbooks' contents. They accept the inputs once they have evaluated them and accepted their effectiveness regarding compatibility with their classroom.

4.3.4 Tutors' view towards assessment

Educational assessment is the systematic process of documenting and using empirical data on knowledge, skills, attitudes, and beliefs with the aim to refine programmes and improve students' learning. Assessment is a vital aspect of learning and is used to evaluate students' knowledge of material, understanding of content, ability to conceptualize, and capacity to think critically. The results strongly supported the study predictions as depicted in Table 4.3.4. The participants revealed that test items

are designed around unattainable native speaker norms (M = 2.79, SD = .87) and this was followed by "The nature of students examination prevents tutors from applying "friendly" pedagogy" (M = 2.67, SD = .87). In language teaching and testing today, a monolingual approach emphasizing the native norm still seems to be the mainstream benchmark. In the current linguistic landscape, a restricted monolingual approach cannot fulfil students' need to use language in their various communities of practice. Standardized tests are unable to cope with the fact that language is messy, and lingua franca used is even messier, which renders futile, the attempt to impose a present template on contingent use in diverse English contexts.

Table 4.3.4: Tutors View towards Assessment

Statement	Means	Std. Dev	rank
Examining bodies defend strict adherence to native speaker norms	2.58	.86	6th
The focus of English examination questions is not on speaking and global communication but rather on correctly answering as many grammar, vocabulary and reading questions as possible	2.59	.88	5th
I do not have control over external examination	2.60	.86	4th
External examination do not factor in students' needs	2.65	.92	3rd
The nature of students examination prevents tutors from applying "friendly" pedagogy	2.67	.87	2nd
Test items are designed around unattainable native speaker norms	2.79	.87	1st
English language tests prioritizes linguistic accuracy over communicative competence	2.26	.60	9th
English language testers have failed to keep in touch with contemporary development in English language	2.28	.63	8th
Examining bodies defend strict adherence to native speaker norms	2.29	.62	7th

English language assessment should break away from the traditional accumulative means of testing, in which actual language performance cannot be tested. The traditional forms of teaching and assessment do not reflect the actual use of English as a global language. Rank order on tutors view towards assessment in Table 4.3.4 shows that most of the tutors do not have control over external examinations. This was ranked 4th because according to the tutors, they are not there to ensure that the students write exactly what they are taught in the classroom. Assessment is a big concept in teaching; the participants revealed that an awareness of ELF will improve their knowledge and practices of assessment. For example, one of the participants revealed that:

> *...my sister you check our English questions...it's on writing, writing, writing but if your speaking skill is not good how can you speak well?....we need to change our questioning strategies.....I think that we should focus more grammar.....*
> *(ETR 9)*

One of the arguments for establishing ELF norms is that the resultant tests would offer more valid representations of target language use domains, and have positive impact on test takers, resulting in a reduction in anxiety on the part of ELF users, who would no longer feel pressured to adhere to laid down norms. Tests such as these would also have positive washback on teaching in that the syllabus would be designed around their likely communicative needs rather than on unattainable native speaker norms, which in any case do not apply in the contexts of concern.

4.3.5   Summary

The research question was to ascertain how tutors of English in the Colleges of Education's awareness of ELF inform practice. The results of the study from both quantitative and qualitative data showed that tutor's awareness of ELF will inform their

practice. The finding of the study is consistent with the findings of Dogan (2016). Dogan found in Eskisehir, Turkey, that when teachers become aware of ELF it helps improve their practice. This was revealed in a quasi-experimental experimental study that showed that there was significant difference between teachers who were exposed to ELF models and those who were not. Teachers who were exposed to ELF model in the treatment had gained knowledge to improve their pedagogical strategies.

