INVESTIGATING ENGLISH FOR SPECIFIC PURPOSES CLASSROOMS THROUGH THE LENS OF ENGLISH AS A LINGUA FRANCA: PERCEPTIONS, MATERIALS AND PRAGMATIC STRATEGIES

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ABSTRACT

INVESTIGATING ENGLISH FOR SPECIFIC PURPOSES CLASSROOMS THROUGH THE LENS OF ENGLISH AS A LINGUA FRANCA: PERCEPTIONS, MATERIALS AND PRAGMATIC STRATEGIES

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The investigation of English as a Lingua Franca (ELF) has produced significant results in the last few years especially in regard to the description and use of this variety of English in various domains. Moreover, ELF has contributed much to English for Specific Purposes (ESP) field and even been a cornerstone to its existence, yet, there is serious dearth of research which investigates ESP classrooms through the lens of ELF. To address this gap, the purpose of this comprehensive study was to explore ESP students and instructors' perceptions, pragmatics strategies used in classroom interactions and the materials with regard to the ELF concept. The research was designed as a convergent parallel mixed study in which 4 ESP classrooms (Hospitality management (HM), Food and beverage management (FaB), International trade and logistics (ITaL) and Medical documentary and secretaryship (MDaS) were selected. The data were collected through multiple research methods including a questionnaire, semi-structured interviews, classroom observations and focus group interviews. The findings indicated that although all of the ESP students were quite aware of ELF regardless of their ESP departments, only the ESP instructors in the departments of ITaL and MDaS indicated a similar awareness of ELF and also tried to embed ELF in their ESP practices. On the other hand, by following conventional native speaker norms, the ESP instructors in the departments of HM and FaB were unaware of ELF. Furthermore, regardless of departments, all of the ESP students employed many various pragmatic strategies which are well-known in ELF communication, yet, all of the ESP instructors employed limited amount of pragmatic strategies seen in ELF talk, even in the departments of ITaL and MDaS in

which the instructors were rather aware of ELF. Finally, the ESP materials used in the classrooms were undoubtedly lacking in ELF features. The study presents a number of critical implications for ESP instructors, program developers and material designers.

Keywords: English as a lingua franca, English for specific purposes, pragmatic strategies, classroom materials

ÖZ

ÖZEL AMAÇLI İNGİLİZCE SINIFLARININ ORTAK BİR DİL OLARAK İNGİLİZCE MERCEĞİNDEN ARAŞTIRILMASI: ALGILAR, MATERYALLER VE PRAGMATİK STRATEJİLER

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Ortak bir dil olarak İngilizce'nin (ELF) araştırılması, özellikle bu İngilizce çeşidinin çeşitli alanlarda tanımlanması ve kullanılmasıyla ilgili olarak son yıllarda önemli sonuçlar vermiştir. Ayrıca, ELF, özel amaçlı İngilizce (ESP) alanına çok katkıda bulunmuştur ve hatta varlığının temel taşı olmuştur, ancak ESP sınıflarını ELF'nin merceğinden araştıran ciddi bir araştırma eksikliği vardır. Bu eksikliği gidermek için bu kapsamlı çalışmanın amacı, ESP öğrencilerinin ve eğitmenlerinin algılarını, sınıf etkileşimlerinde kullanılan pragmatik stratejilerini ve ELF kavramına ilişkin kullanılan materyalleri keşfetmektir. Araştırma, 4 ESP sınıfının (Konaklama işletmeciliği (Kİ), Yiyecek ve içecek yönetimi (Yİ), Uluslararası ticaret ve lojistik (UTvL) ve Tıbbi dökümantasyon ve sekreterlik (TDvS) seçildiği yakınsak paralel karma bir çalışma olarak tasarlanmıştır. Veriler, anket, yarı yapılandırılmış görüşmeler, sınıf gözlemleri ve odak grup görüşmelerini içeren çoklu araştırma yöntemleriyle toplanmıştır. Bulgular, ESP bölümlerinden bağımsız olarak tüm ESP öğrencilerinin ELF hakkında oldukça bilinçli olmasına rağmen, sadece UTvL ve TDvS bölümlerindeki ESP eğitmenlerinin benzer ELF farkındalığı gösterdiğini ve ESP uygulamalarına ELF'yi yerleştirmeye çalıştıklarını göstermiştir. Öte yandan, geleneksel anadil normlarını takip ederek, Kİ ve Yİ bölümlerindeki ESP eğitmenleri ELF farkındalığı konusunda eksik oldukları görülmüştür. Ayrıca, bölümlere bakılmaksızın tüm ESP öğrencileri, ELF iletişiminde iyi bilinen birçok pragmatik strateji kullanmışlardır, ancak tüm ESP eğitmenleri, ELF konuşmalarında görülen sınırlı düzeyde pragmatik strateji kullanmışlardır, bu durum eğitmenlerinin ELF kavramına önem gösteren ITaL ve MDaS bölümlerinde bile aynı şekilde

gözlemlenmiştir. Son olarak, sınıflarda kullanılan ESP materyalleri çok açık bir şekilde ELF kavramından yoksun olduğu gözlemlenmiştir. Çalışma, ESP eğitmenleri, program geliştiricileri ve materyal tasarımcıları için bir dizi kritik çıkarım sunmaktadır.

Anahtar Kelimeler: Ortak bir dil olarak İngilizce, özel amaçlı İngilizce, pragmatic stratejiler, sınıf materyalleri

To my precious family

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LIST OF ABBREVIATIONS

ELF	English as a Lingua Franca
ESP	English for Specific Purposes
CLIL	Content and Language Integration Learning
ESL	English as a Second language
EFL	English as a Foreign Language
EIL	English as an International Language
ENL	English as a Native Language
EAP	English for Academic Purposes
EOP	English for Occupational Purposes
EVP	English for Vocational Purposes
L1	First Language
L2	Second Language
NNSs	Non-Native Speakers
NSs	Native Speakers
HM-Inst	The ESP instructor in the department of Hospitality Management
FaB-Inst	The ESP instructor in the department of Food and Beverage Management
ITaL-Inst	The ESP instructor in the department of International Trade and Logistics
MCaS-Inst	The ESP instructor in the department of Medical Documentary and Secretaryship
RQ1	Research Question 1
RQ2	Research Question 2

RQ3	Research Question 3

Chapter 1

Introduction

1.1.Background of the Study

Today, English has been in a position in which no other languages had ever reached throughout the history. As Prodromou (1997) stated, “there is a world of difference between English and, in fact, all other living languages at present” (p.19). Regarding its use around the world, English is the de facto language at the present time. Specifically, millions of people use it to establish and maintain social and commercial relationships across/beyond national borders, ethnic groups and cultural spheres (Batziakas, 2016). Furthermore, English is dramatically prevalent in many domains, such as technology (Hanchey, 2008), the media (Durant & Lambrou, 2009), the internet (Korpela, 2003) and popular culture (Alim & Pennycook , 2007). In addition to these domains, English shows its robust influence on education as well. Being proficient in English is considered as one of the vital components of being 21st century citizen. Many European countries put great emphasis on English in their curriculums from primary education onwards (Wastiau-Schlüter, 2005). Hoffmann (2000) pointed that increasingly, English is employed as the language of instruction in Content and Language Integration Learning (CLIL) curricula. On the other hand, in order to reach more people, the majority of scientific research is in English therefore it is inevitable to realize its vital necessity for maximizing the access of information (Viereck, 1996). In addition to the domains mentioned above, Graddol (1997) listed the rest of the other major international domains of English as;

- International organizations and conferences
- International banking
- Global brand advertises
- International tourism
- International safety (e.g. airspeak)
- International law (p. 8)

This firm position of English language as the main leading international language in the 21th century can be seen in many domains of use in our world. Behind this remarkable phenomenon, as Crystal (2003) stated, "geographical-historical factors and the others, on socio-cultural aspects" reveal themselves as the key factors. The first one can elicit answers about how English has earned its unique position today, while the second one can shed light on how it maintains its function. In Dendrinos et al.'s (2008) explanation, these historical, social and structural conditions are the main reasons that shape what a language is and is not. Starting with the geographical-historical perspective, the colonization period of the British Empire initiated the spread of English during the Modern English period, which made English "a language on which the sun never sets" (Graddol, 1997, p.6). With the establishment of the colonies of settlements, such as New Zealand, Australia, Canada and United States of America, and the colonies of exploitation, such as Nigeria, Zimbabwe, Hong Kong, India, English became the central language for countless domains, such as education, government and trade in the world. Both realities have had a significant impact on the current state of English; in the first group, English has become the native language in these countries and is still spoken on a daily basis in everyday domains (New Zealand, Australia, Canada, and the United States of America); in the latter group, English has become the language for official domains (e.g. education and government) and is also used as a second language (L2) (Mesthrie & Bhatt, 2008). Later on, the dominance of the United Kingdom (UK) and the United States (US) in the fields of politics and military contributed considerably to the numbers of English speakers. Yet, in fact, with the globalization process, English has reached its zenith of recognition and use, and at the same time, a variety of essential international domains have been manifested. The developments in information access and exchange, and communication have provided a basis where various cultural norms and values have been realized and may be even appreciated by others. In particular, the American mass media industry has benefitted from this appreciation which, in turn, has contributed significantly to the dissemination of English. These historical and social factors have led to English's current global status. Meanwhile, English users have increased accordingly as well. Owing to English's de facto feature, globalization has arrived at a point that an unprecedented degree of interconnection among people from different backgrounds has been achieved.

Therefore, categorizing English into solely traditional varieties does not reflect the current use of English (Jenkins et al., 2011), in particular, when considering its "contingent, flexible, fluid, hybrid, and intercultural nature" (Dewey 2007). Therefore, as Dogancay and Hardman (2017) claimed, this "global spread of English has led to the emergence of diverse varieties of English that represent different sociocultural norms, political affiliations, and bilingual/multilingual identities" (p.19). Consequently, a new context of English has been established known as English as a lingua franca (ELF henceforth). Ever since its emergence in the stage of history, due to its rich and diverse nature, the large number of scholars have investigated and still been investigating ELF from different points, such as the linguistics (phonetics and phonology (Jenkins, 2000), pragmatics (Cogo, 2007, Dewey 2007), lexicogrammar (Seidlhofer, 2004)), the contexts and settings (Turkey (Sifakis & Bayurt, 2015), Greece (Batziakas, 2008), Hong Kong (Sung, 2015), Scandinavia (Björkman, 2009), China (Wang, 2013) and Europe (Jenkins et al., 2001) or the professional domains (academia (Mauranen, 2007), tourism (Goncalves, 2009), air traffic control (Oda, 2008) and the news (Bondi & Poppi, 2008). In addition to the research paradigms mentioned above, other scholars focused on how ELF can contribute to English language pedagogy in ways such as communicative competence (Leung, 2013), testing (Jenkins, 2006), students' motivation (Kalocsai, 2009), learning milieu (Smit, 2009) or teacher education (Dewey, 2009). Moreover, the contributions of these studies have provided crucial awareness on different conceptual and ideological issues around ELF. On the other hand, as being one of the recent research points from a different point about ELF, the embracement and effectualness of ELF in English for Specific Purposes (ESP henceforth) education has been put forward by many scholars (see Flowerdew, 2015; Bayyurt & Akcan, 2015; Csizer & Kontra, 2011; Seidlhofer, 2016). This is because although the earliest views of ESP education were based on the language itself, such as words and structures (Halliday et al., 1964), the recent views focus on more context and interactional related issues such as using English in specific contexts and stressing social-situatedness in English use (Belcher, 2009) because, as Csizer and Kontra (2012) explained, "the effects of globalization on English are felt particularly strongly in the field of ESP" (p.2) so, not only native English speakers but also non-native English speakers have become the ones that ESP learners are going to interact

as being professionals around the world. In particular, they are going to be a part of an intercultural community. Therefore, as Kırkgöz and Dikilitaş (2018) mentioned, as being the lingua franca of business and academic due to the new global era of high technology and international markets, English should be presented to ESP students according to ELF features due to its dependence on specific communication contexts rather than being all purpose English (Seidlhofer, 2016). Flowerdew (2015) presented an exploratory corpus-based account which indicated that ELF has a profound impact on the teaching of academic and professional writing in ESP students. She articulated that ESP research should embrace the implications of ELF in certain academic contexts regarding syllabus and material design, students' needs, and teacher education. Furthermore, Bhatia, Anthony and Noguchi (2011) echoed Flowerdew's claim by stating that the aim of ESP should be to "use English as an ELF speaker, guided by discourse community." (p.149). Connor and Rozycki (2013) also emphasized the need for reconceptualization of ESP education by mentioning that since English has been becoming the predominant language used for academic and professional communication, ESP practitioners need to question their ESP teaching practices based on native speaker norms. Bayyurt and Akcan (2015, p. 16) also pointed that "the field of intercultural rhetoric has already been flagged as being of increasing importance for ESP studies, however, it has not been widely informed by the studies of ELF yet." There were only a few studies in the literature about how far ESP classes embraced the ELF concept regarding both instructors' and students' perceptions, materials and pragmatic strategies. (Calvo-Benzies, 2017; Csizer & Kontra, 2011; Ghobain, 2010; Konrath, 2019; Yu, 2015). Moreover, in the Turkish context, less was known. In order to fill this gap in the literature, the study focused on exploring the ELF concept in the Turkish ESP classrooms from different aspects in this dissertation.

In this comprehensive study, the study initially aimed to reveal the ELF awareness of the Turkish ESP students and the Turkish ESP instructors, then, aimed to compare them to find out to what extent they were coherent, because many foreign studies in the literature indicate that there is a mismatch between them towards ELF (see Tricia, 2000; Mazdayasna & Tahririan, 2008; Fălăuş, 2017). Investigating whether there is a mismatch between them is very crucial since as Alibakhshi, Ali, and Padiz (2011) put it forward, a common interest between teacher and learner leads

to meaningful interaction and communication, which consequently turns into learning. The situation in the Turkish context, however, was barely visible because of the lack of studies. In order to see this situation in the Turkish context, the first research question focused on this issue. Furthermore, as being one of the well documented articles about the issue, the study conducted by Calvo-Benzies (2017) indicated that the ESP classroom materials have been conquered by native speaker norms. The situation in the Turkish context, however, was a matter of discussion due to the lack of research about it. Therefore, the second research question was about the coherence of the ESP classroom materials to the ELF concept to give insights on to what extent the ESP teaching materials used in the Turkish ESP classrooms included ELF features. In the investigation of the materials, 4 sections were selected by the researcher: audio tracks of the coursebooks, written dialogues, reading texts, and vocabulary practices. In the analysis of the sections, the researcher utilized Rzonca's (2021) ELF-aware classroom materials framework (see Data Analysis Procedure section). The third research point, on the other hand, was about the pragmatics strategies that are seen in ELF communication because as Mestre and Pastor (2013) explained, for ESP students as future ELF users, they should be aware of linguistic and pragmatic competences to boost and promote their language knowledge for their professional and communicative needs. Moreover, Allison (1998) stated that ESP has often been regarded as a pragmatic venture which assists pupils to become acquaint with established communicative practices. In the current study, in order to reveal the pragmatic strategies related to ELF communication, which were employed by both the students as future ELF users and the instructors as the introducers of the pragmatic strategies which help their students equip with communicative practices and deal with communicative problems in real-life settings (Eslami-Rasekh, 2005), the third research point was created. In the analysis of the pragmatic strategies of the participants, the researcher utilized Cogo and House's (2017) guidelines of the pragmatic strategies (see Data Analysis Procedure section).

1.2.Statement of the Problem

ELF has contributed much to the ESP field and even been a cornerstone of its existence to a certain extent (Nickerson, 2013). As Basturkmen (2019) put it forward, the fundamental aim of ESP is to prepare learners to use English within academic, professional or workplace environments; and also, any syllabus of ESP should be

based on the need analysis of the learners. Therefore, the core of ESP education is neither for general education nor merely language knowledge, the core should be fulfilling linguistic efficiency in these related environments for learners. In addition to the importance of linguistic efficiency in ESP, since ESP education has been moving from the language itself to more interactional and context-related features, ELF reflects its robust impact on ESP education (Belcher, 2009). An exploratory corpus-based analysis by Flowerdew (2015) showed that ELF has a significant influence on the instruction of academic and professional writing to students studying science and engineering. She also stated that ESP research should take into account the effects of ELF on the design of curricula and course materials, student needs, and teacher preparation. Bhatia, Anthony, and Noguchi (2011) expressed that the goal of ESP should be to "use English as an ELF speaker, guided by discourse community. Effective communication should boost self-assurance, which will fuel enthusiasm to keep learning" (p.149). Furthermore, although “intercultural rhetoric” has previously been acknowledged as having increasing significance for ESP studies (Bayyurt & Akcan, 2015, p. 16), when the literature was investigated, it was observed that there were only a few studies to indicate to what extent ESP classrooms embraced the ELF concept (see Calvo-Benzies, 2017; Csizer & Kontra, 2011; Ghobain, 2010; Konrath, 2019; Yu, 2015). The Turkish context also lacked information to indicate this situation. Therefore, in order to ascertain how far the ELF concept was embraced in the Turkish ESP classes in terms of student and instructor perceptions, materials, and pragmatic strategies, the study was conducted.

1.3.Purpose of the Study

The goal of this study was to look into Turkish ESP education through the lens of ELF, which is having a growing impact on enhancing and supporting new pedagogical orientations for the discipline of ESP (McIntosh et al., 2017). While investigating ESP, it should be realized that ESP students are the possible subjects who are going to work in an international context, and international and intercultural communication dynamics should be taken into consideration (Elaish et al., 2019). Furthermore, the consequences of globalization on English are particularly noticeable in the field of ESP since in order to communicate not only with native English speakers but also with other non-native English professionals around the world, many students enroll in ESP programs (Csizer & Kontra, 2012). So, as Bhatia

et al. (2011) stated, the aim of ESP should be to use English as an ELF speaker, guided by the discourse community. Furthermore, in the Turkish context, there was no informative study which presented the situation in the Turkish ESP classrooms. Therefore, the study first attempted to shed light on how far ESP learners and ESP instructors are aware of ELF. After that, the study aimed to investigate to what extent the ESP teaching materials used in the classrooms matched with characteristics of ELF, which was the least investigated issue (Calvo-Benzies, 2017). It is without dispute that teaching materials are excellent at raising students' academic achievement in both teaching and learning. It gives the students the crucial sensory experiences they need for an impactful and lasting behavioral transformation. The purpose of teaching materials is to raise the standard of instruction so that students can do better academically (Ajoke, 2017). As Flowerdew (2015) explained, ESP should embrace the implications of ELF in academic contexts including syllabus and material design since it would not be realistic to expect an ESP classroom in which the students' ELF needs are responded to by utilizing ESP materials created by native speaker norms. Yet, the literature did not have much to indicate this situation in the Turkish context. Therefore, ESP teaching material research was done. Moreover, when investigating the ELF concept, it is a well-known fact that the distinctive features of ELF are its linguistic, pragmatic, and cultural adaptability as a mode of communication that is seized by certain interlocutors in particular communicative contexts (Seidlhofer, 2011) and Allison (1998) stated that ESP has often been regarded as a pragmatic venture which assists pupils to become acquaint with established communicative practices. Furthermore, rather than trying to fit into native speaker norms, for ESP students as future ELF users, they should be aware of pragmatic competences to boost and promote their language knowledge for their professional and communicative needs (Mestre & Pastor, 2013). So, the study lastly investigated to what extent pragmatic strategies, which are for accommodating, constructing and negotiating understanding (Cogo & House, 2017), used by ESP student and ESP instructors reflected pragmatic strategies seen in the ELF communications for the sake of their future professions.

1.4.Research Questions

The research questions guiding this study as follows:

1. How do the perceptions towards English as a lingua franca differ between the ESP students and the ESP instructors?
2. To what extent do the ESP teaching materials match with the characteristics of ELF?
3. To what extent do the pragmatic strategies employed by Turkish ESP students and ESP instructors reflect ELF communication?