Knowles (2017) found in George Town, Bahamas, that 92% of the 110 teachers he studied had indicated that awareness of ELF helped them to design their own materials to match the competencies of the students they handled. For these teachers, having being exposed to ELF was one of the greatest experiences they have ever encountered. They explained further that hitherto they were deficit in managing the individual differences in their various classes but now with the awareness of ELF they are better placed to overcome that now. Kong (2016) also found in Cambodia that an awareness of ELF helps teachers to make the content they teach flexible for their learners and once that is done it creates a congenial atmosphere for learning. He asserted that 96% of his participants of 200 affirmed this position. The findings of the study are also consistent with the findings of Dufour (2004) in France. He found out an awareness of ELF helps teachers to improve in terms of their assessment strategies. Out of the 260 teachers, 79% were of the view that they were able to set appropriate questions and assess students when they were exposed to ELF and ELF models.

4.4   Conclusion

This chapter presented the analysis, interpretation and discussion of results. This was done in league with the research objectives and questions. Means and standard deviations were used to analyze the responses of the participants followed by discussions on the key findings which were supported with relevant literature. The

results showed rather small differences among the results which seem to corroborate the fact that ELF users use various communicative strategies in their utterances. What can be observed, however, is that certain preferences are slightly less favoured by the users of ELF. It seems that those strategies that require manipulation of the language content and adjusting the language forms to meet the goals of communication (transformations, paraphrases and coining new words) are less frequently used; whereas those which are more limited, namely using options that are still placed within the confines of a given language and do not require changes of the forms or structures being used, are more commonly observed. This seems to be a possible direction in introducing communicative strategies if ELF is to be taught.

What can be also noted is that avoidance strategies are also commonly used by the participants of the study. Contrary to the findings made by Pitzl (2005) that ELF users show high levels of involvement and cooperation in a communicative exchange, and also to what was claimed by Mauranen (2006) in the research on pro-active behaviour, the presented case study yields a slightly different result. ELF users use avoidance strategies almost as often as compensatory ones. Among the most common problems, the pace of delivery of the message, intelligible accent, or difficult vocabulary were listed. It seems that the preparation of students for communication in English as a second or foreign language is not enough to prepare them to deal with the unpredictable nature of ELF communicative exchanges. Preparing the students to one pronunciation model leads to a situation where an understanding of other, international models becomes rather difficult. Not enough communicative practice leads to problems with fluency. And a problem with fluency, in turn, results in an increased use of avoidance strategies. Interestingly enough, there is no correlation between the answers to the questions and the linguistic backgrounds of the learners as the answers given

were not in a line with the user's language level, the length of learning of the language, and whether they are bilingual or multilingual.

In this study, I wanted to see to what extent English language tutors were aware of ELF in their English language classrooms. The findings suggest that there is a disconnection between what teachers believe, how they perceive the ELF construct and their teaching practices as revealed in previous studies (e.g. Bayyurt & Sifakis, 2015a, 2015b). The findings indicated that participant tutors' awareness of the need to communicate in English was not restricted to native speaker communities. They also agreed that intercultural awareness was important for language users. These findings could be interpreted as the changing conceptualizations of English language and pedagogy among language tutors in various contexts. Nevertheless, their tendency to see the native speaker as a yardstick and the importance they attach to linguistic accuracy perhaps show that a traditional ESL perspective is still preferred by English language teachers (Illés & Csizér, 2015). However, how these tendencies relate to English language tutors' awareness of ELF depends on their local contexts.

In different contexts, teachers may have different conceptualizations of ELF, and there can be a number of factors influencing their English language teaching practice, such as, the presence of immigrants in their classrooms, linguistic and cultural differences between the immigrants and locals, and attitudes of local students towards immigrants. Previous studies have documented that although teachers seem to welcome the idea of an ELF approach in their teaching practice, teachers do not know how to implement an ELF-aware approach to their language teaching materials since such materials hardly exist in the field (Bayyurt & Sifakis, 2015a, 2015b; Kemaloğlu-Er & Bayyurt, 2018; Sifakis & Bayyurt, 2018). The results of the current study showed that tutors favour the idea that cultural diversity should be integrated into the English

language teaching materials. In other words, they supported the idea that the cultures of both native speakers and nonnative speakers should be part of the English language classrooms (cf. Bayyurt, 2006, 2017).

However, a great majority of the tutors in this study seem to be indecisive about the role of the inclusion of the non-standard varieties of English in their language teaching practice. In addition, the teachers, who participated in the study, had differing views on the role of grammatical accuracy in successful communication. While some of them agreed to the idea, others were not sure about what the role of grammatical accuracy is in successful communication (e,g, Bayyurt & Sifakis, 2015a, 2015b). Moreover, they did not show a clear tendency towards supporting the idea that nonnative teachers should have a native-like competence-accent or native-like proficiency. Tutors highlighted the idea that intelligibility was more important than having a native-like accent, especially in multilingual and multicultural contexts. Although these results support the findings of earlier studies on perceptions of ELF and its involvement in ELT (e.g. Bayyurt, 2017; Bayyurt & Sifakis, 2015a, 2015b; Biricik-Deniz, 2017; Biricik-Deniz et al, 2016; Kemaloğlu-Er, 2017), the intention of the researcher was not to generalize the results to the whole population of English language tutors in their contexts.

On the whole, the findings show that including WE, ELF, and their pedagogical implications in teacher education can certainly contribute to modifying trainee teachers' views of the current reality of English, and above all, encourage them to move towards a broader perspective in didactic terms. As for the participants, dealing with WE and ELF issues represented for the them in the study an opportunity to receive new information about fascinating issues concerning the English language and a springboard for growing professionally as reflective tutors. In line with other research studies in

different contexts (e.g. Bayyurt & Sifakis, 2015a, 2015b; Sifakis & Bayyurt, 2015; Vettorel, 2015), our findings show that, once informed, teachers do acknowledge the importance of dealing with topics related to the current developments of English and their pedagogic implications.

Fostering awareness of the current diversification of English in teacher education can thus set the basis for acknowledging that WE and ELF can no longer be ignored in class. Rather, than one single variety (standard British English) or NS reference model, students should be presented with exemplifications of different accents, lingua-cultural varieties, and contexts of use, going beyond static and monolithic representations of the language, as is still largely the case in ELT. In Kramsch's (2014) words,

> *the purpose is not to abandon all standards pedagogic norms of language use as the goals of instruction. It is, rather, to strive to make our students into multilingual individuals, sensitive to linguistic, cultural and, above all, semiotic diversity, and willing to engage with difference, that is, to grapple with differences in social, cultural, political and religious worldviews. (p. 305)*

It was revealed from the study that key concepts associated with lifelong learning must be that of communicative competence. Teachers' perceptions, attitude, and methods for leading classrooms have a direct and indirect role in influencing a child's academic experience, including learning ESL. However, the study revealed that tutors' viewpoints are open to change as they need to replace a normative mindset with an understanding that norms are continually shifting and changing. Drawing from Sifakis (2009), it is recommended that tutors need to develop a system of evaluating ELF-aware lesson plans, actual lessons, and self-/peer-evaluations of these lessons. These can be done by taking into consideration both ELF-related principles and the

local teaching and learning contexts. The next chapter focuses on the conclusions drawn, and recommendations made for the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

In this chapter, a summary of the findings of the study is presented. Conclusions drawn, and recommendations made are all presented under this section. The study investigated ELF awareness of College of Education (CoE) Tutors of English in Ashanti Region. A sample of 48 English tutors in Colleges of Education in Ashanti Region of Ghana provided quantitative data while an additional 9 of them provided qualitative data for the study. Questionnaires were used to elicit responses from the respondents for the quantitative data while interviews were carried out to obtain qualitative data. The study answered three research questions.