1.5.Significance of the Study

In the study, each research question pointed significant aspects of ESP education. To begin with, as Fălăuş (2016) explained, ESP has some unique characteristics which are quite different from general English classrooms. It depends on the specific field-related context and interactions so these contexts and interactions should be presented in ESP classrooms. Rather than highlighting general grammar and vocabulary or language structures, the core of ESP teaching should rely on practicing the necessary skills that one can mostly employ in future fields of activity. Furthermore, when the literature is investigated, it is seen that ESP courses should be more effective than general English courses is a well-known fact because since students are educated according to the related-knowledge about their professions, ESP courses respond to students' interests and needs (Chen, 2011). In other words, students should be at a high level of motivation. Topics and texts address their interests due to their relation to their future profession. Therefore, it would be proper to think that learning is quite likely in these classrooms. Furthermore, another point about efficiency for these classrooms is that they have limited learning goals which can be seen as an advantage over general English courses. Yet, the real situation is quite different. The problems related to students' engagement and motivation still exist in ESP courses (Flowerdew 2012). It is a well-known fact that learning occurs on the condition that learners are motivated (Bocanegra-Valle & Basturkmen, 2019). The literature explains this problem by showing a contradiction between the needs of ESP learners and the aims of ESP instructors. For instance, in Tricia's (2000) study about the approaches that ESP teachers utilize, it was observed that teachers considerably promoted and used linguistic competence in which native speaker norms and rules were followed and the knowledge of form was emphasized. On the other hand, in the study about exploring the needs of Iranian ESP students conducted

by Mazdayasna and Tahririan (2008), most of the ESP students profoundly highlighted that "they needed to develop their communicative competence" by considering themselves as ELF speakers. Therefore, it would not be realistic to see a well-functioning ESP education because, as Hutchinson and Waters (1987) and Alibakhshi, Ali, and Padiz (2011) put forward, a common interest between teacher and learner leads to meaningful interaction and communication, which consequently turns into learning. In the Turkish context, however, this situation was hardly visible due to the lack of research. In order to observe this situation in the Turkish context, the first research question was created by the researcher. The second research question emerged because of the fact that research on ESP material (both written and audio) was scarce (see Maruyama, 1996; Chalikandy, 2013; Karimnia & Jafari, 2017; Tevdovska, 2018; Syakur, et al., 2020). Moreover, in terms of their coherence with the ELF concept, there are not many studies in the literature (see Calvo-Benzies, 2017; Csizer & Kontra, 2011; Ghobain, 2010; Konrath, 2019; Yu, 201). Therefore, the study attempted to investigate the ESP materials used in the Turkish ESP classrooms in terms of their coherence to the ELF concept. On the other hand, the third research question pointed the issue that for years, ESP education had been modifying students to fit into established native speaker norms of English and to continue the status quo of these norms in every environment. That is, the core of ESP education was to prepare non-native speaker students for target discourse communities (Basturkmen, 2006, p.141). Yet, today, the native speaker models have been decreasing and also the way how English is taught and evaluated has been altering as a consequence of the rise of the importance of ELF use (Graddol, 2006). Furthermore, rather than trying to fit into target language's native speaker norms, for ESP students as future ELF users, they should be aware of pragmatic competences to boost and promote their language knowledge for their professional and communicative needs (Mestre & Pastor, 2013). As a result, it is believed that pragmatic strategy awareness and application by ESP learners and instructors are essential for addressing misunderstandings in real-world communication settings (Eslami-Rasekh, 2005). As Allison (1998) stated that ESP has often been regarded as a pragmatic venture which assists pupils to become acquaint with established communicative practices. Today it would not be realistic to consider that pragmatic venture without ELF influence because;

> In ELF what has been shown to be most relevant is not the linguistic forms that are employed, or their adherence to ENL norms, but rather a capability to effectively employ language in communication by drawing on a set of resources and to strategically use them in interaction. In the variable and cross-cultural settings that characterize ELF interactions, accommodation practices and co-construction of meaning involve skills that are not merely linguistic, but, and above all, pragmatic, interactional as well as intercultural (Vettorel, 2019, p.189)

Therefore, the last research question was created to observe both the ESP students' and instructors' employments of pragmatic strategies seen in ELF communications.

Investigating ELF aspects mentioned above in the Turkish ESP classroom indicates its significance by being, to the researcher's best knowledge, the first research attempt to point these issues in the Turkish context. This study was important not only for presenting valuable information about the ELF concept in Turkish ESP classrooms in particular, but also for contributing to the ESP literature by indicating the importance of the ELF features for ESP education.

1.6.Definitions

For the current dissertation, in order to avoid possible confusion about the related terms, the following definitions should be taken into consideration.

English as a lingua franca (ELF): English as a lingua franca (ELF) is the use of the English language "as a global means of inter-community communication" (Seidlhofer 2016, p. 20) and can be understood as "any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option" (Seidlhofer 2011, p. 7).

ELF awareness: "The process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design,

implementation and evaluation of instructional activities that reflect and localize one's interpretation of the ELF construct." (Sifakis & Bayyurt 2017, p. 459). ELF awareness has three major components: Awareness of language and language use, awareness of instructional practice and awareness of learning. While "awareness of language and language use" focuses on "the 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 et al., 2000, p. 474), "awareness of instructional" practice explains "the 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, as cited in Sifakis, 2019, p. 5) and lastly, "awareness of learning" refers to the awareness of experiences of non-native English learners as being ELF users (Sifakis, 2019, p.5).

English for specific purposes (ESP): English for specific purposes (ESP) is a subset of English as a second or foreign language. It usually refers to teaching the English language to university students or people already in employment, with reference to the particular vocabulary and skills they need. As with any language taught for specific purposes, a given course of ESP will focus on one occupation or profession, such as Technical English, Scientific English, English for medical professionals, English for waiters, English for tourism, etc. (Garcia Laborda, 2002).

Pragmatics: Pragmatics is a subfield of linguistics and semiotics that studies how context contributes to meaning. Pragmatics encompasses speech act theory, conversational implicature talk in interaction and other approaches to language behavior (Mey, 1993).

Chapter 2

Literature Review

2.1.The Spread of English

The spread of English began with the British Isles in the 5th century, known as the first diaspora, yet it was not a wide-scale movement for English (Graddol, 1997). With the Norman Conquest of England, the course of English was changed considerably in the 11th century, in that it was the time when a language contact between the English and the French was established. Consequently, this contact yielded results in the borrowing of words from French and it even placed French as the official language in England. This invasion, however, first looked like the degrading factor of the spread of English, in fact, it supported the territorial spread of English, Specifically, when the Normans landed in Wales, Ireland, and Scotland, the settlers and soldiers who were English-speakers came with them as well, so that they started a process of Anglicization in these lands (Mollin, 2006, p. 16).

After the local spread of English in the British Isles, the second diaspora of English took place in the stage of history. While the first one was about the migration of 25.000 people from the south and east of England to America and Australia, the second one was initiated by the colonization of Asia and Africa, which led to countless second language varieties or, in other words, "New Englishes" (Jenkins, 2009, p. 5). In the 17th century, the foundation of the American colonies initiated the first significant era for English in terms of establishing its status as a world language, in other words, the second diaspora of English started. Many English immigrants reached North America, Australia and New Zealand from England, Scotland and Ireland by bringing their different linguistic backgrounds. Later on, Irish immigration exceeded the English. By the time 1790, the population of the country was approximately 4 million (Crystal, 1997). As a consequence of the second diaspora, it was not surprising to observe new mother tongue varieties of English because of the various English dialects of the immigrants that they came with (e.g. the American and Antipodean Englishes) (Jenkins, 2009). Therefore, the first wide scale dissemination of English took place in the stage of history. The second phase of the

global spread of English, on the other hand, started with the third diaspora during the 18th and 19th centuries when English was transported to Asia and Africa. In Asia, during the middle of the 18th century, the South Asian countries, such as India, Bangladesh, Pakistan, Sri Lanka and Nepal, met with English. Soon after this introduction of English to these countries, English became the central language for countless domains, such as education, government, trading in the world. For instance, even today, in addition to Hindu which is the official language of India, English is an "associate official language" as a lingua franca. During the late 18th century, the Southeast Asian and the South Pacific countries, such as Singapore, Malaysia, Hong Kong, the Philippines and Papua New Guinea, joined the others. The history of the English in Colonial Africa, on the other hand, is divided into two parts: West Africa and East Africa. With the arrival of British traders to coastal areas of Gambia, Ghana, Nigeria and Cameroon, English in West Africa was developed as a lingua franca for trading, especially slave trades, between the traders and the local community, although there was no major British settlement in the territory. Yet, East African countries, such as Kenya, Uganda, Tanzania and Zambia, were the places where many British colonists moved on. As a result, English played an important role in many major domains, including government, education, and law (Jenkins, 2009, p. 8). As a result of the second diaspora, English was recognized on a truly global scale. In other words, from west to east, English established itself in new sociocultural contexts. This situation led to profound influence on English, Specifically, while English had considerable effects on these regions, these various regions also had a great impact on English. Therefore, a number of second language varieties referred to as New Englishes were developed (Kachru & Nelson, 1996).

Later on, a downfall in the growth of English emerged at the end of the 19th century because of the lack of colonial power of the British Empire. Yet several significant incidents in Great Britain and United States prevented the state of these adverse affairs related to English such as the industrial revolution and rapid and dramatic technological developments (Crystal, 1997, p. 73). As one of the most influential developments, high speed printing led to an unprecedented knowledge transfer among people at that time. When it is considered that at that time, most of the scientific studies were either American or British, it would not be inappropriate to state that English was the language used in these publications, which increased its

popularity. In advertising, media, telecommunication, and education, these publications written in English promoted its role as the main information language in the world (Graddol, 1997). Then, the dominance of the United Kingdom (UK) and the United States (US) in the fields of politics and military contributed considerably to the numbers of English speakers. Yet, in fact, with the globalization process, English language has reached its zenith of recognition and use, and at the same time, a variety of essential international domains have been manifested. The developments in information access and exchange, and communication have provided a basis where various cultural norms and values have been realized and may be even appreciated by others. In particular, the American mass media industry has benefitted from this appreciation, which, in turn, has contributed significantly to the dissemination of English. These historical and social factors have led to English's current global status. Meanwhile, English language users have increased accordingly as well. Owing to English's de facto feature, globalization has arrived at a point where an unprecedented degree of interconnection among people from different backgrounds has been achieved.

Table 1

The historical phases of the spread of English by Mollin (2006, p. 21)

	Dominant type of Spread	**Areas Involved**	**Rough Timeline**
Phase 1	Imperial	Ireland, Scotland, Wales	11th-19th century
Phase 2	Demographic	North America, Australia, New Zealand, South Africa	17th-19th century
Phase 3	Imperial	South Asia, South East Asia, West Africa, East Africa, Caribbean, Pacific	16th-20th century
Phase 4	Econocultural	All regions of the world	20th -21st century

According to English for the different locations mentioned above, three distinct groups of users were identified. Graddol (1997) classified these users considering the former works of Kachru (1985) and Quirk (1972), as Native Speakers (NSs), the

speakers of English as a Second language (ESL) and the speakers of English as a Foreign Language (EFL). NSs are the ones whose first language (L1) is English. They are native speakers of English who live in English dominant countries such as the United Kingdom, the United States or Australia. The ESL speakers are, on the other hand, the ones who use English as a second or additional language. Due to the prevalent use of English in their daily lives, English is more of a need than a choice. They are the citizens of former colonial countries such as Zimbabwe, India and South Africa. These countries revealed distinct varieties of English (Word Englishes) which have developed according to the needs of local speakers (e.g. Nigerian English, Pakistani English). The final speakers are the ones who use English as a foreign language. This group of users only speaks English for international communication. They do have little chance to use English in their daily lives. While ESL speakers use English within their community, EFL speakers have no such opportunity. These speakers live in countries that have no history of British colonization, such as Portugal, Brazil, or China. Kirkpatrick (2007) explained that "EFL occurs in countries where English is not actually used or spoken very much in the normal course of daily life". In these countries, students do not have the chance to use English outside of the classrooms (p. 27). Jenkins (2015) also pointed that "reasonably competent" EFL speakers are thought to number approximately one billion. These classifications of Englishes, however, are seem to be a helpful way of identification, due to the current globalization of our world, the boundaries of these Englishes have become vague. She explained this situation comprehensively by listing 6 points:

> *1- ENL is not a single variety of English, but differs markedly from one territory to another (e.g. the US and UK), and even from one region within a given territory to another. In addition, the version of English accepted as 'standard' differs from one ENL territory to another.*
>
> *2- Pidgins and creoles do not fit neatly into any one of the three categories. They are spoken in ENL settings, e.g. in parts of the Caribbean, in ESL settings, e.g. in many territories in West Africa, and in EFL settings, e.g. in Nicaragua, Panama and Surinam in the Americas. And some creoles in the Caribbean are so distinct from standard*

varieties of English that they are considered by a number of scholars to be different languages altogether.

3- There have always been large groups of ENL speakers living in certain ESL territories, e.g. India and Hong Kong, as a result of colonialism.

4- There are also large numbers of ESL speakers living in ENL settings, particularly the US and, to a lesser extent, the UK as a result of immigration.

5- The three categories do not take account of the fact that much of the world is bi- or multilingual, and that English is often spoken within a framework of code mixing (blending English with another language, e.g. 'Spanglish' in the US) and code switching (switching back and forth between English and another language).

6 The basic division is between native speakers and non-native speakers of English, that is, those born to the language and those who learnt it through education. The first group has always been considered superior to the second regardless of the quality of the language its members speak. […] (*Jenkins, 2015, p. 15)*

Consequently, due to the complex nature of the spread of English, these ENL, ESL and EFL categories have unclear boundaries, which may prove to be misleading. It is not easy to categorize speakers of English as belonging merely to one of the three groups.

2.2.English as a Lingua-Franca (ELF)

It would be more appropriate and illuminating to start with the concept of *lingua franca* before analyzing *English as a lingua franca*. According to Crystal (1980), the definition of lingua franca is "an auxiliary language used to enable routine communication to take place between groups of people who speak different native language" (p. 211). Thomason (2001) stated that lingua francas are utilized by "groups who do not speak each other's languages, as well as between native speakers (if any) of lingua franca and other groups" (p. 269). Crystal (2008) also stresses the

prevalent nature of lingua francas that can be observed all around the world throughout the history. Other lingua franca examples can be seen throughout the history such as Latin, Greek, Arabic and Portuguese (Jenkins et al., 2011). Yet, today, being the most common lingua franca in the world, English is, without a doubt, used as a common language by millions of people who are from different backgrounds and cultures. Due to the emergence of ELF as a field of research in 1900s due to its immense recognition and spread around the world, it was soon discovered that ELF users could not be located in a specific group (Kachru's concentric circle model) of users as "belonging purely to one of the three" because they set the norms based on actual and flexible language usage rather than following the established norms by native speakers from the inner circle countries (Jenkins, 2009, p.15). In order to understand ELF, a clear definition must be done. ELF can be defined as "English as it is used as a contact language among speakers from different first language" (Jenkins 2009, p. 142). Adding further detail, Seidlhofer (2011) defines it as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (p. 7). On the other hand, the definitions of "ELF speakers" have changed over time; in the literature, although the earliest definitions excluded native speakers from ELF users (First, 1996; House, 1999), the recent views consider all groups (ENL, ESL and EFL) of English users as EFL users (Jenkins, 2006; Mauranen, 2017; Seidlhofer, 2017). Firth (1996) defined ELF as: "[ELF is] 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" (p. 240). ELF encounters are the interactions between speakers of two or more different lingua-cultures who do not all speak English as their first language according to House (1999), however, Mauranen (2017) defines ELF as the contact language among "speakers and speaker groups when at least one of them uses it as a second language" (p. 8). As a contributing statement, Seidlhofer (2017) consider ELF users as "speakers from all walks of life in all continents" (p.85).

2.2.1. Characteristics of ELF. In her seminal work, Jenkins (2009) explained the fundamental characteristics of ELF in 5 points;

1. It is used in contexts in which speakers with different L1s (mostly, but not exclusively form the expanding circle) need it as their means to communicate with each other.

2. ELF is an alternative to EFL rather than a replacement for it and depends on the speaker's (or learner's) potential needs and preferences,

3. Linguistically ELF involves innovations that differ from ENL and which in some cases are shared by most ELF speakers,

4. Pragmatically, it involves of the use of certain communication strategies, particularly accommodation and code-switching. This is because ELF forms depend crucially on the specific communication context rather than being an "all purpose" English,

5. Descriptions of ELF that may lead to codification are drawn from communication involving proficient ELF speaker (p. 144-145)

The first point sheds light on the issue that as a former notion, English as an international language (EIL) was seen as an utterly different practice from ELF. Namely, some ELF researchers used EIL to refer to a language practice in which NSs of English were included besides NNSs of English. They labeled ELF as a form of communication among only NNSs of English, yet, it was soon revealed that it was not possible to make a clear distinction between them because it is impossible to explain an ELF communication in which an NS of English appears midway through the language practice. It is the native English speaker who is supposed to adopt ELF norms in such practice. That's why EIL and ELF have been used interchangeably since then. The second issue highlights a controversial issue among many scholars in ELF. As a well-known matter of a discussion, after ELF was established in the literature, it was considered that ELF was the new EFL as a learning target. Yet the reality is quite different because there will always be English users who need to acquire English to conform to native speaker norms or who are willing to adopt a

native English accent. For them, it should be remembered that EFL will be more appropriate for them. The crucial point is that learners should be equipped with sufficient knowledge so as to be aware of the differences between EFL and ELF so that they can choose their path. The third claim is about the common features that ELF speakers share all around the world. She pointed out that although there are a number of studies which uncover the common features of ELF speakers regardless of their L1, it is obvious that they also use certain features that are special to their own variety of ELF or are unique to the area that they come from. In the study conducted by Deterding and Kirkpatrich (2006), it was found that while ELF speakers from different L1 groups in the south-east Asian region shared some common ELF usage, they also showed certain features that are shared with ELF speakers elsewhere. The fourth matter is one of the backbones of ELF because it emphasizes the nature of ELF which is that it depends on who is using it with whom, where, about what and so on. For these reasons, “accommodation and code-switching” are the basic features which are utilized by all ELF speakers. The final issue is about the proficiency of ELF speakers. In an ELF communication, any participant from any proficiency level can, indeed, be involved. Contrary to the belief that ELF is utterly a “basilectal” version of English which is created to compensate for the immediate communication needs of lower-proficient ELF speakers or ELF speakers who are in the process of acquiring the language, not only lower-proficient ELF speakers but also ELF speakers who are fully proficient or even expert users of English can be included in an ELF contact.

Seidlhofer (2001) also pointed out that because of the fact that most of the interactions in ELF contact occur among NNs of English, it would not be realistic to expect a flawless and accurate form of the language from them while communicating. In fact, native-like accuracy and use of English are not what ELF speakers aim for instead, the fundamental concern is to achieve “efficiency, relevance and economy in the language learning and language use” (p. 141). In his later article, he explained that, rather than focusing on adherence to native speaker norms, the promoted communicative features of ELF allow speakers to "free up resources for focusing on capabilities that are likely to be crucial in ELF talk," such as "supportive listening, asking for repetition, and paraphrasing" (Seidlhofer, 2004, p. 226-227). This notion was also echoed by Grant (2014) who claimed that the

traditional native speaker norms of English teaching, which "aim a perfect or native-like pronunciation, with teachers being exclusively native speakers of the target language, and with the speaker models used in the classroom again being of native origin", have been forsaken. The current notions of language teaching advocate that "both native and non-native speakers are considered appropriate teachers in this area, as long as they are proficient speakers of the target language; in addition, a wide variety of models and standards can be distinguished here, according to issues such as context, the listener or the ultimate purpose of instruction". Therefore, ELF speakers participate in communication in which the concepts of "accommodation, negotiation and adjustment of forms" are involved to fulfill successful communication" (Schneider 2013, p. 47). Moreover, the errors resulting from the phonological and pragmatic features can be seen as problems which might require correction when native speaker norms are considered. Yet, from an ELF perspective, these 'errors' "appear to be generally unproblematic and pose no obstacle to communicative success" (Seidlhofer 2004, p. 220). The reason behind this is that ELF speakers highlight the "maximal functional value" and abandon the redundant features that might cause ambiguity This means "the focus is on what is essential in the language to make it more efficient for their purposes" (Seidlhofer 2011, p. 156). Jenkins (2000) also claimed that since the primary role of English in ELF is its communicative purpose among speakers from different linguacultural backgrounds, language "mixing" can be regarded as the natural component of ELF because she continued that it is inherently wrong for a speaker who limits or prevents themselves in terms of the certain features of his/her linguacultural background while communicating with other speakers. Similarly, Seidlhofer et al. (2006) highlights that what is important in ELF is to fulfill "the negotiated nature of interaction and the way speakers co-construct the medium of communication to best suit their needs" because of the different linguistic and cultural backgrounds of ELF speakers (p. 13).

2.2.2. Pragmatics of ELF. ELF communication gained importance in the 90s and the pragmatics of ELF became an appealing field which many scientists put considerable effort into investigating. Since then, this interest has not lost its attraction, rather, wide range of research on ELF pragmatics has been conducted in many parts of the world. As the literature of ELF thrived, it was seen that earlier studies in the pragmatics of ELF were investigated based on different

approaches to ELF usage when compared to recent empirical ELF studies (Björkman, 2013). Yet, in order to understand ELF pragmatics, it would be more appropriate to start with L2 pragmatics. Taguchi and Roever (2017) defined L2 pragmatics as a branch of SLA in which L2 learners' ability to achieve communicative acts in a context by using a target language is studied and also how that ability improves in time is a matter of L2 pragmatics. In L2 pragmatics, L2 users' co-construction of meanings and also their negotiation practices are investigated comprehensively. There are many different pragmatic dimensions which are under investigation such as speech acts, routines, discourse markers, humor, response tokens and speech styles. These dimensions indicate that L2 pragmatics investigates the linguistic features of forms, functions, and contexts of use used by learners and compares them to how these learners understand and are aware of the relationship between these features. In the former or classic concept of pragmatic knowledge, there were two interrelated dimensions; the first one was pragma-linguistic and the second one was socio-pragmatics. While the first one referred to linguistic forms for communicative functions, the second one referred to knowledge of contextual features and social norms (Thomas, 1983). With the recent concept of interactional competence, pragmatic competence has left the notion that pragmatic competence is just a fixed relationship between pragma-linguistic and socio-pragmatics and has moved to the current view of pragmatic competence which is a form-function-context relationship, namely, it is a dynamic relationship which can alter according to attitudes, affect, form, function and context of use (Young, 2011). Therefore, as Taguchi and Ishihara (2018) stated, "in the current transcultural society, it is important to reconceptualize pragmatic competence in a broader scope of intercultural communication. In the current era, pragmatics often plays a role in an intercultural encounter where users of different first languages (L1s) communicate using their L2s as a common language" (p. 3). This shift in pragmatic competence from the intercultural standpoint enables us to "go beyond the traditional scope of pragmatic competence focused on how learners perform a communicative act in the L2 and extend the concept to an understanding of how learners successfully participate in intercultural interaction" (Taguchi, 2017, p. 157). So, by extending L2 pragmatics to intercultural dimension, L2 pragmatics embraces ELF pragmatics.

2.2.2.1. Early Studies on ELF Pragmatics. Many earlier studies on ELF pragmatics were not extensive studies where the data were gathered on large samples. In fact, these studies were concluded based on small-scale data collections such as international students' talk in informal contexts or exchange students' dinner table conversation (Cogo & House, 2017, p.210). As the earliest studies on ELF pragmatics, Firth (1990, 1996), Meierkord (1996) and House (1999) put forward the first implications. Firth's (1996) study was about Danish export managers' and their clients' business telephone conversations. The conversations were about buying and selling of different products such as food and electronics. They were audio-recorded and were analyzed by conversation analysis. Firth's study revealed that although the occurrence of unidiomatic clause structures and "prosodic and pronunciation variants" were seen in the conversations, neither of the speakers seemed to indicate any particular interest or awareness of these grammatical discordances. The reason for this could be explained by the fact that the primary goal of these conversations was to sell and buy goods. Furthermore, the study conducted by Meierkord (1996) investigated English dinner table conversation among the students from different countries in British student residences. Her focus was on the opening and closing phases, topic management, politeness, turn-taking and hesitation in the conversations. The findings indicated that interestingly, there were few misunderstandings. Whenever misunderstandings occurred between them, they left them unresolved. She also concluded that they often used non-verbal supportive back channels and there was little interference from L1 norms. In terms of collaborative conversation and interactional aspects, her study was influential and inspiring in pragmatic terms for future scientists. These early studies on ELF pragmatics revealed that, in addition to the various strategies employed by ELF speakers, the let-it-pass strategy and the make it normal strategy were identified as salient ones. In Let-it-pass strategy, speakers just let an unclear phrase, words or utterance pass. Problematic sides of utterances were avoided and speakers tried to create a common base without clarifying their former utterances. The second strategy, called "make it normal" is about normalizing a speaker's non-standard language use which is, in fact, problematic. The speaker's focus is on the meaning and the content rather than reformulating the other's unclear use of language (Björkman, 2013). As Firth (1996) stated, ELF participants have an extraordinary skill and effort to endure inconsistent

usage of linguistic behavior. When considering that an ELF conversation is a joint achievement of interactants who are willing to engage in their interpretive and interactional work, ELF users indicate a high level of awareness to observe each other's moves. Lesznyak (2004) echoed this situation in the study in which ELF interaction in international students' meetings in the Netherlands was investigated and the findings were compared with another interaction among native speakers of English, German and Hungarian, in other words, an interaction which included native speakers of English was compared to another which did not have a native speaker of English. It was observed that ELF interactions between interactants were based on negotiating and finding common area. The rules for establishing communications were developed collaboratively. After Firth's study, House (1999) focused on misunderstandings that occurred in intercultural communication. The research setting was a classroom environment in which ELF communication took place. In the study, the participants did not contribute much to communication because as House indicated, there was nothing serious to talk about and the participants were not in a mood to take advantage of the strategies generally seen in ELF communication to boost effectiveness. It was shown that in House's study, pragmatic fluency does not have to match utterly with ENL norms. ELF speakers can be pragmatically fluent in their own terms regardless of ENL patterns. Furthermore, House suggested five tenets for pragmatic fluency as follows:

1. Appropriate use of routine pragmatic phenomena

2. Ability to initiate topics and topic change, making use of appropriate routines

3. Ability to "carry weight" in a conversation

4. Ability to show turn-taking, replying/responding

5. Appropriate rate of speech, types of filled and unfilled pauses, frequency and function of repairs (p.151).

When the studies mentioned above are considered, there is common finding which ELF communication can be regarded and identified as a cooperative interaction rather than a communication full of misunderstandings.

2.2.2.2.Recent strategies of ELF Pragmatics

2.2.2.2.1. Multilingual Strategies. In ELF talk, many other resources, which are often used by EFL speakers' mother tongues, can be seen. That situation becomes more powerful when the speakers share a common L1. Code-switching into the L1 generally happens in small talk, opening and closing phases as well as at subject boundaries (House, 2015). In Pölzl and Seidlhofer's (2006) study, they investigated the setting factor in ELF interaction, that is, the participants of the study were Arabic speakers who were at the department of Modern Languages in Jordan. The study investigated the participants who were interacting by using English, which was not typical in their own setting, in Jordan. The findings indicated that the participants transferred their native language communicative norms to the ELF-like communication. Frequent overlap and code-switching techniques were observed among the participants. The code-switching incidents were not seen as problematic or inappropriate ways of using language by them. The general conclusion of the study is that when the speakers come from mainly one culture, local language features and norms are included to the interaction. Because of the very nature of ELF interaction, which is heterogeneous, the speakers generally do not count on their own culture but if they find a space, they do (p.173). Multilingual strategies in ELF talk can be used to achieve various ends: "the sharing of a sense of non-nativeness (Cogo, 2009), the collaborative construction of meaning (Cogo, 2010) and the creation of a sense of intercultural community membership of identity (Pölzl & Seidlhofer, 2006). While using multilingual resources, the ELF speaker has an intention to co-construct and also ensure communicative effectiveness by reflecting cultural background and linguistic repertoires (Cogo & House, 2017).

2.2.2.2.2. Negotiation of Meaning Strategies (NoM). NoM strategies in ELF are used to construct meaning and also solve non understanding. These strategies occur after a problem in communication and sometimes they are used to avoid the signals of a non-understandings in a conversation (Cogo & House, 2017, p. 212). These strategies are the moves which point specific features in a conversation to avoid misunderstandings before they happen such as repetition and paraphrasing. These strategies of ELF speakers studied and revealed by some scholars (e.g. Cogo, 2009; Lichtkoppler, 2007). Lichtkoppler (2007) pointed out three types of repetition as exact repetition, repetition with variation and paraphrasing. In his study, an

investigation of conversations at the office of a student exchange organization was done. The conversations were recorded and recordings were analyzed according to their functions (e.g. repetition for gaining time, repetitions for sentence developing, repetition that establishes cohesion). All these repetition types were concluded into three major functions as assisting language production of speakers, strengthen mutual comprehension and enabling speakers to reflect their opinions and attitudes. The similar results were observed in a study conducted by Kaur (2012). In Kaur's study, university Malaysian students were investigated about how they employ repetition strategy. The findings were that they used repetition to express themselves effectively in a communication such as after long silences or short responses. The findings of these studies indicate that repetition is frequently used strategy among ELF speakers to fulfill a successful communication no matter what kind of cultural and background-related differences they have.

2.2.2.2.3. Interactional Elements. Discourse skills related to the management of the interaction are interactional elements used often in ELF communication to achieve a successful discourse such as discourse markers and back-channeling. In order to aim to express meanings of information management properly and also to stress interpersonal relations between interlocutors, discourse markers can be observed in from very short expressions to longer ones (Cogo & House, 2017). House (2009) stated that various different functions of using discourse markers were concluded, that is, ELF speakers attribute different aspects to them. In her study, it was observed that discourse marker "you know" used by the ELF speakers were analyzed and the findings indicated that "you know" discourse marker was used as a "focusing device, emphasizing the adversative, casual and additive relations" (p. 215). In another study conducted by Baumgarten and House (2010), other discourse markers such as I think, I mean, I don't know were observed as markers used very often in ELF conversations. It was seen that ELF speakers use these discourse markers in a re-interpreted way. For example, in their study, "I mean" is often used with a profound evaluative feature in ELF conversation and its fundamental function was about clarification.

2.2.2.2.4. Co-construction of Utterances and Self-initiated repair. In ELF interactions, co-construction of utterances is another important strategy. The joint construction of utterances was observed in The HAMBURG ELF data (House,

2010). The participants jointly attempted to regulate or negotiate about the meanings which were conveyed by them. ELF users constantly supported themselves and also negotiated the meanings in ELF talk. They also responded each other compliments to promote each other feelings and group identity (Cogo, 2010). Not only in joint collaboration but also in individual repair can be seen as a meaning negotiation strategy in ELF. When ELF users sense or have a trouble in their speech, they often try to repair their own talk which is called "self-initiated repair". This strategy occurs, indeed, when ELF users are aware of their outcomes and their ability of self-monitoring (Cogo, 2016).

2.3.English for specific purposes (ESP)

2.3.1. Historical development. With the end of World War II (WWII), the important changes in scientific, technical and economic fields unquestionably led a need for an international language. That need was compensated by English as the world's lingua franca. Therefore, English that had been in the same nominal value with French until that time in terms of linguistic relevance leaped forward significantly as the international language around the world. In the early 1970s, as another significant factor, an oil crisis, in which the eastern countries had chance to gain funds from the western countries due to their abundant oil reserves, accelerated this process. Furthermore, these developmental changes in technology and economics brought out a new form of learner who had certain reasons and motivations for learning English (Kırkgöz & Dikilitaş, 2019). As Lesiak-bielawska (2015) stated, because of these profound changes in various fields around the world, a new generation was emerged who used and needed English in certain settings and purposes such as "a businessmen to run their businesses, doctors to keep up with recent developments in medicine, students to read their textbooks and international journals only available in English" (p.2). So, English courses were tailored according to the needs of them. In particular, ESP was born as the lesson where neither interesting nor romantic reasons for English take place for the students, instead, only professional needs of them play role for English (Robinson, 1996 as cited in Konrath, 2018, p.4). Hutchinson and Waters (1987) explained ESP principle as the notion which asks students that tell me what you need English for and I will tell you the English that you need. Moreover, since the construction of an ESP curriculum is mainly on the needs of the students, rather than following the traditional English

teaching approaches, this relatively newer approach aims to focus on how language is used in realistic circumstances, in other words, ESP has challenged the formal features of language due to its nature and has given importance to the real communication strategies. Therefore, the identifications of language varieties of different fields became the point of departure because of the fact that each situation varies from the other, in ESP, each field has its own language varieties (Kırkgöz & Dikilitaş, 2018). As one of the first example of ESP, English for Science and Technology (EST) focused on Science and Technology in academic settings and promoted the ESP discipline in the 1960s (Lesiak-Bielawska, 2015). Since the early 1960s, ESP has been accepted as one of the most prominent fields of teaching in academic fields around the world. ESP courses have been fairly prevalent in various fields among many universities such as English for Engineers, English for Aviation, English for Advertising and so on. In addition to EST mentioned above, ESP has established other areas such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP) and English for Vocational Purposes (EVP) (Paltridge & Starfield, 2014). Due to the inconstant nature of English language teaching approaches throughout the history, ESP has developed according to these changes over the years. Since the varieties of English have been revealed by the ESP scholars, the new corpus-informed approaches based on these analyses of the varieties have been come into existence which has assisted to find out learning objectives in ESP programs (Boulton et al, 2012).

The globalization of our world, especially in economy and tertiary, has inevitably influenced countless learners of English as well as English itself. Today, the growing need for English has been increasing day by day for millions of students around the world. This increasing pressure is particularly among undergraduate students because of the fact that in order to meet the requirements of the globalized world, they should enhance their ESP skills and knowledge related to their fields. As the determining factor for the quality of subject matter learning in the connection with the quality of the university graduates in the relevant sectors, ESP knowledge and proficiency have been quite an issue for undergraduate students (Kırkgöz, 2014). Kırkgöz and Dikilitaş (2018) stated that ESP has created a space in which the related fields of English language teaching, such as computer-assisted learning and second language research, have been investigated from different methodological and

pedagogical concerns. Although these new perspectives in ESP are many, there is still much progress to be made. Further studies, thus, are quite crucial to compensate this shortage of relevant published research especially about methodological base.

2.3.2. Characteristics of ESP. In the literature, there can be found many identified characteristics of ESP by many scholars. As one of the earliest contributions to this issue, Carter (1983) identified 3 features common to ESP courses: 1) authentic material 2) purpose-related orientation and 3) self-direction. Considering that ESP courses are quite prevalent among intermediate or advanced level learners, the use of authentic materials is indeed a main component of ESP, especially in self-directed study. Because for instance, Language Preparation for Employment in the Health Sciences, the evaluation of students was assessed by using independent study assignment in which learners are asked to reveal their area of interest by conducting a research by using different resources. The second issue is purpose-related orientation which is about replicating the target settings so as to fulfill the requirements of their professional milieu. Whatever the purpose of ESP is should be given in simulated tasks, the learners, thus, can not only learn skills but also employ these skills to real life settings. As the final feature, "self-direction is concerned with turning learners into users". To achieve self-direction, the learners should have a degree of freedom to decide when, what, and how they will study (p.134).

Another identification purposed by Dudley-Evans (1998). In his identification, the characteristics of ESP were divided into 2 groups as absolute characteristics and variable characteristics. Absolute characteristics are the ones which do not change according to certain disciplines, or in other words, these features are valid for all kinds of ESP courses, no matter what their aims or concerns are. These absolute characteristics are:

1. ESP is defined to meet specific needs of the learners

2. ESP makes use of underlying methodology and activities of the discipline it serves

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

On the other hand, variable characteristics are the ones which depend on a discipline's profile. These features are:

1. ESP may be related to or designed for specific disciplines

2. ESP may use, in specific teaching situations, a different methodology from that of General English

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level

4. ESP is generally designed for intermediate or advanced students.

5. Most ESP courses assume some basic knowledge of the language systems

The further identifications of ESP have been put forward since then as a consequence of conducted research from different perspectives, such as prevalent grammatical features preferred in ESP classrooms, vocabulary choices in ESP teaching and especially recent trends of ELF-related influence on ESP courses.

As one of ESP's salient features, some grammatical structures are preferred over others regarding which function of language is aimed in a given domain. For instance, Konrath (2019) explained this issue in aviation English. He stated that the fundamental aim of aviation English is "understanding". To be able to achieve this, certain forms of language are needed and utilized to fulfill specific actions. As an example, "imperatives are used to have the recipient complete a task, while questions perform the function of requesting information" (e.g. "the phrase climb and maintain 17,000 feet, for example, can be assigned the function of 'giving an order' (which is a triggering action), while the question Are you ready for immediate departure? would perform an act of "asking about readiness/availability") (p.36). Furthermore, Allen and Widdowson (1978) also pointed that "people who talk about 'scientific English' usually give the impression that it can be characterized in formal terms as revealing a high frequency of linguistic forms like the passive and the universal tense in association with a specialist vocabulary" (p.74-75). The second feature of ESP is the use of specialized vocabulary. Due to the wide range of fields that ESP embraces, it is not surprising to observe differences of the use of vocabulary among disciplines.

For instance, while a cook will be talking about ingredients or recipe of a meal, an English teacher will be giving information to students and trying to achieve their proficiency in English. Widdowson (1998) explained this difference as "mastery language" and "mystery language". He concluded that

> the English used for business, management, marketing, banking and so on, with all their legal and financial intricacies, is a mastery language for the insiders who practice these occupations, and it is the purpose of professional courses to instruct people in such mastery. However, it is a mystery language for outsiders, like me. This mastery is not the same as general proficiency in English, which is why we need ESP (p. 11-12).

Therefore, in order to achieve ESP education for both teaching and learning of a certain field, specialist knowledge about the vocabulary should be first obtained by both learners and instructors (Schnieder, 2013, p. 48). Hyland (2007) highlighted that the fundamental tenet of ESP is that "professional communities possess their own distinguishing discoursal practices, genres, and communicative conventions, which arise from different ways of carrying out their work and of seeing the world" (p. 399).