5.1   Summary of Findings

English tutors were mildly knowledgeable in terms of their belief regarding ownership and use of English. Research question one of the study sought to find out what the CoE tutor of English know about ELF. The data that were collected and analysed revealed that tutors of English were mildly knowledgeable regarding the ownership and use of English language. Widdowson (1994) posits that users of a language own it and for that matter they have the legitimacy to effect change in grammar, vocabulary and other aspects of the language. It is also worth noting that the various ELF corpora (VOICE, ELFA, ACE) have been extremely informative with insight into what speakers of ELF can do with the language but to this end, the CoE tutor of English is still in the dark. Suzuki (2015) mentioned that teachers have to be global educators to respond to the current changes in the status of English. Tutors are the key factors to raise awareness and to educate learners on how WE and ELF are shaping the future of English and influencing its users. Also, considering the fact that

more and more English users are coming from the Outer and Expanding Circles than the Inner Circle, ELF will dominate global communication and English Speakers will reshape the language to fit their situations.

Tutors of English in the colleges were moderately knowledgeable on the global role of English. It was interesting when the data analysed revealed that tutors knowledgeable regarding the global role of English. Crystal (2003) maintains that English continues to enjoy its global status of being the language of the law courts, the language of board rooms, lecture rooms, research and many more. Tutors of English in the colleges of education were moderately knowledgeable on attitudes toward students' errors. Errors are an inevitable as far as language learning is concerned. It behooves on tutors the need to appreciate the errors learners make and help them to overcome these errors. In terms of tutors awareness of ELF model as a reason for the need for CoE tutors to be aware of ELF and ELF model, the participants indicated that being conscious of the need to develop in their learners the capacity to communicate intelligibly with each other despite the inevitable existence of errors was considered a major reason.

On the need for ELF awareness for CoE tutors, the respondents considered they need ELF awareness to understand learners' errors and its sources. Knowing the sources is the only way of being able to deal with them. Regarding the benefits of ELF awareness, the respondents revealed that ELF awareness equips them with the skills needed to prepare their student-teacher to teach basic school learners. The core responsibility of the CoE tutor of English is to prepare the student teacher to teach in the basic school. ELF does not specify a particular method of teaching however; it allows the teacher to be an autonomous practitioner and develop understanding of their teaching context.

In terms of tutors' perception on ELF pedagogies, it was revealed that an awareness of ELF will improve their ELF pedagogies as it will help them to design their own activities to suit their learners and context. One of the most difficult things to do in the field of teaching is to deviate from a long-held view to a new one. Helping learners to pass examination is a long-held view of teachers. ELF aware allows the tutor of English to make learners the centre of their teaching and the extent to which teaching and learning is open to change. The tutors indicated that an awareness of ELF will help to improve practice in terms of their perception on instructional materials in a way that will help teach better with local courseware. There is no doubt that courseware are an integral part of teaching and learning. However, foreign courseware may not be friendly to the user and may pose problems for both teachers and learners. ELF awareness proposes the use of local courseware that suits the context within which it is used.

On tutors' attitude towards content of curriculum, they revealed that an awareness of ELF will help them to develop content that brings comfort to communication and make their learners feel freer to speak English. One of the aims of teaching English in the CoE of is to help learners communicate in the language; however, the content of the curriculum does not make room for communicative competence. ELF awareness allows for designing tasks that are meaningful and relevant for their learners. The participants revealed that ELF awareness can help improve practice in terms of assessment, and designing test items. Most test item are developed with native speaker norms in mind. ELF aware pedagogy identifies specific action that need to be taken to tangibly show a shift from native speaker model to the ELF aware model.

5.2   The Importance of ELF-awareness in the Teaching of English

The concept of ELF awareness is important in many ways; the following are some of the importance of ELF awareness in the teaching of English: It enhances tutors' knowledge in the selection of appropriate teaching methodologies. It equips teachers with the requisite knowledge on the development and use of effective teaching and learning materials in the teaching and learning process. It helps teachers to identify students' errors and put them in a position to address these errors effectively. It offers teachers knowledge on appropriate assessment techniques in their art and science of teaching. It also helps teachers to acquire or adapt appropriate attitudes in dealing with students in their pursuit of English as a language. It enhances teachers' knowledge of ELT techniques leading to change in practice. ELF allows teachers to get grip with current concerns not just in ELF but ELT in general regarding, for example adjusting pedagogical aims (McKay, 2002) and curricular concerns (Matsuda & Friedrich, 2011).