For ESP material, it would appropriate to start with what is a learning material. A language learning material can be anything which is taken and used to initiate, maintain or promote the learning of a language by teachers or learners (Tomlinson, 2011, p. 2). Today, besides traditional materials such as textbooks, workbooks, handouts, CD or DVD, with the development of technology, technological tools have been used considerably to increase the learners' knowledge and experience on language learning such as smartphones, tablets, Ipods or apps (Upton, 2012). In a language classroom, the necessity role of materials cannot be ignored because the learners get most of the input from materials used in the classrooms (Hyland, 2006). For ESP, since the major distinctive character is that both the content and the teaching approach are based on the certain needs of the learners for a certain context, the language learning materials in these courses are

tailored according to their needs for instruction. Barnard and Zemach (2003) proposed some certain variable that influence the design and use of ESP materials:

- Type of institution (e.g. university or a company)
- Classroom setting (e.g. classroom or conference room)
- Location (e.g. ESL or EFL)
- Technology
- Learner qualities
- Teacher qualities

In developing and choosing ESP materials, there are many challenges. The first challenge is about the topic needed to be identified for the learners' needs, desires for learning while improving their limited English skills. Material developers should consider that the students' limited English knowledge does not mean that they have same limited knowledge about their field as well. That is, second language knowledge do not reflect the students' specific professional ability (Upton, 2012). In a nutshell, ESP materials need to match with both the linguistic and intellectual levels of the students. The second challenge is about "authenticity". There is a conundrum about this issue in the literature. While there are some scholars who suggest that language learning materials should be as authentic as possible, there are some scholars who state that using authentic materials in ESP courses is problematic and it a burden for teachers (Graves, 2000; Richards, 2001). Belcher (2010) pointed out that what is needed in ESP classrooms cannot be compensated effectively by using commercially available materials and general language teaching methods, rather, "needs-responsive instructional materials and methods" developed from the certain target situation should be the response such needs. Lewis and Hill (1993, p. 52-53) highlighted that in ESP, student-centered approach is a matter of fact therefore their considerations should be regarded as the utmost selection criteria in material selection and development. They listed some of the considerations of ESP students as follows:

- Will the materials be useful to the students?
- - Do they stimulate students' curiosity?
- - Are the materials relevant to the students and their needs?
- - Are they fun to do?

- - Will the students find the tasks and activities worth doing (p.52-53)

Finally, as the last feature, ESP puts the needs of the language learners at the center of curriculum. As a consequence of a need analysis of the learners, curriculum and syllabi are tailored according to this analysis. The learner-centeredness is the ultimate focus in ESP courses rather than chasing formal inadequate methodologies of English language teaching such as native-like competency. This learner-centered perspective of ESP stresses that "the language produced should be 'good enough for the job', not necessarily native-speaker-like" (Robinson 1996, p. 32).

There are limited number of studies in ESP in the literature, for instance, Belcher (2013) stated that there has been little literature on ESP teachers and students. In fact, it has been argued that "the community that ESP professionals know least about is their own". Moreover, in discussion of future research in ESP, Paltridge and Starfield (2014) argued that there needs to be research to provide better understanding of learner and teacher factors that influence the teaching and learning of ESP. The recent research has mostly focused on ELT, little has been done for ESP. The case is not different in our country. It has not been surprising to see that in Turkey, there are limited number of studies which investigate the ESP teachers and the ESP classrooms. On the same point, many Turkish scholars have pointed that position and have articulated their discomfort. For instance, Coşkuner (2002) stated that "to our best knowledge, there have been only a few studies carried out in the field of ESP in Turkey. Thus, by linking students' perceptions and instructors' ideas and challenges, we hoped to provide a foundation for the ESP classes". Atay et al. (2012) pointed out that there is surprisingly little research about what ESP teachers know and need to know in ESP classrooms. The current status of ESP has many uncharted aspects waiting to be discovered in Turkish context.

2.4.The relationship between ELF and ESP

According to Johns and Dudley-Evans (1991), who identified the international character of ESP, there are three characteristics of ESP; "internal communication", "transmission of science and technology", and "International communication". For the first one is for the post-colonial or ESL countries (Kachru' concentric models of English) such as India, Nigeria and Singapore where English is needed for internal

communication because of its extensive use among especially, educated citizens and also the reason that English is the most neutral language available in these countries. Due to the needs of English in these countries, some of them have their own ESP textbooks in which local speech norms can be traced rather than fixed standard norms of English. Not only textbooks but also new teaching models are required to compensate the needs of these ESP learners. For instance, in Nair-Venugopal's (2009) study conducted in Malaysian context, it was firmly put forward that in order to compensate the needs of local learners of English, there should be new models which are beyond the traditional models provided by standardized Western teaching norms. This situation doubtlessly echoes the characteristics of ELF for the reason that ELF refers to that "multilingual speakers will use English for utilitarian purposes with a pragmatic attitude; they won't develop a cultural affinity with the language or attempt to represent their identities through English" (Canagarajah, 2006, p. 199) and as House (2012) commented, "a major characteristic of ELF is its multiplicity of voices. ELF is a language for communication, a medium that can be given substance with many different national, regional, local, and individual cultural identities" (p.188). These former examples indicate that even 50 years ago, the idea of ELF was valid for the ESP courses and also classroom material development according to many scholars. The second issue highlights academic publications. It is a well-known fact that the field of ESP has been growing and developing for almost five decades. There has been a growing interest among many international universities for ESP courses offered to students from different departments. Therefore, it is not surprising to see the profound effort to publish research in prestigious high impact journals, for which, by necessity, English is the language for dissemination of research findings to a global readership (Flowerdew, 2015). Furthermore, considering the fact that today, the 95% of all publications are in English, the non-native English scholars in these submissions have been exceeding the native ones (Hyland, 2013). ESP scholars and graduate students among these scholars have been increasing constantly when considering how fast is the current information getting and also contributing to the literature. Many different disciplines like science and engineering disciplines also take advantage of web-enabled linked data facilitating online discussions and blog postings and also offer their students access to publications which accelerate this increasing in academic publishing. As ESP gains weight in academic publications,

for most part, the language that multilingual ESP scholars (especially in science and engineering) use and also their attitudes towards English have been changing as well. A recent study conducted by Ferguson et al. (2011) indicated that on the contrary of previous study (Uzuner, 2008), the majority (62%) of Spanish ESP scholars stated that they felt more advantaged than disadvantaged by the dominance of English in science. They also claimed that English is no longer a language which gives privileges to native-speaker academics. For these reasons, ELF in the current era of globalization has been increasingly gaining importance. Although WrELFAcorpus (Corpus of Written English as a Lingua Franca in Academic Settings) has been a source of written database of ELF in academics settings, Mauranen et al. (ibid) claimed that the lack of cross-cultural variation in academic English related to ELF remains in the literature. Therefore, "the nature of English for global communication and collaborations is changing, and changing fast" (Flowerdew, 2015, p. 13). The last one sheds light the issue that English is primarily chosen as the language of communication among non-native speakers for many occasions in international business. In Graddol's (2006) "English Next" publication, while the current state of English as the global language around the world and its comparison to other prevalent languages (e.g. Arabic, Chinese) were highlighted, he also put forward the historical changes and future-related issues of English education. He stressed the fact that the numbers of speakers who use English as EFL and ESL have exceeded NSs of English, therefore NSs' longstanding traditional linguistic advantage has been losing its influence on both ESL and EFL speakers. While he has pointed out the magnitude of ELF, he has also mentioned two crucial points which are fundamentally worthy for ESP: 1) As the native speaker models experience a fall as a consequence of the rise of the importance of Global English, the way how English is taught and evaluated will change as well, 2) today, English is one of the main components of general education, in future, this situation will maintain its strength. For the first issue, due to the decrease of native speaker models that had been in privileged position for some time as a consequence of the rise of global English, a re-assessment of learners' needs, teachers' apprehension about the way of teaching, teaching materials and even the kinds of appropriate accents in teaching have been required. For the second matter, in many professional fields, English is seen as a fundamental necessity to communicate with the world. Regarding the current status

of English as a lingua franca, it is not likely to observe a downfall the use of English in international communication. This situation has gained more weight after Kachru's revised model of Englishes. Namely, Graddol (2006) advocated that the rise of global English erased the boundaries between Kachru's concentric circles of English (native speaker, second-language speaker and foreign-language user). Yet, the revised version of Kachru's model made more sense for the reality of English in our world since rather than separating speakers according to the places, Kachru (2005) divided English speakers into two categories of proficiency as highly proficient speakers who have a "functional nativeness" and low proficient speakers who are not able to use in the similar way (p. 12). This new description has influenced not only the field of ELF but also ESP field because as Nickerson (2013) discussed, the new version of the boundaries between English speakers highlights the functional nativeness and leads new reassessments of the way in which English is instructed. Because of the functional nativeness is one of the ultimate aims for ELF, it is not inappropriate to take advantage of ELF in ESP classrooms where disciplinal English language is need and instructed to carry on the requirements of the professions. Today, as Widdowson (2012) articulated, it is time to revise and review the conventionally established concepts and epistemologies in English language teaching and the catalyst in this revision process is ELF. On the other hand, the conventional way of teaching English has also been a matter of discussion, especially in ESP. Furthermore, as Bhatia et al. (2011) stated, the aim of ESP should be to "use English as an ELF speaker, guided by discourse community. Successful communication should contribute to self-confidence that, in turn, would feed motivation to continue learning. Adding an awareness of multicompetence can encourage contributions from an alternate viewpoint, which can be valuable in an internationally based professional discourse community" (p. 149). Connor and Rozycki (2013) also mentioned that "As English increasingly becomes the lingua franca of business and academic communication, variation from standards and norms will need to be addressed by ESP practitioners. Intercultural rhetoric is well situated to address this growing area of inquiry" (p. 440–441). Because of the reason that ELF does not fit into existing frameworks, it should be seen from different perspective altogether, that of the notion of 'communities of practice' (Seidlhofer 2011, p. 87–88). It depends on different contexts of the specific fields, and often very

small, community's interaction as speakers try to adopt and develop a shared repertoire to keep up their specific purposes on that specific occasion (Jenkins, 2012). So, ELF has a considerable impact on ESP classrooms because of its very nature of characteristics which is that ELF is a "language for communication rather than a language for identification" (House, 2003).

2.5.Previous Research on ELF in ESP classroom

Although there is a robust relationship between ELF and ESP, it is surprising to observe that there are only a few studies in the literature. In Ghobain's (2010) master study in which he investigated the attitudes and beliefs of medical students at a public university in Saudi Arabia towards the native models and selected non-native models (Indian and Philippine), he used questionnaires and structured interviews to reveal the participants' attitudes and beliefs. The findings indicated that the participants showed positive attitude towards non-native models, however they also considered native varieties as correct English. Furthermore, the awareness of the participants to English's current global status was seen considerably high. It was also extracted from his study that the participants did not have much knowledge about cross-cultural communications because they had not been exposed to any various cross-cultural communication features.

Csizer and Kontra (2012) attempted to reveal how far tertiary level ESP students from different departments are aware of the altering role of English, how they regard ELF and in what ways ELF influence their English learning goals. The participants of their study were 239 Hungarian ESP students from 4 different departments. They used a questionnaire as their research tool. The findings showed that the participants were highly aware of the changing role of English and they stated that they need English primarily for communicating with other NNSs, in other words, they need English for international communication. However, the participants of the study were fully aware of the concept of ELF, when it comes to professional use of English, they believed ENL norms are the features which reflect professional use of English language. The researchers explained that thinking as the participants' personal aspiration to speak and behave like native speakers of English.

Calvo-Benzies (2017) was another researcher who investigated ELF in ESP context. The aim of her study was to study non-native accents in ESP classrooms.

She also focused on classrooms materials (audios and textbooks) to find out whether they included native and non-native speakers or merely native speakers. In the first phase of her study about the participants' (14 Spanish ESP students from Tourism and Law departments) assessments for native non-native speakers' accents in listening tracks, it was seen that although the tourism students valued and accepted both native and non-native speakers' accents, the students from Law department accepted only native speakers' accent. The perceptions of the all participants towards learning spoken English were positive, and they regarded pronunciation as an important feature in language learning. For the second phase of the study, the researcher analyzed audio materials and textbooks used in these ESP classrooms. She found that 70% of the listening tracks were native English speakers, that is, non-native English speakers in the audio materials were less frequent than the native English ones. Furthermore, when there was a non-native speaker in a conversation, most of the time, he or she was interacting with a native speaker. There were only few tracks where only non-native speakers were interacted. The less than 5% of texts from the 6 ESP textbooks contained only non-native speakers of English. That findings reflected that the non-native accent perceptions of ESP students did not have single profile and ESP materials were still conquered by native speaker norms of language learning.

From a different perspective, Konrath (2019) conducted an interesting study which focused defective radiotelephony communication between pilots and air traffic controllers. The language-related factors were analyzed which caused miscommunication. The study was related to ELF in ESP context because the conception of aviation English reflects an example of ELF and ESP purposes. The researcher continued that the user of aviation English aims to use English as clear as possible to avoid ambiguous statements to achieve efficient communication which has vital importance. By the analysis of Aviation safety reporting system, the researcher concluded that code-switching L1 interference and regional accents have not a positive impact on intelligibility of radio transmissions. The findings also indicated that not only non-native speakers of English also native speakers of English need to enhance their communicative strategies. The researcher concluded that in order to ensure the safety in air, standardized language system is needed, that is, a

shared code system enables all interlocutors to participate in communication or interaction in a mutual way.

Chapter 3

Methodology

3.1.Research Design

The pragmatic paradigm was adopted as its epistemology. Creswell (2013) stated that in pragmatism, the fundamental aim of the researcher is to focus on the research problem rather than focusing on certain methods, in other words, in a study adopted pragmatic worldview, the researcher can use various approaches available to investigate and understand the research problem (p.22). Since a mixed method study was utilized for this research, in which the researcher used both quantitative and qualitative approaches to elicit answers for the research questions, the pragmatic paradigm was a great match for the intended method. Specifically, due to the fact that pragmatism creates a space for multiple methods, different assumptions and different worldviews as well as different forms of data collection and analysis, it was quite appropriate to choose pragmatic paradigm for a mixed study.

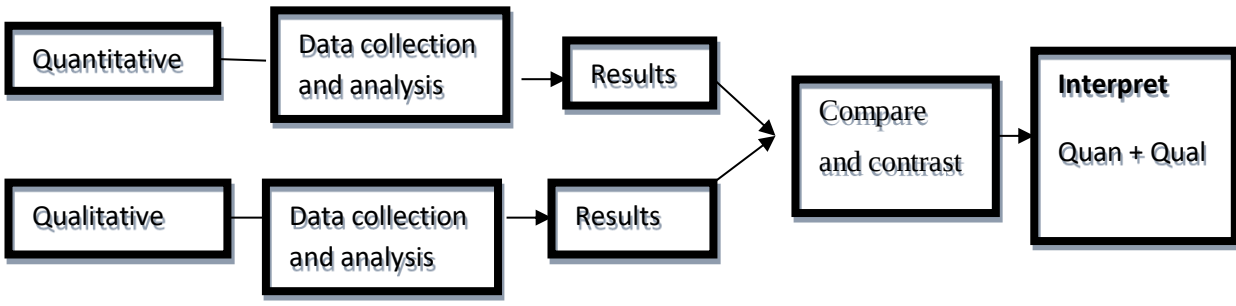
In a mixed method study, by utilizing both qualitative and quantitative approaches in a single program of inquiry or research, the researcher achieve data collection and analysis, integrating the findings and drawing conclusions (Tashakkori & Creswell, 2007). While a mixed method research used the strength of quantitative approach in which the numerical data and information are presented for the interpretation of data, the narrative information obtained from qualitative approach is benefitted by the researcher as well, or vice-versa. By challenging the quantitative and qualitative traditions, mixed method opens a new gate for the inquirer to benefit from wide range of methodological tools, which are required to elicit answers for the research questions (Teddlie & Tashakkori, 2009, p.14).

There are 6 different mixed method approaches (Creswell, 2014); convergent parallel, explanatory sequential, exploratory sequential, embedded, transformative and multiphase. In convergent parallel mixed method, after the inquirer collects both forms of data (qualitative and quantitative) at roughly the same time, researchers integrate the information into the interpretation of the results. Explanatory sequential

mixed method enables the inquirer to conduct and analyze the data gathered from quantitative research then it gives space to the inquirer to explain the quantitative data in more detail with qualitative data. Since the initial phase is to collect quantitative data which is followed by the qualitative data, it is a sequential approach. On the other hand, exploratory sequential mixed method is the reverse form of the explanatory sequential design in which the inquirer first starts with the qualitative data collection and analysis, and then the information is built into the quantitative phase. Furthermore, transformative mixed method takes its theoretical stance from social justice or power by utilizing both qualitative and quantitative data. An embedded mixed method promotes either convergent or sequential use of data and the primary idea is that either qualitative or quantitative data is embedded within a larger design. As the last one, multiphase mixed methods are used mostly in the fields of evaluation and program interventions. In order to understand the long-term program goal, concurrent or sequential strategies are utilized over a period of time (p. 15-16). For the current dissertation, the convergent parallel design (concurrent triangulation design) was adopted. The data collection and data analysis processes for both qualitative and qualitative data was conducted independently.

Figure 1

The convergent parallel design by Edmonds and Kennedy (2017)



For the quantitative part of the study, a non-experimental survey approach (descriptive research) was utilized. For the qualitative part of the study, a naturalistic inquiry design was adopted. In naturalistic inquiry, real-world situations which reveal themselves naturally are observed, manipulations are avoided and also researcher is open to whatever emerges as it has no predetermined constraints on findings (Patton, 2002, p. 40).

3.2.Setting and Participants

The research setting of the study was a state university located in Muğla province in Turkey. The study was conducted in the fall term of 2021-2022 Academic year. 4 ESP lessons given in 4 different departments were selected. The selected 4 ESP lessons were given in the following table. The departments, which included ESP courses, were selected purposefully by the researcher. That is, the study did not intend to profile any specific ESP departments in terms of their adherence to ELF. Therefore, the researcher selected variety of departments; 2 departments from tourism, 1 from business administration and 1 from medical field. The literature showed that each department has its own dynamics and perceptions towards ELF: Tourism ESP students wanted to embrace native speaker norms (see Calvo-Benzies, 2017), while international business ESP students showed their adherence to the ELF concept and highly valued communication and negotiation strategies over native-like linguistic competence (see Galloway & Rose, 2013). Lastly, the ESP students in medical fields, on the other hand, preferred traditional native speaker models but they were open to embrace ELF (see Ghobain & Grami, 2012). For the current study, in order to observe the situation in the Turkish context, by getting data from the variety of ESP departments, the researcher aimed to present comprehensive findings about the ESP courses.

Table 2

The selected ESP lessons according to the departments

ESP Lesson	Department
3. grade Vocational English	Hospitality Management
3. grade Vocational English	Food and Beverage Management
4. grade Vocational English	International Trade and Logistics
2. grade	Medical Documentary and Secretaryship

Vocational English

For the study, a convenience sampling was adopted because of the fact that convenience sampling enables the inquirer to select easily accessible and voluntary samples (Teddlie & Tashakkori, 2009). Therefore, since the researcher resided and worked in Muğla, the study was conducted in a state university in the area, and due to the advantages of the convenience sampling mentioned above, every step of the study was taken into consideration closely and studiously. For the study, 2 departments from tourism field, 1 department from business and 1 department from medical field were selected. Vocational English lessons were offered as mandatory lessons to these departments for their students, yet, they offered vocational English in different semesters. In all these departments, the certain grades which offered "Vocational English I" were selected in order to avoid any possible difference among English proficiency levels of ESP students in these departments which might have affected the results of the study. Therefore, while 3. Grade Hospitality Management and Food and Beverage Management departments were selected, 4. Grade International Trade and Logistics and 2. Grade Medical Documentary and Secretaryship were chosen.

The participants of the study were 236 ESP students and 4 ESP instructors. The demographic information of both the student participants and the ESP instructors constituted the samples of the current study were presented separately in following tables in detail:

Table 3

The demographic information of the ESP instructors

ESP Instructors	**Department**	**Gender**	**Age**	**ESP Teaching Experience**	**Level of Education**
HM-Inst	Hospitality Management	Male	49	6 Years	Bachelor's Degree
FaB-Inst	Food and Beverage Management	Male	46	3 Years	Master's Degree

ITaL-Inst	International Trade and Logistics	Male	47	8 years	Doctorate
MCaS-Inst	Medical Documentary and Secretaryship	Female	42	5 years	Master's Degree

In order to fulfill the confidentiality of the personal information of the instructors, pseudo-names were used instead of their names. The ESP instructor of Hospitality Management (HM-Inst henceforth) was 48 years old male with 6 years of ESP teaching experiences. He had a bachelor's degree in ELT. In the department of Food and Beverage Management, the ESP teacher (FaB-Inst henceforth) was 46 years old male with 3 years of ESP teaching experience. He had a bachelor's degree in ELT and a master's degree in educational sciences. In International Trade and Logistics, the ESP instructor (ITaL-Inst henceforth) was 47 years old male with 8 years of experience in ESP education. He had a bachelor's degree and master's degree in ELT. Moreover, he had been doing his doctorate degree in ELT as well. In the last department which was Medical Documentary and Secretaryship, the ESP instructor (MCaS-Inst henceforth) was 42 years old female with 5 years ESP teaching experiences. She had a bachelor's degree in ELT and had a master's degree in educational sciences.

Table 4

The demographic information of the ESP students

Department	**Category**	**Sub-Category**	**Frequency(N)**	**Percent (%)**
Hospitality Management	**Gender**	Male	28	54.9
		Female	23	45.1
		Total	51	100
Food and Beverage Management	**Gender**	Male	32	64
		Female	18	36

		Total	50	100
International Trade and Logistics	**Gender**	Male	50	65.8
		Female	26	34.2
		Total	76	100
Medical Documentary and Secretaryship	**Gender**	Male	18	30.6
		Female	41	69.4
		Total	59	100

3.3.Data Collection Instruments

In order to achieve triangulation, this study combined various methods of data collection. Therefore, three main methods were used to collect data: classroom observations, a questionnaire for ESP students, 2 semi-structured interviews with the ESP instructors (one was for RQ1 and one was for RQ2), 1 semi-structured interview (for RQ1) and 1 focus group interview (for RQ3) with the students. Questionnaires, interviews and observations were used as the key data collection tools. The following table provides detailed information of the data gathering methods and data analysis procedures based on the research's objectives and key research questions.

Table 5

The lists of Research Questions, Data Collection Instruments, and Data Analysis

Research Questions	**Instruments**	**Data Analysis**
1. How do the perceptions towards English as a lingua franca differ between the ESP students and the ESP instructors?	- ELF-awareness questionnaire (Bayyurt, et al. (2019)) - Semi-structured Interviews with both Students and Instructors	-Descriptive Analysis -Thematic Coding

2. To what extent do the ESP teaching materials match with the characteristics of ELF?	- Teaching Materials -Focus Group Interview with Students	- Document Analysis -Thematic Analysis
3. To what extent do the pragmatic strategies employed by Turkish ESP students and ESP instructors reflect the ELF communication?	-8 weeks Classroom Observation -Semi-structured Interviews with Instructors	- Conversation Analysis -Content Analysis

3.3.1. The Questionnaire. To find out the students' perceptions towards ELF-awareness in addition to semi-structured interviews, a questionnaire, which was developed by Bayyurt et al. (2019), was used for this dissertation (see Appendix 1). As Marshall (2005) stated, questionnaires can reveal "high quality usable data, achieve good response rates and provide anonymity" (p.132), that is, the utilization of questionnaires is quite crucial for academic research. The questionnaires of the dissertation are 5-point likert scale (1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree and 5-Strongly agree) and contain total 22 questions about their ELF perceptions. The questionnaire was administered to 236 ESP students during the academic year. Bayyurt et al. (2019) explained that during the development of the questionnaire, the rotated factor model showed that the items were distributed into three factors: intercultural awareness, positioning native varieties and native speakers, and awareness of communication goals. 43.49 percent of the variation (eigenvalues for the three components were 4.7, 3.1, and 1.7, respectively) was explained by this factor model; variance for the three factors was 0.21, 0.14, and 0.7, respectively). By measuring Cronbach's alpha values, the questionnaire's internal consistency was also investigated. With all items included, the total questionnaire's internal consistency was =.739. For the three factors, the Cronbach's alpha values were .419, .851, and .537, respectively.

3.3.2. The Semi-structured Interviews. Two separate semi-structured interviews were utilized to elicit answers for the first and the second research questions. To answer the first research question, "How do the perceptions towards English as a lingua franca differ between the ESP students and the ESP instructors?", after the students responded to the questionnaire, 5 students in each department were interviewed (see Appendix 3) to explain the results of them taken from the quantitative data more comprehensively. Another semi-structured interview (see Appendix 2) was conducted with 4 ESP instructors to reveal their perceptions for the same research question.

For the third research question which is "To what extent do the pragmatic strategies employed by Turkish ESP students and ESP instructors reflect the ELF communication?", after the researcher gathered and analyzed the classroom observations to show the pragmatic strategies of both the students and the instructors, the instructors were interviewed again over their employed pragmatic strategies to reveal their intentions in using them in classroom. Semi-structured interviews are one of the major data collection tools to reach qualitative data (Yin, 2016). Semi-structured interviews are based on a list of questions, but allow for explorations of these questions based on the interviewee's response. This involves specific techniques: following up on generalities to get specific details, asking for clarification, exploring without being intrusive, asking genuine questions, i.e., where the answer is not already known, focusing on concrete details, and avoiding interruption and reinforcing mechanisms (Seidman, 2006).

While conducting semi-structured interviews, the researcher followed Fontana and Frey's (1994) recommendations. Fontana and Frey (1994) provided a guideline to achieve structured interviews by stressing the things which should be avoided in a research:

- do not make long explanations of the study and utilize the standard explanation provided by the supervisor,
- b) do not move away from the study introduction, sequence of questions, or question wording,

- c) do not permit another person to interrupt the interview; do not permit another person reply for the respondent or offer his or her opinions about the question,
- d) do not suggest a response or agree or disagree with a response,
- e) do not talk about your personal views on the topic of the question or survey,
- f) do not make interpretations about the meaning of a question; simply repeat the question and give instructions or clarifications which are provided in training or by supervisors,
- g) do not improvise, such as by making wording changes (p.364).

For the purposes of this dissertation, 3 different semi-structured interviews were prepared, 2 of them were for the ESP instructors, 1 was for the ESP students. The semi-structured interview questions were directed to all of the 4 ESP instructors. There were 7 semi-structured interview questions for the instructors. On the other hand, a semi-structured interview for the student participants was also conducted. There were 6 semi-structured interview questions. Randomly selected 5 students in each department (20 in total) were interviewed by the researcher. Since the fall term in 2021-2022 Academic year was face-to-face, all interviews were conducted physically. All interviews had been recorded by the researcher.

3.3.3. Focus Group Interviews. For the second research question, which is "To what extent do the ESP teaching materials match with the characteristics of ELF?", a focus group interview (see Appendix 4) was conducted with 5 students (20 in total) in each department in the study. As Anderson (1990) stated, a focus group is "a group comprised of individuals with certain characteristics who focus discussions on a given issue or topic" (p.241). Specifically, "a focus group consists of a small group of people who are brought together by a trained moderator (the researcher) to explore attitudes and perceptions, feelings and ideas about a topic" (Denscombe, 2007, p.115). It is a great tool of inquiry which primarily enables a researcher to comprehend a certain problem from the perspective of participants of any research (Patton, 2002). In the current study, since the classroom materials selected by the instructors were for their own use, their evaluation was vital.

According to Morgan (1997), focus groups may be used in three different ways:

- **Self-contained Method**: In this situation, they become chief source of data collection. The basic argument is given that focus group as opposed to individual interview reveals the participants' practices and viewpoints that may not be accessed otherwise.
- **As Supplementary Source of Data:** They may be used to generate survey questionnaires, to develop a program or intervention or to validate the findings of quantitative research.
- **Use in Multi-method Studies:** They may be used effectively when several approaches such as in-depth interviews, participant observation are used to collect data. This is also known as triangulation.

In the process of constructing the questions for the focus group interview in the study, the guidelines from Anderson (1990) were utilized for the participants which are:

- Focus questions are always open ended,
- Questions must be of "qualitative nature" and quantifiers e.g. as how much may be avoided.
- Avoid questions that have a possible 'yes' or 'no' answers,
- Use of directive approach is avoided to know the reasons behind a particular standpoint or reaction of the participant`. Thus 'why' question is not generally asked.
- Large number of questions may be outlined through brainstorming, and then may be reduced to questions as desired.
- The question should be sequenced in a natural flow

3.3.4. Classroom Observations. To answer the third research question, which is "To what extent do the pragmatic strategies employed by Turkish ESP students and ESP instructors reflect the ELF communication?", observations were carried out in each department. The classroom observations lasted 8 weeks in total, observing 2 classes each week. All observations had been recorded by the researcher for 8 weeks. By collecting first-hand data in real life setting, observations are

irreplaceable data collection method for any research. When it comes to mixed method research, observations are especially important because of the fact that they reflect the real situations therefore the researcher cannot be misled by reported behaviors in questionnaires. In other words, by observing the real situations, the researcher can check and also support the reported behaviors in quantitative tools (Bryman, 2012). In this dissertation, short term single observations were applied by the researcher who was the complete observer role in the classrooms. The researcher in a complete observer role is discarded utterly from interaction with the participants (Teddlie & Tashakkori, 2009). Regarding the focus of the data being collected, a semi-structured form of observation was adopted, which means although the researcher had certain key areas to observe, he did not follow a checklist, yet he was open to any emerging data related to these areas. During the semi-structured observations, the researcher observed the ELF pragmatic strategies in ESP classrooms. The researcher focused on "negotiation of meaning" occurring between instructors and students and "multilingual resources" used in the classrooms by them. For negotiation of meaning, the observation specifically focused on "self-initiated repair" and "co-construction of utterances" in classroom interactions taking place between instructors and students. For multilingual resources, as one of the most common practices among ELF speakers, code-switching practices between instructors and students were the cases in the observation (Cogo & House, 2017, p. 212-215 as cited in Jenkins, Baker & Dewey, 2018). The following table indicates the classroom observation summary for each department.

Table 6

Classroom observation records

Department	**Recorded Lessons**	**Durations**
Hospitality Management	12	480 minutes
Food and Beverage Management	12	480 minutes
International trade and	12	480 minutes

Logistics		
Medical Documentary and Secretaryship	8	320 minutes

3.3.5. The Classroom Materials. To answer the second research questions "To what extent do the ESP teaching materials match with the characteristics of ELF?", teaching materials of the selected ESP classrooms were analyzed. These teaching materials included ESP textbooks and listening tracks. In ESP textbooks, the researcher focused on international motives in activities (cultural diversity and norms) and also paid attention to ELF features in communication. On the other hand, in listening tracks, the researcher extracted and classified the information regarding whether the speakers were native or non-native speakers of English and the presented interaction carried any ELF characteristics.

In the present study, there were a total of 4 ESP coursebooks used in the selected departments. The detailed information about the coursebooks analyzed was given the following table.

Table 7

The Lists of the Coursebooks Examined in the Study

Department	**Authors**	**Title**	**Publication Year**	**Publisher**
Hospitality Management	Virginia Evans Jenny Dooley Veronica Garza	Career Paths-Tourism	2011	Express Publishing
Food and Beverage Management	Virginia Evans Jenny Dooley Ryan Hayley	Career Paths-Cooking	2013	Express Publishing
International Trade and Logistic	Yulia Stukalina	Professional English for Students of Logistics	2014	LogOnTrain
Medical Documentary and Secretaryship	Trang M. Tran Jenny Dooley Virginia Evans	Medical	2012	Express Publishing

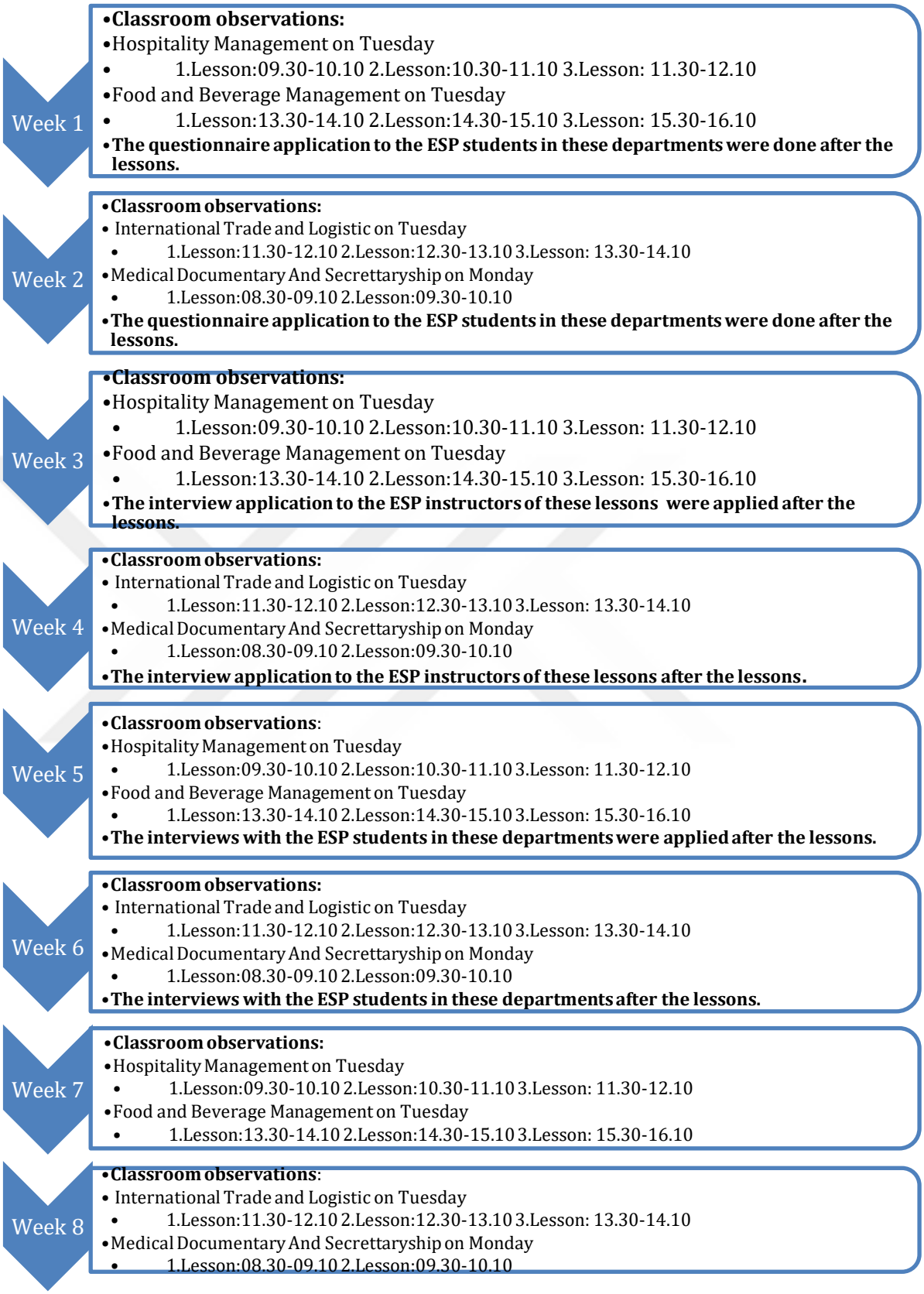
3.4.Data Collection Procedures

The data collection procedures in the current study were divided into two phases. In the first phase which was based on both the quantitative and the qualitative research methods, after the all participants were given the informed consent forms to fill out, the data collection started with the examination of the ELF perceptions of the ESP students by giving the ELF questionnaire (Bayyurt et al., 2019). The participants answered the questions freely and without any constraint being imposed on them. After that the questionnaire was applied, 5 ESP students in each department were randomly selected to conduct the semi-structured interviews with them. The ESP students were informed about that confidentiality and voluntary participation were two major features of the study, and pseudonyms would be used for their names, their voice recordings would be confidential and they had the right to stop participating in the study in any time. According to these steps, semi-structured interviews were conducted with the ESP students who participated voluntarily. After the ESP students, in order to reveal ELF perceptions of the ESP instructors, which was the other aspect to find out for eliciting an answer to the first research question of the study, another semi-structured interview was conducted with them. The interview was conducted with them before the lessons. They were also informed about the issue that pseudonyms would be used for their names and their voice recordings would be confidential.

Moreover, the researcher had observed the ESP lessons for 8 weeks (4 weeks for each department) to elicit answers for the third research question. As a part of the qualitative research, classroom observations were video recorded by the researcher. The data were collected through video-recordings of the ESP lessons observed by the researcher. The following table summarizes the data collection procedures week by week..

Figure 2

The First phase of the data collection procedures


Week 1
•Classroom observations:
•Hospitality Management on Tuesday
• 1.Lesson:09.30-10.10 2.Lesson:10.30-11.10 3.Lesson: 11.30-12.10
•Food and Beverage Management on Tuesday
• 1.Lesson:13.30-14.10 2.Lesson:14.30-15.10 3.Lesson: 15.30-16.10
•The questionnaire application to the ESP students in these departments were done after the lessons.
Week 2
•Classroom observations:
• International Trade and Logistic on Tuesday
• 1.Lesson:11.30-12.10 2.Lesson:12.30-13.10 3.Lesson: 13.30-14.10
•Medical Documentary And Secrettaryship on Monday
• 1.Lesson:08.30-09.10 2.Lesson:09.30-10.10
•The questionnaire application to the ESP students in these departments were done after the lessons.
Week 3
•Classroom observations:
•Hospitality Management on Tuesday
• 1.Lesson:09.30-10.10 2.Lesson:10.30-11.10 3.Lesson: 11.30-12.10
•Food and Beverage Management on Tuesday
• 1.Lesson:13.30-14.10 2.Lesson:14.30-15.10 3.Lesson: 15.30-16.10
•The interview application to the ESP instructors of these lessons were applied after the lessons.
Week 4
•Classroom observations:
• International Trade and Logistic on Tuesday
• 1.Lesson:11.30-12.10 2.Lesson:12.30-13.10 3.Lesson: 13.30-14.10
•Medical Documentary And Secrettaryship on Monday
• 1.Lesson:08.30-09.10 2.Lesson:09.30-10.10
•The interview application to the ESP instructors of these lessons after the lessons.
Week 5
•Classroom observations:
•Hospitality Management on Tuesday
• 1.Lesson:09.30-10.10 2.Lesson:10.30-11.10 3.Lesson: 11.30-12.10
•Food and Beverage Management on Tuesday
• 1.Lesson:13.30-14.10 2.Lesson:14.30-15.10 3.Lesson: 15.30-16.10
•The interviews with the ESP students in these departments were applied after the lessons.
Week 6
•Classroom observations:
• International Trade and Logistic on Tuesday
• 1.Lesson:11.30-12.10 2.Lesson:12.30-13.10 3.Lesson: 13.30-14.10
•Medical Documentary And Secrettaryship on Monday
• 1.Lesson:08.30-09.10 2.Lesson:09.30-10.10
•The interviews with the ESP students in these departments after the lessons.
Week 7
•Classroom observations:
•Hospitality Management on Tuesday
• 1.Lesson:09.30-10.10 2.Lesson:10.30-11.10 3.Lesson: 11.30-12.10
•Food and Beverage Management on Tuesday
• 1.Lesson:13.30-14.10 2.Lesson:14.30-15.10 3.Lesson: 15.30-16.10
Week 8
•Classroom observations:
• International Trade and Logistic on Tuesday
• 1.Lesson:11.30-12.10 2.Lesson:12.30-13.10 3.Lesson: 13.30-14.10
•Medical Documentary And Secrettaryship on Monday
• 1.Lesson:08.30-09.10 2.Lesson:09.30-10.10

In the second phase of the data collection procedure, after the researcher finished collecting the data from the observations lasted 8 weeks, the instructors were interviewed over the pragmatic strategies that they employed in the classroom observations. In the interviews, the researcher aimed to reveal their intentions of employing them. The interviews were conducted with the instructors at times that they decided. Each interviews lasted about 15 minutes. The instructors were not interfered or directed during the interviews.