5.3   Pedagogical Implications

Based on the findings from the study, some pedagogical implications are drawn. English tutors should avail themselves for in-service trainings, workshops and seminars to abreast themselves with appropriate instructional methodologies for effective teaching. The Ministry of Education, through NTCE, mentoring universities and Colleges of Education should provide stimulus packages for teachers to acquire and develop effective teaching and learning materials for their lessons. Tutors should endear themselves to reading various write-ups and conversations of students to help them identify the errors they make and correct them. The government and its supporting agents such as T-tel must involve tutors in ways they can develop and implement effective assessment techniques in their teaching and learning activities. Tutors should seek ways of acquiring attitudes that can help they create congenial atmosphere for

teaching and learning as this is needed by students to understand what their teachers teach them. Tutors of English should ensure that classroom materials reflect the purpose for which English is learned. They should ensure that their teaching approach is geared towards motivating to be confident ELF speakers. Finally, they should create an atmosphere that will accommodate all learners irrespective of their L1 backgrounds.

5.4   Suggestions for Future Research

The study was conducted in Colleges of Education in the Ashanti region of Ghana. It is suggested that future researchers should consider using all the other regions and compare the findings. The study was conducted adopted an explanatory mixed method design. I therefore suggest that future researchers should explore an experimental design to ascertain an impact of an intervention given. The study elicited responses from only tutors in this study. I suggest that a further study should incorporate the views of students as well.

5.5   Conclusion

In this study, I investigated ELF awareness among CoE tutors of English in Ashanti region of Ghana. After an analysis of the data I collected, using questionnaire and interview to examine how tutors will respond to certain questions regarding ELF, I found that tutors mildly knowledgeable as far as ELF awareness was concerned. Many tutors expressed confusion over the ownership and use of English. Also, it revealed from the study that some tutors of English in the colleges were ELF aware practitioners even though they were unaware of their own practice. In to the above, tutors taught the way they did of the high- stake examinations their learners write at the end of the semester or training.

The study revealed that awareness of ELF is beneficial and therefore there is a need for it. It has also illuminated the level of knowledge of tutors on ELF. The study

also achieved its objectives by providing answers to the research questions formulated. It can be concluded that tutors of English Language in colleges of education should be made aware of the multifaceted reality of the English Language today. For example, a third of the world's population today are non – native speakers of English for that matter they carry along with them their culture, accent, pronunciation and many more as they speak and use the language. Also, it came to light that English is now a global language because without it one cannot communicate internationally for the purpose of education, trade, research just to mention a few.

Research has shown that interest in ELF language learning and teaching perspective continues to grow. Many ELF researchers have turned their attention to language pedagogy drawing on terms such as 'ELF-aware pedagogy' (Bayyurt & Sifakis, 2015; Sifakis, 2014), and 'ELF-informed' pedagogy among others. Researchers feel strongly that there should be an early focus on ELF education curriculum for it to have an impact on teachers professional learning. It is my hope that by raising awareness and linguistic diversity early in the course of a teacher professional development, the practical relevance of ELF in teachers' perceptions of expertise will feature more prominently in their approach to language learning materials and tasks. To date teachers have tended to become exposed to ELF only during high level in-service programmes typically in Applied Linguistics (Dewy & Patsko, 2017). These generally focus on the theory and debate regarding ELF, with little or no opportunity for teachers and educators to consider the practicalities of incorporating ELF in the classroom. It is essential that scholars researching ELF who have an in interest in language pedagogy not to simply discuss the implications of ELF for English language teaching (ELT).