After the researcher gathered all classroom materials used in the ESP classrooms, a focus group interview was conducted with 5 students in each department to reveal their thoughts about these materials they used (20 in total). The focus group interviews were done after their ESP lessons. Each group interview lasted about 30 minutes. In the focus group interviews, after the researcher asked the questions to the students, they were not interfered by the researcher. They were asked to say their thoughts freely about the materials. The interviews were applied face-to-face and they were audio-recorded by the research for the analysis.

3.5.Data Analysis Procedure

The following table summarizes the data collection instruments used to answer each research question, and data analysis procedures, which were applied to analyze the collected data.

Table 8

Data Collection Tools and Data Analyses

Research Questions	Data Collection Tools	Data Analysis
1. How do the perceptions towards English as a lingua franca differ between the ESP students and the ESP instructors?	- ELF-awareness questionnaire (Bayyurt, et al. (2019)) - Semi-constructed Interviews	-Descriptive Analysis -Thematic Coding
2. To what extent do the ESP teaching materials match with the characteristics of ELF?	- Teaching Materials -Focus Group Interviews	- -Document Analysis -Thematic Coding
3. To what extent do the pragmatic strategies employed by Turkish ESP students and ESP	-8 weeks Classroom Observation -Semi-structured interviews with the	- Conversation Analysis -Thematic Analysis

instructors reflect the ELF communication?	Instructors

To answer the first research question "How do the perceptions towards English as a lingua franca differ between the ESP students and the ESP instructors?", in the first phase of the study, the data gathered from the ELF questionnaire answered by the ESP students were transferred to SPSS 2.0 to find out the perceptions of the ESP students towards ELF. Before the frequency analysis, in order to see the reliability and validity of the instrument, Cronbach Alpha internal consistency estimation was done. Since there were three factors in the questionnaire, the Cronbach's alpha values of the three factors were analyzed as .519, .751, and .637 respectively for the three factors. After the frequencies of the data were examined, the percentages of the frequencies of each question in three factors were given separately in the findings part. The responses of the ESP student participants to each item on the questionnaire were analyzed in percentages to reveal general tendencies among the participants because the responses of the items were designed on an ordinal scale, i.e., higher number means agreement and lower number means disagreement. In the second phase to elicit answer for the first research question, while a semi-structured interview with 5 the ESP students in each department were done to support the quantitative data, an interview with the ESP instructors was applied to reveal their perceptions towards ELF. In the analysis of the interviews with both the ESP students and ESP instructors, the data were analyzed through thematic analysis. Thematic analysis is a way of interpreting data to reveal recurring themes in the data. The identified data leads to pattern coding (Boyatzis, 1998).

Braun and Clarke (2006, p.37) noted a variety of advantages of thematic analysis, including:

- Flexibility.

- A quick and rather simple strategy to learn and use.

- Open to scientists with little or no prior knowledge of qualitative research.

- Results are often available to the general public's educated population.

- A practical approach for using participants as partners while working within the participatory research paradigm.

- Can provide a thorough description of the data set and/or a useful summary of the main characteristics of a huge body of data.

- It might draw attention to patterns and discrepancies in the data set.

- It may result in unexpected findings.

- It permits not only psychological but also societal interpretations of the data.

- It is useful for creating qualitative analyses that can guide policy formulation.

The data gathered from the semi-structured interviews and focus group interviews were examined in order to reveal and identify recurring themes and also to see the pattern in the data. After this process, content analysis was used to interpret revealed categories as a result of thematic coding of the data. Hsieh and Shannon (2005) defined content analysis as "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (p. 1278). On the other hand, descriptive analysis was used to reveal the data obtained from the students' questionnaire. Loeb et al. (2017) stated that "whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or simply describe samples in studies aimed at identifying causal effects, descriptive analyses are part of almost every empirical paper and report" (p. 2). Therefore, in order to uncover the degree of awareness in ELF among the students, descriptive statistics of the questionnaire were utilized to observe the trend of the students' ELF awareness.

In order to elicit answers for the second research question "To what extent do the ESP teaching materials match with the characteristics of ELF?", a document analysis was utilized. In the course of document analysis of the data, as the framework of analysis of the sections that the researcher analyzed, Rzonca's (2021) framework of ELF-aware classroom materials was utilized. She constructed a framework in which the fundamental features of ELF-aware teaching materials were listed. According to her framework, there are 8 features:

- A vast repertoire of English varieties (including English varieties including outer or expanding circle ones)
- Various cultures and intercultural issues (promoting intercultural awareness and develop intercultural skills)
- A shift from inner circle settings to plurilingual settings (dialogues as presenting power of multilingual outer circle and expanding circle settings)
- A shift from the focus on 'native-like' pronunciation and grammatical correctness to intelligibility (less attention to pronunciation or grammatical correctness, more attention to intelligibility)
- Examples of successful ELF communication between speakers of different origins and first languages (presenting authentic language exposure)
- Awareness raising activities (diversity of the English should be presented to raise awareness)
- Reflection on learners' experience with English (presenting how pragmatic and lexicogrammatical patterns change in different contexts and how flexible English may be)
- Communication strategies (introduction of pragmatic strategies) (p.316)

As the teaching materials, 4 ESP coursebooks were taken with their audio tracks. The researcher selected 4 main sections in the coursebooks: audio tracks (for listening activities), written dialogues, reading texts and vocabulary practices. For the analysis of the audio tracks, Rzonca's (2021) first feature was taken as the basis which was "A vast repertoire of English varieties". According to this feature, teaching materials should reflect not only to native English speakers but also non-native English speakers as well. Therefore, the audio tracks were analyzed to observe the types of the speakers. For the dialogues, the analysis was based on "Communication strategies" feature in which pragmatic strategies are emphasized as the characteristics of ELF communication. Moreover, the reading texts were analyzed regarding "Various cultures and intercultural issues" feature in which "the plurality of linguacultures" is mentioned because of the fact that it is crucial to understand different cultural practices in order to "communicate across diverse cultures" (Baker, 2012, p. 69 as cited in Rzonca, 2021). Therefore, while analyzing

the reading texts, the researcher focused on multicultural idioms and expressions. For the vocabulary practices, special terms and vocabulary were analyzed to see if they belonged to the outer and expending circle countries. For this section, "A vast repertoire of English varieties" was again considered as the basis of the analysis by the researcher due to its emphasis on introducing English varieties to learners. The following table indicates the material sections analyzed by document analysis.

Table 9

Coursebook Sections Examined for ELF Features

Sections Examined	**ELF features to look at**
Audio tracks	To observe speaker types (NS-NS or NNS-NNS or NS-NNS).
Written dialogues	To see if there are pragmatic strategies (Co-construction of utterances, negotiation of meaning, etc.)
Reading texts	To see if there are multicultural idioms, slangs, expressions, etc..
Vocabulary practices	To see if there are special terms or vocabulary belong to the countries outside the English-speaking countries.

Furthermore, Bowen (2009) pointed that document analysis is a process of revising and evaluating documents systematically which includes 3 purposes;

- the first one is that documents can reflect the information of the settings where the study is applied.
- the second one is that documents can reveal new questions to be answered.
- the last one is that documents are great supplementary sources for research.

Therefore, in order to answer the second research question, teaching materials (ESP coursebooks and audio tracks), which were used in the lessons, were analyzed by using document analysis procedures.

For the third research question "To what extent do the pragmatic strategies employed by Turkish ESP students and ESP instructors reflect the ELF

communication?", conversation analysis (CA henceforth) was utilized by the researcher. CA is the study of the techniques and processes employed to comprehend social behavior in interaction (Waring, 2011, p. 203). It raises issues about the motivation behind the decisions and statements made during a conversation (Hellermann & Doehler, 2010). By capturing little moments of interaction, it reveals how people communicate with one another through words (Sert & Walsh, 2013). Therefore, since the researcher's goal was to reveal ELF pragmatic strategies used by the participants in their interactions with their interlocutors, CA was an effective analysis method to extract the participants' pragmatic strategies from their utterances. After the data collection procedures were completed, the recordings were transcribed to the conversation analysis software called "CLAN" (Computerized Language Analysis). The CLAN program is a cross-platform software designed by Brian MacWhinney and written by Leonid Spektor for the purpose of creating and analyzing transcripts. CLAN is open-source software and can be freely downloaded. It is currently the most general tool available for transcription, coding, and analysis. In the course of CA, the researcher took Cogo and House's (as cited in Jenkins et al., 2017) guideline of the pragmatic strategies seen in ELF communication as the basis of the analysis. In their guideline, repetitions (negotiation of meaning), self-initiated repair, co-construction of utterances, discourse markers (interactional elements) and code-switching (multilingual resource) were presented as the recent pragmatic strategies in the literature. Therefore, while the researcher was analyzing the recordings of the classroom observations, these specific pragmatic strategies were focused on and extracted from the CA. During analysis, the recordings were listened many times in order to find out the pragmatic strategies employed by the participants accurately.

3.6.Reliability in Quantitative Data and Trustworthiness in Qualitative Data

3.6.1. Piloting the questionnaire. As Dörnyei (2003) expressed, in the process of an academic questionnaire to any selected target population, a piloting delivery to a sample of respondents' group should be fulfilled in order to maintain a more proper and valid reliable scale. Reliability is an important concept in research because it can be used to reduce errors during the analysis of responses to questionnaires (Creswell, 2012). Creswell (2002) claimed that "a pilot test of a questionnaire or interview survey is a procedure in which a researcher makes

changes in an instrument based on feedback from a small number of individuals who complete and evaluate the instrument" (p. 390). In order to pilot ELF questionnaire developed by Bayyurt et al. (2019), the questionnaire was applied to 4th grade ESP students in Hospitality Management department in the same state university located Mugla. 47 of them answered the questionnaire. Following the piloting, necessary changes and corrections were made.

Various statistical methods can be used to test reliability according to the characteristics of the data (categorical or continuous) and the contexts of testing variables, a Cronbach's alpha internal co-efficiency, the most widely used objective measure of reliability, was used in order to ensure the reliability of the scales. Internal consistency refers the extent to which all the items in an instrument measure the same paradigm or construct (Creswell, 2012). To observe the reliability of the questionnaire, the alpha reliability coefficient was found which was .705. It was considered sufficiently reliable for use with the main study. In the light of feedback from the piloting, minor adjustments were made to wording and formatting, and along with a participant consent form (which gave information about the study, the researcher, and participant rights).

Table 10

Cronbach Alpha Reliability Estimate

Cronbach's Alpha	N of participants
.705	47

3.6.2. Trustworthiness in Qualitative Data. To ensure the trustworthiness in a qualitative study, a series of techniques such as credibility, transferability, dependability, and conformability should be established (Lincoln & Guba, 1985). For promoting the credibility of the current study, the triangulation method was used. In triangulation, various types of methods are utilized (Mackey & Gass, 2005). In the present study, the methodological triangulation was applied by utilizing various data collection tools throughout the study such as observations and semi-structured interviews. To ensure transferability, each step of the current research was written and explained in detail so that any other researcher could transfer the study to the other settings and the participants. Using the inquiry audit technique, the study's

dependability was ensured. By sharing his insights and offering helpful criticism for each step taken, the thesis supervisor, who was an outside researcher, observed and assessed the study's methodology and final results. By keeping track of the study process, audit trails were used to establish conformability and reduce biases. Audit trails guaranteed that all necessary steps were done during the investigation and that the conclusions were drawn based on the implications of the data, not on the researcher's assumptions or preferences.

Chapter 4

The Findings

In this section, the findings of the data analyses are presented, with reference to the research questions mentioned in research question section. Therefore, the chapter consists of 4 main parts: the first part was dedicated to the department of Hospitality Management. The second part aimed to reveal the findings in the department of Food and Beverage management. The third part was created to indicate the findings in the department of International Trades and Logistics. The last part was devoted to the department of Medical Documentary and Secretaryship. Although the findings were given according to the departments in this section, it should be reminded that the study did have any intention to compare the findings among the ESP departments. In order to achieve content integrity of the study, the researcher decided to present the findings in that way.

4.1. The Department of Hospitality Management

This section presents the findings gathered from the department of Hospitality Management.

4.1.1. The ELF Perceptions of the ESP Students. Since the findings of the ELF perceptions of the ESP students were based on both qualitative and quantitative data, firstly, the quantitative findings were presented from the questionnaire and then the qualitative data, which were obtained from the semi-constructed interviews with 5 ESP students in the department, were given.

4.1.1.1. The Quantitative Data. According to the data collected by the questionnaire, the following tables were given to indicate the perceptions of the ESP student participants in the department towards ELF.

Table 11

Cultural awareness of the Students in Hospitality Management Department

Items on cultural awareness	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**

Non-native speakers of English should learn about both the target language culture and other cultures to communicate successfully in English.	0	3,3	6,7	51,7	38,3
It is essential to learn the similarities and differences between the native English speaking countries and their own country.	1,7	6,7	15	50	26,7
I do not need to know about the cultures of native speakers of English to communicate successfully in English.	20	35	16,7	25	3,3
I need to know about the similarities and differences between my own culture and other cultures.	5	35	20	28,3	11,7
English teaching materials should include cultural elements from Britain and/or the USA.	0	28,3	20	35	16,7
English teaching materials should include cultural elements from countries around the non-native English speaking world.	3,3	20,3	10	31,3	35

Note. N=51, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

With reference to Table 4, the role of culture was highlighted greatly by almost every student participants (agree+strongly agree = 90%) and also the awareness of the differences and the similarities between cultures were seen as such an important issue by them (agree+strongly agree = 76.7%). Furthermore, regarding the English teaching materials, while the student participants indicated a considerable appreciation towards the English teaching materials designed by considering the non-native English-speaking world cultures (agree+strongly agree = 66,3%), they did not deprecate to English teaching materials from the native-English world such as Britain and/or the USA (agree+strongly agree = 51,7%).

Table 12

The Hospitality Management Students' Positions Towards native varieties and Native speakers

Items on positioning native varieties and native speakers	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
It is more important for me to be able to communicate with native speakers of English than non-native speakers	26,7	48,3	11,7	8,3	3,3

of English.					
In learning English, the ultimate goal should be reaching native-like proficiency.	11,7	43,3	18,3	15	11,7
English has many varieties, but to be practical we should only learn American or British English.	13,3	58,3	10	15	3,3
I should be able to speak English with a native-like accent.	31,7	55	5	8,3	0
English teaching materials should include written or spoken texts only produced by native speakers of English.	18,3	38,3	25	16,7	1,7
Native English-speaking teachers should speak English with a British or American accent.	3,3	48,3	21,7	21,7	5
Non-native English-speaking teachers must have a Standard English accent.	13,3	43,3	15	20	8,3
Non-native English-speaking teachers should speak English with a British or American accent.	16,7	48,3	5	20	10
Non-Native English-speaking teachers must have a Standard English accent.	3,3	41,7	21,7	25	8,3
Non-native English-speaking teachers must rely on native-speaker models to communicate successfully in English.	3,3	45	11,7	16,7	23,3

Note. N=51, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

In table 5, the responses of the student participants showed rather consistent tendency towards the native varieties and native speakers of English. Firstly, the great majority of the student participants indicated that their ultimate speaking targets were not the native speakers of English (agree+strongly agree = 75%). Moreover, the native-like proficiency (disagree+strongly disagree = 55%) and the native-like accent (disagree+strongly disagree = 86,7%) were not considered as the main goals in their English learning process. Furthermore, another opposition was revealed which was about learning only native varieties of English for the practical issue by the student participants (disagree+strongly disagree = 71,6%). They also showed that neither the native English accents (disagree+strongly disagree = 66%) or a standart English accent (disagree+strongly disagree = 56,6%) was a necessity for the non-native English-speaking teachers. Although a considerable number of the participants

supported the idea that native-speaker models should be utilized by the non-native English-speaking teachers for the sake of successful communication (agree+strongly agree = 48,3%), the English teaching materials in written and spoken forms which were designed by only native-speakers of English were not appreciated by the participants (disagree+strongly disagree = 56,6%).

Table 13

The Hospitality Management Students' Awareness of communication goals

Items on awareness of communication goals	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
I need to learn English to communicate with native and non-native speakers of English.	0	5	8,3	51,7	35
Intelligible accent is essential for successful communication among native and non-native speakers of English.	5	13,3	28,3	33,3	20
Accurate grammar is essential for successful communication among native and non-native speakers of English.	8,3	28,3	13,3	40	10
Exposing to non-native varieties of English has an impact on my language learning.	0	21,7	16,7	35	26,7
Native English-speaking teachers must have a Standard English accent.	6,7	45	16,7	23,3	8,3
Native English-speaking teachers' job is to teach students how to communicate in English.	0	21,7	6,7	53,3	18,3

Note. N=51, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

Table 6 showed that the hospitality management students expressed clearly that both native and non-native speakers were their target speakers (agree+strongly agree = 86,7%). Moreover, intelligible accent was promoted by the participants considerably as an important issue for the good of the communication (agree+strongly agree = 53,3%). While accurate grammar was regarded as an essential component in communication among native and non-native speakers of English by the majority of the participants (agree+strongly agree = 55%), a considerable number of them indicated an opposition to it (disagree+strongly

disagree = 36,6%). The student participants highlighted greatly the impact of getting exposed to non-native varieties of English (agree+strongly agree = 61,7%). They expressed obviously that a native English teacher's job was to teach how to communicate in English (agree+strongly agree = 71,6%). A standard English English accent was not considered as a necessity by the majority of the student participants (disagree+strongly disagree = 51,7%).

4.1.1.2. The Qualitative Data. The findings of semi-structured interviews, which were conducted with 5 ESP students in the department, represented the second phase of the ELF perceptions of them. These interviews aimed to find out the perceptions of the ESP students towards ELF.

In the analysis process, thematic analysis was applied to reveal the fundamental concepts that were evident in the data. According to the results of the thematic analysis of the data gathered from the ESP students in the department, 4 themes arose; English for professional communication, English as a global language, English for NNSs of English and non-monolithic way of evaluation of English.

4.1.1.2.1. Theme 1: English for Professional Communication. The first theme was defined after the statements about the students' ultimate goal of learning English. The primary purpose was to reveal their fundamental goal in learning English and to observe the English-related needs for their future professions. The common points that all the students made were the communication in English and the knowledge of the profession-specific English. Some of the students' answers as follows:

> *Since my department is related to tourism, I need to speak fluently. In fact, I have less trouble understanding, if I can improve my speaking, I will achieve a lot of things. I know knowing English is not enough, I need to use it as much as possible. It is very important that I learn words and phrases, especially professionally.(S-HM-1)*

> *First, about my profession, I want to learn all features in English. After that, I want to speak it very-well. I had the chance to do a one-season internship in Mandarin Hotel in Bodrum last year. It was a hotel in which there were lots of foreign tourists. I experienced that you need to*

solve clients' problems with a polite constructive language. Of course, speed is also a problem, so it is important to solve the problem as quickly as possible without making the customer feel it. In fact, this is mostly valid for those coming from Europe and England. Fluency does not work well for Arab and Russian tourists, they communicate more with signs and one word. You need to make yourself clear one way or another. (S-HM-2)

4.1.1.2.2. Theme 2: English as a Global Language. The theme was formed after the initial codes, which were analyzed throughout the interviews, were revealed such as global speaking tool, English for everyone, a language for the whole world. All ESP students in the department stated that the role of English today is a useful tool of global communication. For the some of the answers of the students as follows:

Yes, for sure, is there any other language that we can use to speak with foreigners? I do not think so. If you want to be a global person you have to know English because it is a global language and it is the only way to access to the outside. For example, before covid, tourists used to come to Turkey from all over. They came not only from certain places, but also from Russia, China, Korea. We need to talk to them in English as it is a global language. Not only for tourism, but also for social media or the internet, knowing English is no longer an option, it is a necessity. Especially if I speak for my own profession, if you do not speak English, you will not find a job. (S-HM-1)

Yes, English is a language for the whole world, I mean, not just for me as Tourism student but for everyone, when we talk to someone who is from a foreign country like China, Russia, etc., English is the only option to communicate. (S-HM-2).

Of course, English is a global language. It does not matter wherever you are, when you apply a job, English is a mandatory specification for you therefore especially for tourism, you are nothing if you do not know English. It is the only way to communicate with tourists. (S-HM-5).

4.1.1.2.3. *Theme 3: Practicality Rather than Standard.* This theme was revealed after the answers about the necessity of Standard English in their English education and the importance of native speakers in their purpose of learning English. Since all of them expressed Standard English means the English that they had been taught in their k12 education which was, however, not enough to fulfill the requirements of real situations for their professions, and also they expressed overall agreement on the issue that non-native English speakers had more importance than native ones due to their future profession. Some of the answers about Standard English follow:

> *I think it is English that has been shown to me throughout my entire education life. It can be all grammatical topics and pronunciations. As I said, the subjects and structures are very important to me as a professional, more than the whole of English education. After all, I don't think I will use it much outside of my profession. Other things are not so important to me if I respond and solve problems or requests at work. (S-HM-2)*

> *It could be MEB (The Ministery of Education) English. I mean it is the English they tried to teach us in the high school. Except for general exams like YDS or university enterence exam, I don't think it's very important for me because I use only certain things in my profession. What is important for me is to use tourism related rules in English. As long as I can explain my problem and understand what a customer is saying, there is no problem for me. Of course, I would like to know everything, but I don't care that much as long as I run my business well. (S-HM-5).*

4.1.1.2.4. Theme 4: Situational Evaluation of English. The next theme was formed after the comments of the ESP students on the issue of the evaluation of their English knowledge. They all expressed that only written evaluation types for their knowledge of English should be changed and the evaluation should be based on the ability to use the language in certain situational ways.

> *In here, some specific profession-related information is given to us but it stays on the textbook, I mean the real atmosphere of the information is*

not given. They expect us to give the answers that they want to see but as I said before in the internship, when you talk with Arab tourist or Russians, the answers that they teach us are not useful that's why you have to develop your own speaking skill when you speak with them. Your body, your hands, your face become your language but university do not teach you about these things, only tests or written things. Maybe they can extend the criteria of evaluation according to these situations. (S-HM-2)

We do tests here. Even if you do not know the answer you can just choose one of them and get your score but when I talk with someone, I do not have multiple choices to select. I do not know, maybe they can use an exam in which we can see some situations which are related to our job and they can ask how we respond that situation or person. I do not know it could be good. (S-HM-4)

Most importantly, I want them to evaluate my English professionally. In future, when I leave the work in the evening, I will use my own language again, so it should be profession-based. They should evaluate our ability to survive over the possible problems and possible situations in the future workplace. Rather than just teaching the exact time when I start my question with could or would, they can evaluate how we are able to handle certain situations. (S-HM-5)

4.1.2. The ELF Perceptions of the ESP Instructor. In order to find out the perceptions of the ESP instructor, a semi-constructed interview was conducted with HM-Inst. In the analysis process, thematic analysis was applied to reveal the fundamental concepts that were evident in the data. According to the results of the thematic analysis, 4 themes arose.

4.1.2.1. ***Theme 1: English for Speaking and Writing***. As the first factor in the interview, HM-Inst's main goals in teaching ESP lessons were asked by the researcher. It was observed that speaking and writing in English were two major goals in HM-Inst's ESP teaching process. HM-Inst also put emphasize on the issue that the ability to use English actively had vital importance for his students and from the professional perspective, this ability was considered as a must for his students' future jobs.

Since this is a professional English course, of course, it is very important for my students to speak and write English effectively. The ability to use this language, which is necessary for their future work, is my main goal. In short, we can say that they can use this language effectively in the professional field. The most important areas, the ability to speak English and vocabulary related to the field, and then writing in English are my priorities. (HM-Inst)

4.1.2.2. Theme 2: The necessity of Standard English. On the issue of the importance of Standard English in HM-Inst's ESP teaching practice, HM-Inst stated that as the guide in teaching ESP, Standard English was essential. Although HM-Inst tried to follow the directions of Standard English, he said that he sometimes fails to fulfill the practices of Standard English.

Standard English is necessary for guiding us, but sometimes I realize that, I mean we sometimes cannot achieve that standard, especially in ESP classes, because the education, attitudes and levels of the students, it is not easy to fully carry out this standard. But I try to follow it as much as I can. I know that teaching English should be built upon Standard English. So it is like a challenge for me. (HM-Inst)

Not only HM-Inst believed the necessity and the importance of Standard English in ESP classrooms, he, also, put forward that teaching English should be based on the Standard English. Furthermore, HM-Inst stated that although it was quite hard to maintain this standardization in his ESP teaching practices and it was a challenge for him, he accepted this challenge and he kept doing his best to achieve that.

4.1.2.3. Theme 3: English for Professional Goals. HM-Inst stated that he equipped the role as a guide in his ESP teaching practices. He advocated that since English is for professional-based use of English in ESP classroom, he should upskill necessary abilities in English to his students.

My role is to be a guide for them. I must provide them with professionally necessary skills on the way to learn English. I must teach English in a way that the job-related features should be highlighted. Rather than

solely grammar, professional vocabulary and chunks should be mentioned. A good ESP teacher is to always keep himself up to date. They should follow up-to-date teaching methods and know the area they will teach ESP well, and should not lose their interest in this area. It should have a field-oriented program and respond to student needs in the classroom. (*HM-Inst)*

Besides the role that HM-Inst chose, he also mentioned that staying up-to-date for the teaching methods and being equipped with the knowledge about the field were the fundamental features that a good ESP teacher should employ. He continued, a good ESP teacher should also respond the needs of his/her learners. That is, in accordance with the needs of the students, he or she should design an ESP lesson.

4.1.2.4. Theme 4: Accessibility of Materials. According to HM-Inst, teaching materials were the irreplaceable tools which promote students' motivation which drives the learning, indeed. He suggested that an effective course is highly based on the material that you are going to use. Therefore, it would not be inappropriate to mention his positive concern about the teaching material. Moreover, when he needs to select a material, he highlighted accessibility to the material and also field-related issues.

Teaching materials motivate students. For example, when there is an activity that attracts their attention in the lessons, the fingers immediately multiply, attracting them. When this happens, of course, my job becomes easier and a more efficient and effective course is passed. So the effects are really big. I prioritize that my materials are easily accessible. In other words, it should be reasonable both in terms of price and in terms of obtaining the book. then of course it must be professionally functional. Here now we can't handle a normal grammar-heavy book. we need to go through more words and professional patterns. For this reason, there should be material related to the field. (HM-Inst)

4.1.3. The ESP Materials. The coursebook had total 15 units. Every unit started with a text related to the field of tourism and continued with multiple choice questions about mentioned text. Then, vocabulary section was presented in fill-in

the-gaps section where students were expected to place given vocabulary into gaps in the sentences. After vocabulary, listening section was given that students were expected to listen to the tracks and answer the multiple choice questions. Next, the speaking section was presented that students needed to answer 3 questions by acting out roles given in the section with a partner. As the last section, the writing section was given which students were expected to write information about a given text by using information in previous sections. The detailed information about the activities evaluated was presented below.

Table 14

The frequency table for evaluated sections in Career Paths-Tourism-Book 1

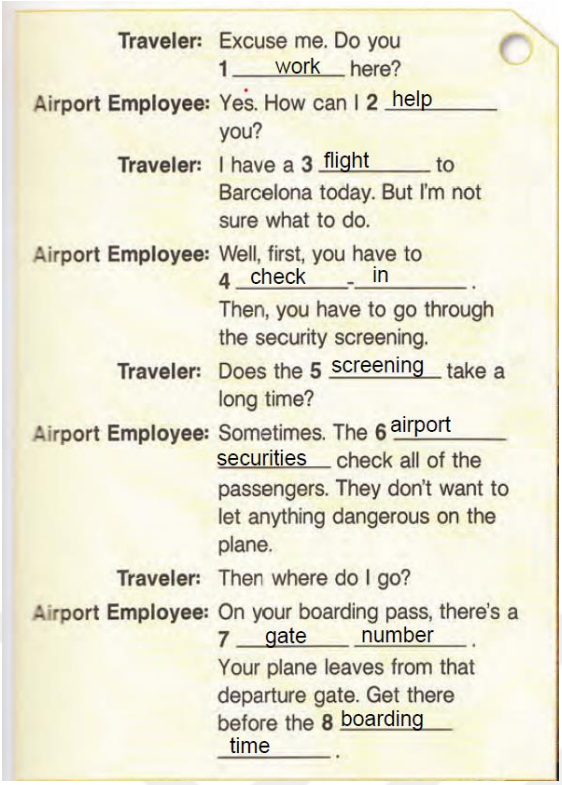
Career Paths-Tourism-Book 1	
Evaluated-Sections	**Frequency(f)**
Dialogues	15
Reading text	15
Vocabulary tasks	15
Audio tracks	15

4.1.3.1. Dialogues

In the coursebook, 15 dialogues were examined in total. Each dialogue was investigated to find out whether it contained pragmatic strategies related to ELF communication in order to present the real dynamics of ELF communications between speakers. The document analysis of all of the dialogues in the coursebook revealed that none of them included any pragmatic strategy employed by speakers which reflected ELF communication. When the dialogues were analyzed, it was found that the interactions of the speakers were based on native speaker norms where pragmatic accommodation strategies did not present themselves in the nature of conversations. It can be clearly concluded that the dialogues in the coursebooks were constructed in the same way that did not reveal any ELF interaction dynamics. To present the analysis of the dialogues, one example was given:

Figure 3

A dialogue taken from the ESP coursebook “Tourism”



Traveler: Excuse me. Do you 1 work here?

Airport Employee: Yes. How can I 2 help you?

Traveler: I have a 3 flight to Barcelona today. But I'm not sure what to do.

Airport Employee: Well, first, you have to 4 check in. Then, you have to go through the security screening.

Traveler: Does the 5 screening take a long time?

Airport Employee: Sometimes. The 6 airport securities check all of the passengers. They don't want to let anything dangerous on the plane.

Traveler: Then where do I go?

Airport Employee: On your boarding pass, there's a 7 gate number. Your plane leaves from that departure gate. Get there before the 8 boarding time.

As can be inferred from figure 6, the communications between speakers did not reflect any of the pragmatic strategies that emerge in ELF talk. In addition to the lack of communication breakdown and negotiation on meaning, the interaction between speakers seemed to a conversation between native speakers due to their perfect English controls while talking, although it is not stated as such and it is not possible to prove. Not only this example, but none of the dialogues in the coursebook reflect the use of any pragmatic strategies related to EFL communication.

4.1.3.2. ***Reading Texts.*** In order to reveal whether the reading texts in the coursebook indicated any multi-cultural idioms and expressions, 15 texts were randomly chosen and were investigated. The document analysis of all of the reading texts in 15 units in the coursebook revealed that firstly, all of them were about the aspects of tourism such as hotel management, reservation dynamics for a hotel, transportation to a hotel, etc.. Secondly, none of them contained any multicultural elements that reflected any cultural varieties other than native English-speaking ones. English use in these texts did not show any instance which belonged to a particular non-native English culture. The example below is typical in that it makes no allowance for non-native linguacultural English features even when the topic is suitable.

Figure 4

A reading text taken from the ESP coursebook "Tourism"

As can be seen the first example figure 7, the paragraphs does not include any multicultural vocabulary, expression or idiom. The only word that could be exploited for cultural differences was "taxi". While the book explains transportation ways to the hotel, the part about "taxi" also includes "cab" which is the British English version of "taxi", while "taxi" is American English. Thus, it is a limited use as these two versions belong to the cultures in which English is spoken as the first language. It could, however, include other "taxi-like" vehicles that are used around the world, in different English-speaking regions such as "tuk-tuk" of the far-east. This text, overall, does not include any vocabulary referring to different cultures or multilingual expressions. The whole text seemingly intends to show only native English use. It is not hard to state that the reading text did not have any concerns to introduce expressions outside of the native English-speaking communities.

4.1.3.3. Vocabulary. In order to reveal whether vocabulary practices included words from different non-native English-speaking countries, all vocabulary activities in the coursebook were examined. It was analyzed that total 117 words

were given in the vocabulary practices. The vocabulary practices were given in isolated and mechanical way, that is, the ESP students were expected to just place them in fill-in-the-blank activity without giving them in contextualized ways. Furthermore, there was no use of vocabulary items that referred to expending circle countries. All of the vocabulary belonged to Standard native English variety. The detailed information about the evaluated vocabulary in the coursebook was given in the following table.

Table 15

The frequency table for evaluated vocabulary types taken from the ESP coursebook "Tourism"

Noun	**Verb**	**Adjective**	**Adverb**
98	9	9	1

Since all of the vocabulary presented in the coursebook belonged to the inner circle countries, it can be concluded that the vocabulary practices in the coursebook did not have any aim to present certain vocabulary that could introduce different cultures other than native English ones to its readers.

4.1.3.4. Audio Tracks. In order to investigate the interaction of speaker types (NES- NES or NES- NNES or NNES –NNES) in the audio materials used in the classroom, the audio materials were examined through investigating audio tracks. In the coursebook, there were 15 listening activities. After the researcher analyzed all of the audio tracks, the results were presented in following table:

Table 16

The Frequency table of Various Interactions in Audio Tracks of the ESP coursebook "Tourism"

	Frequencies of Interactions					
	NES- NES		**NES- NNES**		**NNES –NNES**	
	f	**%**	**f**	**%**	**f**	**%**
	15	100	0	0	0	0
Total	15	100	0	0	0	0

It can be observed from table 16, there was not a single audio track which indicated an interaction between NNES and NES (n:0) or NNES and NNES (n:0). It was clearly apparent that "Career Paths-Cooking-Book" did not have any concern to be free from the native speaker norms. By selecting speaking characters from inner circle countries or so-called norm provider countries, the book adopted the reality this adheres solidly to native-speaker norms.

4.1.3.5. Focus Group Interview. For the purpose of revealing the students' attitudes towards the materials used in the classroom, a focus group interview was conducted with 5 students. As a result of thematic analysis of the interview, 2 themes emerged about the materials used in their ESP classroom: the lack of speaking and unrealistic nature of the materials.

4.1.3.5.1. Theme 1: The Lack of Speaking Activities. The first theme was constructed from the statements of the students in the focus group interview. All of them agreed on the issue that although the subjects in the ESP coursebook were appropriate for their future professions, the lack of speaking activities limited their use of English which was so vital for them due to the fact that their field was tourism which demands interactions with foreigners all the time. In addition to the statements which highlighted the importance of English use for them, they also criticized the format of the coursebook for repeating itself over and over. Some of the statements were given in the following:

> *So, the subjects are related to our job, but it is not quite possible to use English actively. In general, vocabulary and readings are presented in the book. I know that vocabulary is also important however we also need to communicate, especially in our work. Almost everything is related to how you can speak English properly in our field, yet, I don't think the book covers that issue completely. (HM-S-1)*

> *We have to use English, we have to tell our problems or we need to understand and respond to the other person, so the book does not support this at all. The subjects are related to our work, but the way they are presented is always the same and there is nothing related to speaking, frankly. (HM-S-2)*

I also agree, it's mostly reading and vocabulary. There is also listening, but not many. They are too short and we do not do anything else except these tracks about listening. We are always reading something. I do not really care of English that we study here. You learn how to use it in real life, I did it so. Maybe only vocabulary that I learnt here. Since we will be with tourists all the time due to our job, I think we should do more active activities and studies. I think it should be a little more realistic in that way. (HM-S-4)

4.1.3.5.2. Theme 2: Unrealistic Use of English in the Materials. The second theme emerged from the statements of the students about the materials whether they reflect authentic English use. There was an undoubtedly consensus about the issue that the materials used in the classroom reflected an artificial English which cannot be seen in real conversations in real-life. By regarding their experiences, they also emphasized that in real-life, they focused on the meaning rather than focusing on how they constructed their utterances.

I definitely don't think so because the same people always talk about some problems in the listening tracks like they are reading their sentences from a script. Actually, I think the use of English is very different in real life. During my internship, for example, I saw that tourists speak much differently, they speak more concisely like to-the-point, even among tourists from England or U.S.A. It's the same in movies or elsewhere. (HM-S-2)

We've talked about this before. We both did internships at the same place. While talking to the tourists, we were actually speaking in a shorter way and by specifying the subject, especially for the tourist from the nations like us who learned English later. It wasn't exactly like the listening tracks or the dialogues in the book. Therefore, I do not think English used in the materials is not very realistic for real life, at least for people other than British or American people. (HM-S-4)

Not at all, I think, as my friend said, for example, in the tracks they speak as if they are reading a written text. I've been talking to strangers since I started college, but I've never spoken like in these or someone has spoken

to me. Maybe the written language is good, but I disagree about listening. I don't think it reflects actual usage. (HM-S-5)

4.1.4. The Pragmatic Strategies. In order to reveal to what extent the pragmatic strategies employed by the ESP students and also the ESP instructor reflected ELF communication, the researcher fulfilled 8 weeks classroom observation. As a result of these observations, the excerpts were extracted by the researcher, which were analyzed through ELF communication lenses. At first, the pragmatic strategies employed by the ESP students were given, then, the ESP instructor's pragmatic strategies were given.

4.1.4.1. ESP Students' Pragmatic Strategies. One of the pragmatic strategies was the use of discourse markers. In the course of speaking, the ESP students in this department took advantage of discourse markers a lot. In the following excerpt taken from one of the classroom observations, as a frequent discourse marker used among ELF speakers (Jenkins, 2019), "I think" discourse marker was used by S3 to gain some time to plan or rearrange his/her output in order to repair his/her misstep before vocalization it.

Excerpt 1

51 *INST: we had list here, probably this one.(0.10). other illnesses that we

52 can get abroad...

53 *S3: Hocam, mhm...**i think it**…it should, **I think**, can be measle, maybe?

54 *INST: Measle, tabiki (of course) for example which cities come to your mind when

55 you hear measle?

56 *S2: ☺africa☺

57 *S3: africa

58 *INST: ☺africa☺, neymiş (what is it?) measle..

59 (measle in turkish) African sick with fever. Before going to

60 africa..you know you have to get vaccinated for some diseases.

61 *S4: monkeypox..on book.

In the line 53, the use of “I think” had a different purpose. While S3 was using it, she/he was trying to express his/her subjectivity on a point. On the other hand, as a time gaining purpose, the use of “I think” occurred in mid-utterance.

In the excerpt 2, besides “I think” discourse marker, the use of “like” in the lines 91 and 92 indicated that the observations were revealed that in addition to the well-known discourse markers such as “I think”, “I don’t know”, “you know”, etc., the students used “like” as another discourse marker for the purpose of constructing of their utterances without having misstep.

Excerpt 2

90 *INST: other group (0.2) explain it

91 *S2: I say **like** sir our travel erm package yes package is premium erm and

92 **like** we can pick from erm airport and ⌈erm

93 *S3: ⌈drop you back

94 *S2: yeah we drop you back

Another pragmatic strategy that was extracted from the observations of the students was repetition as a pre-empting strategy. In the line 99 in the following excerpt, S3 repeated “headache and fever”. That repetition was not a simple echoing of S2 rather it was a representation of an agreement for the other student.

Excerpt 3

96 *INST: activity 8 imagine that you are a traveler and that you are

97 sick, tell your symptoms to your friend nice ok (0.3) yes

98 *S2: I have erm headache and fever little

99 *S3: **headache and fever** corona corona

100 *S2: (chuckle)

101 *INST: (chuckle)

In addition to discourse markers and repetition, self-initiated repair was also observed as one of the most used pragmatic strategies by the students in the department. In the line 145, S2 immediately changed “can” to “could” because of the reason that in their hypothetical conversation with a customer, she/he realized that she/he was supposed to be more polite in his/her speech.