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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA
TOPIC: A STUDY OF ELF AWARENESS AMONG COLLEGE OF
EDUCATION TUTORS OF ENGLSH IN ASHANTI REGION OF GHANA

Questionnaire for tutors

Dear Participant,

Thank you for participating in my research. The purpose of this questionnaire is to ask about your opinion regarding your awareness of ELF (English as Lingua Franca). For every question, there is no right or wrong answer. I would appreciate it if you provide me with your honest comments. All the information that you provide through your participation in this study will be reported anonymously. Furthermore, you will not be identified in my research. If you have any questions about this questionnaire please contact Grace Donkor on 0243166700 gracedonker270@gmail.com.

Thank you in advance for your cooperation.

SECTION A: Demographic Details

Please tick the box that best answers the question

Please indicate your age group

☐ Below 30 years
☐ 31-35 years
☐ 36-40 years
☐ 41-and above

Please indicate your gender

☐ Male
☐ Female

How long have you been teaching English?

☐ Less than 5 years
☐ Between 5and 10 years
☐ Over 10 years

Please tick the box that describes your current (or most recent) teaching situation.

☐ Tertiary
☐ Other

If you have had experience from other teaching situations, please briefly say where.

☐ Primary School
☐ J H S
☐ S H S

SECTION B: Research Question 1

1. **WHAT DOES THE CoE TUTOR KNOW ABOUT ELF?**

   Please use the following scale to indicate the extent to which you agree
   with the following statement by ticking the appropriate box

   Strongly disagree=1 fairly disagree=2 disagree=3 fairly agree=4
   Agree=5 strongly agree=6

Tutor awareness of ELF model

Statement	Strongly Disagreed - 1	Fairly Disagreed -2	Disagree - 3	Fairly Agree - 4	Agree - 5	Strongly Agree - 6
I localize English to suit the context in which I teach						
I allow my students to express themselves freely in class						
I am conscious of the need to develop in my learners the capacity to communicate intelligibly with each other despite the inevitable existence of errors						
I motivate my students to have self confidence						
I need ELF awareness to understand what teachers should do and should not do in the English classroom						
I need ELF awareness to be able to give corrective feedbacks to my learners						
I need ELF awareness to be able to respond to learners needs						
I need ELF awareness to understand learners' errors and its sources						
I need ELF awareness so that I do not intervene to correct my learners' oral communicative activities that do not						

hinder comprehensibility						
I need ELF awareness to be able to put my personal theories about instruction aside						
I sometimes deviate from the existing curriculum						

Tutors' belief regarding ownership and use of English

I believe that	Strongly Disagreed - 1	Fairly Disagreed -2	Disagree - 3	Fairly Agree - 4	Agree - 5	Strongly Agree - 6
The English language belongs to its native speakers (Americans/British).						
Users of the language own the language.						
Owners of the language (English) decide about changes in grammar						
Owners of the language decide about changes in vocabulary						
I prescribe a particular variety of English for my learners						

Tutors' perception on the global role of English

Statement	Strongly Disagreed - 1	Fairly Disagreed -2	Disagree - 3	Fairly Agree - 4	Agree - 5	Strongly Agree - 6
English is used to communicate with people of different						
English is used for higher Education				.		
English is the language of the internet						
English is the language of international trade						
English is used to communicate with people of different L1 backgrounds						
English is not just a school subject but a tool for communication						
English connects people to the rest of the world						
I correct students' structural errors all the time						

SECTION C: Research Question 2

Why is there the need for CoE tutors to be aware of ELF and ELF model?

THE NEED FOR ELF AWARENESS FOR CoE TUTORS

Statement	Strongly Disagree 1	Fairly Disagree 2	Disagree 3	Agree 4	Fairly Agree 5	Agree 6
ELF awareness helps the CoE tutor of English to accommodate learners of diverse L1 backgrounds						
ELF awareness helps the CoE tutor of English to motivate the student teacher to learn the language in a flexible atmosphere						
ELF awareness equips the CoE tutor of English with the skills needed to prepare the student teacher to teach basic school learners						
ELF awareness helps the CoE tutor of English to select the appropriate instructional materials that fit their context						
ELF awareness helps the CoE tutor of English to adopt the right pedagogy to help the student teacher succeed						

The benefits of ELF awareness

Statement	Strongly Disagreed - 1	Fairly Disagreed -2	Disagree - 3	Fairly Agree - 4	Agree - 5	Strongly Agree - 6
I prepare my lessons with my learners needs in mind						
I am used to my habitual pattern of teaching						
I make my feedbacks more relevant to the constraints of the different communicative situations that arise with each different activity						
My teaching is native speaker oriented						
I design my own activities to suit my learners and context						
I experiment more than seem entirely novel and unwelcome to me and my learners						
I widen my scope and knowledge with new development in ELT						
I see my engagement with new trends in teaching as a springboard for professional growth						

Tutors attitude towards students' errors

Statement	Strongly Disagreed - 1	Fairly Disagreed -2	Disagree - 3	Fairly Agree - 4	Agree - 5	Strongly Agree - 6
I correct students' structural errors all the time						
I correct students' pronunciation errors						
I ensure that my students speak English correctly						
Since I teach English I should use a British or American accent						
I am satisfied with my own accent						
Intelligibility is a crucial aspect in the English language classroom						
I boost learners' self confidence						
I motivate my learners to learn English						

SECTION D: Research Question 3

How will the tutor of English` in CoE awareness of ELF inform practice?

Tutor perception of ELF pedagogies

Tutor perception of instructional materials

I use locally developed instructional materials						
I am used to commercially available courseware						
I design my own instructional materials to suit my learners and my context						
Learners learn better when local courseware is used						
I teach better with local courseware						

Tutors attitude towards content of curriculum

The content of what I teach my students is what they need outside the classroom						
The content of what I am teaching focuses on real life						
The content of what I teach is more student friendly making the classroom more natural and humanistic						
My students are familiar with the topics I teach so they are motivated to internalize English better as already existing knowledge activated						
The content I teach makes students feel that English is their language						
The content bring comfort to communication and make the learners feel freer to speak English						

The content prevents artificial, imitative language use and help users feel English as a more natural way of communication						
The content is flexible to learners and flexibility makes the classroom environment more secure and tolerant						

Tutors view towards assessment

Examining bodies defend strict adherence to native speaker norms						
The focus of English examination questions is not on speaking and global communication but rather on correctly answering as many grammar, vocabulary and reading questions as possible						
I do not have control over external examination						
External examination do not factor in students' needs						
The nature of students' examination prevents tutors from applying "friendly" pedagogy						
Test items are designed around unattainable native speaker norms						
English language tests prioritize linguistic accuracy over communicative competence						
English language testers have failed to keep in touch with contemporary development in English language						

APPENDIX B

UNIVERSITY OF EDUCATION, WINNEBA

TOPIC: A STUDY OF ELF AWARENESS AMONG COLLEGE OF EDUCATION TUTORS OF ENGLSH IN ASHANTI REGION OF GHANA

Semi Structured Interview

Greetings and Introduction

Thank you for having this interview with me. My intentions as a researcher is to explore your views on ELF awareness as a tutor of English in the College of Education. Would you please introduce yourself?

1. English is spoken by a lot of people around the world, who do you think is the owner of this widely spoken language?

2. What role does English play in Ghana and the rest of the world?

3. In your opinion, what is the status of English?

4. Do you think it is possible to have a common variety of English when people who do not share a common first language communicate with each other? Please explain.

5. The curriculum has always been a guide for College of Education tutors, what do you make if you realize that your student teachers are not able to keep pace with the dictates of the curriculum?

6. How do you assess your student teachers?

7. Are you able to trace the source of student teachers' errors? If so, what would you say are the sources of these errors?

8. How do you ensure comprehensibility during class interactions?

9. What informs your choice of instructional materials?

10. What do you do to motivate your student teachers to learn English in a flexible atmosphere?

11. Do you have anything to add to motivate this research?