Excerpt 4

144 *S1: I am the receptionist how can I erm help you

145 *S2: **can you could** you take my massage (0.2) please yes

146 *S1: yeah yes who

147 *S2: who I am ⌈Merve

148 *S1: ⌈I mean massage to who

149 *S2: oh massage to to erm to manager

As multilingual resources, code-switching incidents were employed by the students which can be seen in an ELF communication. In the line 113, S3 attended to the conversation between S2 and the instructor, and chose to code-switch to Turkish in order to enrich the conversation. S3 most likely employed code-switching to overcome his/her limitations in English.

Excerpt 5

107 *INST: just try to suggest c’mon

108 *S2: hocam I suggest Urfa

109 *S3: of!

110 *INST: why?

111 *S2: hocam there is kebab they eat everyday

112 *INST: (chuckle)

113 *S3: (chuckle)

114 *S2: I say eat kebab and ayran

113 *S3: **acıyı da basacaksın hocam** (tr:add hot pepper as well teacher) very

116 yummy

117 *INST: stop it!

4.1.4.2. ESP instructors' pragmatic strategies. When it came to the pragmatic strategies employed by the instructor, although there were not many pragmatic strategies, code-switching and repetitions were observed in the observation sessions. In the line 37 in Excerpt 1, as HM-Inst repeated the word "flu", he reflected his agreement on the student's answer. Rather than using yes or exactly, HM-Inst used that repetition which is a well-known pragmatic strategy among ELF speakers.

Excerpt 1

33 *INST: as always, we have questions to answer, let's look at them.

34 Wh at kinds of illnesses can people get on holiday? what kinds of

35 illnesses?

36 *S4: **flu**.

37 *INST: **flu**. it is always possible. let's put, unfortunately, covid on the

38 top, shall we?.... covid-19 is the most important illness nowadays, for

39 2 years. Okay we said flu, covid-19, what else?

In order to explore and also figure out the intentions of HM-Inst's repetition strategy, he was involved to the analysis process of his pragmatic strategy employments in his lessons. When he was asked about his intentions and his purposes for employing repetition strategy given in the excerpt 1, he stated that:

> *I had not realized it until now you showed me. It is like an instinct response, I assume. It is a signal for accepting my students' answers. Of*

course, I nod my head or change my tone of voice when I repeat the answer. Yea, it is like yes or something I agree. I did not realize that before. (HM-Inst)

Code-switch was another pragmatic strategy that HM-Inst employed considerably in the lessons. In the line 92 in Excerpt 2, the instructor employed code-switching to ask a question to the students for taking their attention. Right after, S2 answered accordingly in Turkish.

Excerpt 2

89 *INST: what other statements can we say about it? about the thing on on

90 page 31, yes? (0.5) instruct the customer

91 *S2: I say it is ermm in the closet

92 *INST: yes, they are usually in the closet, right**. otellerde genelde**

93 **dolaplar ın içinde hemen açınca görüyoruz değil mi?** (ing: we usually

94 see it in the closets in hotels when we open it, right?)

95 *S2: **evet hocam kullanması da ücretsiz** (ing: yes teacher, it is also free

96 to use)

When HM-Inst was asked about his code-switching strategy in the course of his ESP lessons, he expressed:

Yes I unfortunately use Turkish a lot, especially when I sense that my students get bored or distracted. For example, if I need to mention something important or maybe an instruction about a tense, I mention the important part in Turkish so that I make sure that they do not miss that issue. I feel more, how can I say, fell more peaceful. (HM-Inst)

HM-Inst obviously showed his dissatisfaction of employing it, yet, in certain times, particularly when he needed to tell something important to his students, he stated he employed it in his lessons.

Apart from the pragmatic strategies that HM-Inst employed, because of the lack of ELF-awareness which was analyzed in ELF perception section, it was observed that he considerably focused on his students' pronunciations. The following excerpt indicates examples of that situation.

Excerpt 3

220 *S1: economy, our economoy car is a basic model. It is very

221 **⌈comforttae↑ble**

222 *INST: **⌈it is not comforttae↑ble, it is comfortəbəl** okay?

224 *S1: okay it is ermm very comfortəbəl

Furthermore, HM-Inst constantly interfered to his students' co-construction of their utterances. The following excerpt shows an example of it:

Excerpt 4

84 *INST: okay you two you can be the speakers (0.5) tell your friend your problem

85 *S3: this journey is dangerous and you know they they (0.2) think other things

86 *S1 ⌈they think other kids

87 *S3: ⌈yes they think others

88 *INST: ⌈hey hey he will explain not you (0.3) please!

89 *S1: ha (0.2) sorry

This excerpt indicated that in the course of interaction of S1 and S3, HM-Inst interfered to their co-construction of their utterances. he did not let them to construct what they wanted to say collaboratively. In the line 84, we realized that S3 was expected to explain a problem to her/his friend S1. While creating his/her sentences, S1 also tried to involve the meaning making process of S3. Yet, HM-Inst warned S1 for his/her involvement and cut the co-construction of the students' utterances at the beginning. Co-construction of utterances is very valuable pragmatic strategy in ELF

communication. Rather than focusing on isolated construction of the utterances of the students, collaborative construction should have been promoted and supported by the instructor.

When the following excerpt was asked to HM-Inst about his intentions to interfere his students for the sake of pronunciation correction, he stated that.

> *As we talked before, I try to teach English in a proper way that they have a proper pronunciation, articulation or accent in English so when I see errors like this lest they equip that wrong way of saying, I immediately show its correct form so that they realize that and change their way of saying. That kind of interference is necessary, right. (HM-Inst)*

4.1.5. The Summary of the Department of Hospitality Management. This section was dedicated to present overall findings of the current study regarding the department of Hospitality Management. The summary of the findings starts with the participants' perceptions towards EFL and then the pragmatics strategies employed by them were given. The section ends with the evaluation of the ESP materials used in the department.

The findings of the frequency analysis of the questionnaire applied to the ESP students from the department indicated that they were considerably aware of the importance of differences and similarities between cultures regarding English language learning process which reflected that they valued and promoted culture concept in their English language learning process. When it came to the second factor, the findings showed that they did not place only native varieties of English or only native speakers into their English learning process. The frequency analysis of the final factor indicated that they were very well aware of the issue that not only native speakers of English but also lots of non-native speakers would be in their future life. Furthermore, it was revealed that they agreed on that they did not see the role of accuracy in English as a necessity as long as the intelligibility prevailed in a communication. After the questionnaire, in order to find out the reasons behind their choices for the questionnaire, a semi-structured interview was conducted to 5 students by the researcher. The findings showed that they wanted to use English communicatively and professionally regardless of considering the use of Standard English. They also stated that for their evaluation of English, professional situation-

based evaluation questions or tasks should be asked to them rather than classic multiple-choice questions. Both qualitative and quantitative findings concluded that the ESP students of this department were considerably aware of ELF and they portrayed an ESP lesson which embraced ELF characteristics. On the other hand, to be able to show the ESP instructor' perception towards ELF, another semi-structured interview was conducted. The findings indicated that HM-Inst had 2 major goals in his ESP lessons: the first one was speaking and the second one was to write in English professionally. When it was about the role standard English in his English teaching process, he stated that Standard English use was one of his main goals in his ESP lessons, that is, he persistently followed and tried to achieve in his ESP lessons. While HM-Inst strictly followed and also promoted Standard English principles in all of his English teaching practices, his students did not value Standard English principles at all. Moreover, HM-Inst advocated that the materials selection had a considerable impact on his students' English learning process and being easily accessible and professionally functional were two major points in his material selection process. The analysis done to reveal the accordance between HM-Inst's perception and his students' perceptions towards ELF concluded that an obvious gap existed between what the instructor intended to achieve and what the students expected from an ESP lesson. For the department of Hospitality Management, it can be easily said that a complete contradiction towards the perceptions of ELF existed between the ESP students and the ESP instructor.

The pragmatic strategies of the students, on the other hand, indicated that they took advantage of discourse markers, repetitions, self-initiated repair and code-switching strategies which are well-known strategies employed by ELF users in the literature. Even though the students did not have an instructor who was considerably aware of ELF and its principles, it was observed that in their limited interactions and conversations with both the instructor and each other, they employed a great deal of pragmatic strategies related to ELF communication. They employed lots of discourse markers in their utterance. It was observed that repetition strategies they employed utterly reflected ELF talk although the contexts of the study were completely EFL. They used self-initiated repairs when they realized that the sentence structures had problems. The students used code-switching strategy considerably at certain times when they felt that they needed to enrich their utterances. On the other hand, the

pragmatic strategies employed by the instructor were repetition and code-switching. In the interview conducted with the instructor to reveal the reasons behind these pragmatic strategies related to ELF, it was revealed that repetition strategies were employed by him to reflect his appreciation and approval for the contributions of his students. For code-switching strategy, the instructor stated that when he needed to express something important or something related to an instruction, he code-switched between Turkish and English. Moreover, lots of pronunciation corrections for his students' utterances were seen in the observations. HM-Inst explained that lest his students internalized these pronunciation mistakes because of the fact that he did not correct them all at that time, pronunciation mistakes should have been corrected immediately.

The document analysis of the textbook called "Career Path-Tourism-1" and its audio tracks revealed many vital points which were not in favor of ELF. The analysis of the audio tracks indicated that there was not a single interaction between NNS-NS or between NNS-NNS. All interactions were between NS and NS. Besides the interactions, there was not any non-native English speaker in the tracks. Dialogues, on the other hand, did not have any ELF strategies. Neither communication breakdowns nor negotiation of meaning strategies were observed in the dialogues. There were also not a single multilingual idioms or expressions in the paragraphs used in the textbook. When it came to vocabulary practices, it was seen that there were not special terms or vocabulary belonging to countries other than the native English-speaking countries. The focus group interview with the ESP students supported the situation resulted by the document analysis. They highly emphasized that the lack of the communicative practices in the coursebook did not enable them to use English interactively which was needed most for them because of their field which demands lots of interaction with foreign tourists. Furthermore, they stated that the use of English in the ESP materials did not reflect real English use that they experienced in their internships. Especially, the audio tracks used in the classroom were evaluated as perfect English which could be regarded as authentic use and did not indicate the use of English in real life, even among native English speakers.

4.2.The Department of Food and Beverage Management

This section presents the findings gathered from the department of Food and Beverage Management

4.2.1. The ELF Perceptions of the ESP Students. Because the findings of the ELF perceptions of the ESP students were based on both qualitative and quantitative data, firstly, the quantitative findings were presented from the questionnaire and then the qualitative data, which were obtained from the semi-constructed interviews with 5 ESP students in the department, were given.

4.2.1.1. The Quantitative Data. In the shade of the data collected through the questionnaire, the following tables were given to indicate the perceptions of the ESP student participants in the department towards ELF.

Table 17

Cultural awareness of the Students in Food and Beverage Management Department

Items on cultural awareness	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
Non-native speakers of English should learn about both the target language culture and other cultures to communicate successfully in English.	0	3	10,2	52,5	32,2
It is essential to teach the students the similarities and differences between the native English speaking countries and their own country.	5,1	15,3	18,6	42,4	18,6
I do not need to know about the cultures of native speakers of English to communicate successfully in English.	31,1	32,2	10,9	22,4	3,4
I need to know about the similarities and differences between my own culture and other cultures.	3,4	12,2	27,1	38,8	18,5
English teaching materials should include cultural elements from Britain and/or the USA.	1,7	13,6	29	40	15,3
English teaching materials should include cultural elements from countries around the non-native English speaking world.	5,1	18,8	10,5	43,7	21,9

Note. N=50, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

In table 7, it was clearly observed that the student participants in this department took culture issue into consideration seriously for the sake of their English education. Both native English-speaking cultures and non-native English-speaking cultures around the world were valued considerably. For instance, in order to communicate successfully in English, both target language culture and other cultures were considered as essential factors (agree+strongly agree = 84,7%). Furthermore, an opposition to the idea that there is no need to have knowledge about the cultures of native speakers of English to communicate successfully in English was observed distinctively (disagree+strongly disagree = 63,3%). The student participants in this department indicated that English teaching materials from both native (agree+strongly agree = 55,3%) and non-native (agree+strongly agree = 65,6%) English-speaking world were appreciated greatly.

Table 18

The Food and Beverage Management Students' Positions Towards native varieties and Native speakers of English

Items on positioning native varieties and native speakers	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
It is more important for me to be able to communicate with native speakers of English than non-native speakers of English.	18,6	49,2	18,6	10,2	3,4
In learning English, the ultimate goal should be reaching native-like proficiency.	21,8	40,4	15,4	13,7	8,6
English has many varieties, but to be practical we should only learn American or British English.	3,6	37,8	41,8	13,5	3,4
I should be able to speak English with a native-like accent.	33,9	45	8,5	8,5	0
English teaching materials should include written or spoken texts only produced by native speakers of English.	20,2	49	12	10,3	8,5
Native English-speaking teachers should speak English with a British or American accent.	5,1	54,2	15,3	20,3	5,1
Non-native English-speaking teachers must have a Standard English accent.	23,7	49,2	6,8	16,9	3,4

Non-native English-speaking teachers should speak English with a British or American accent.	20	40,5	13,9	17,1	8,5
Non-Native English-speaking teachers must have a Standard English accent.	6,8	32,2	35,6	16,9	8,5
Non-native English-speaking teachers must rely on native-speaker models to communicate successfully in English.	25	42,4	5,1	22,2	5,3

Note. N=50, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

With reference to table 8, it was obviously presented that the student participants in the department expressed non-native English speakers had more gravity for their purpose to communicate in English, specifically, in their professions (disagree+strongly disagree = 67,8%). Native-like proficiency (disagree+strongly disagree = 62,2%) and accent (disagree+strongly disagree = 78,9%) were not the ultimate goals in their English learning process. On the other hand, the student participants seemed indecisive about learning only native varieties of English language such as American and British English for the practical reasons (neutral: 41,8%). They also showed that neither a standard accent (disagree+strongly disagree = 78,9%) or the accents of native English varieties (disagree+strongly disagree =60,5 %) could be the indispensable features that all non-native English-speaking teachers should equip with and for the sake of proper and successful communication, native speaker models could not be regarded as the fundamental models that non-native English-speaking teachers should depend on (disagree+strongly disagree = 62,2%).

Table 19

The Food and Beverage Management Students' Awareness of communication goals

Items on awareness of communication goals	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
I need to learn English to communicate with native and non-native speakers of English.	0	20,4	11,9	42,3	25,4
Intelligible accent is essential for successful communication among native and non-native speakers of English.	8,5	19	13,9	41,9	16,8

Accurate grammar is essential for successful communication among native and non-native speakers of English.	10	15,1	10,2	40,8	23,9
Exposing to non-native varieties of English has an impact on my language learning.	3,4	25,4	6,8	28,8	35,6
Native English-speaking teachers must have a Standard English accent.	6,8	22	38,8	22,2	10,2
Native English-speaking teachers' job is to teach students how to communicate in English.	0	8,5	11,9	57,6	22

Note. N=50, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

According to the indicators in table 9, it was observed that both native and non-native speakers had the same importance for the student participants when it came to communicating in English (agree+strongly agree = 67,7%). They were well aware of the fact that while speaking with both native and non-native speakers of English, intelligible accent is quite important for a successful communication (agree+strongly agree = 58,7%). Moreover, accurate grammar was considered as a needed necessity in communication in English (agree+strongly agree = 64,7%). They also expressed the issue that in their English learning process, the impact of getting exposed to different non-native varieties of English could be traced considerably (agree+strongly agree = 64,4%). The student participants were not certain about the issue that native English-speaking teachers should have a standard English accent (neutral: 38,8%). As one of the highest percentages, the last item in the questionnaire which was about teaching how to communicate in English is the goal of a native English-speaking teacher was chosen in the favor of agreeableness (agree+strongly agree = 79,6%).

4.2.1.2. The Qualitative Data

4.2.1.2.1. Theme 1: English for Expending Circle Countries. The first theme was defined after the comments on the students' ultimate goal of learning English. The primary purpose was to reveal their fundamental goals in learning English. The common points that most of the students made were about getting competence in English for living in expending circle countries. Some of the students' answers as follows:

After I finish my department, I plan to go to France or Italy, so English is very important to me. My department is open to Europe so I want to take this chance. After I go there, I want to explain my mind correctly to the people. So, I want to be fluent when speaking. I am currently working and studying at the same time. I am a customer hostess in a hotel restaurant. Since all customers first meet me, that fluency and clarity is very important for foreign tourists. While talking to them there, I realized that I actually needed to develop these two issues. (S-FaB-1)

I want to do a master's degree and move to Korea, so I want to master not only the tourism English that I studied at school, but also general English. I already have the YDS exam I need to achieve, I want to get a good grade from it. So I need general English as well as professionally. Although I need to know English related to my field there, general English is required for me to settle in Korea. (S-FaB-3)

I want to work in Dubai after my education, so I need to improve my speaking. I mean, of course, I know I can't speak like an American after this time, but I want to develop enough to explain my problem clearly and understand the other side. (S-FaB-4)

Other two student participants had the same ultimate purpose which was to learn English to communicate with tourists. They also highlighted that they needed English because of the fact that their profession field demands interaction with foreigners all the time and if they wanted to progress in their professions, they should have a good command of English. Their answers follow:

My field is in tourism so English is important. I am supposed to communicate with foreigners all the time. I need to speak it well so that I can get promoted. If I speak it fluently and understand the foreigner well, that is enough for me. (S-FaB-2)

Basically, speaking clearly is my concern. For my profession, English is everything. When you apply somewhere, they, firstly, look at your speaking I English so I need to speak well with people. In my hotel, I try

to improve my speaking, I try to speak with tourists as much as possible. I sometimes have troubles in understanding but both here and home I study English to communicate with them better. It will be like a backbone of my job. (S-FaB-5)

4.2.1.2.2. Theme 2: The Language of the World. The theme was formed after the initial codes, which were analyzed throughout the interviews, were revealed such as outside Turkey, world language, a language for being world citizen. All ESP students stated that the role of English today is a language of global communication. For the some of the answers of the students as follows:

Of course. The moment you step foot outside Turkey, English is the language you need to get things done or to live your life. This doesn't look like it will change much. For this reason, knowing English is very important. It's the only thing that connects with the outside. (S-FaB-1)

Definitely. In fact, we can call it the language of the world right now. You can travel the world by knowing English. It's like eating and drinking now. English everywhere, not only abroad, but also in the country; social media, games, movies, songs. Even my 8-year-old brother can speak at least 4-5 sentences in English. (S-FaB-3)

I don't think anyone would say no to that. Both in tourism and in other fields, English is now seen as a standard qualification and for anyone who would like to be a world citizen. In order to reach everyone, especially in our field, you have to know it. (S-FaB-5)

4.2.1.2.3. Theme 3: The Dilemma of Standard English. This theme was formed after the questions about the necessity of Standard English in their English education and the importance of native speakers in their purpose of learning English were asked. They were well-aware of Standard English. Although they advocated the need of it, they also expressed that Standard English has also unnecessary items that do not cover the needs of an ESP learner. Furthermore, they were on overall agreement about that non-native English speakers had more importance than native ones due to their profession. Some of the answers about Standard English follow:

Frankly, it is important, of course, but some things are unnecessary. After all, we can't pronounce words exactly because we weren't born and raised in England. For a long time, our teachers warned us that that word is not pronounced like that. Expecting us to say like them is a bit of a dream because you either have to use a lot of English or you have to live there to speak like them. In writing, yes, it is important but it is very difficult in speaking. Let me say it is half important, so for writing yes, but for speaking it is very difficult to achieve. Even if I speak like an Englishman, a Russian or a French will not understand me in hotel in which I have been working on. (S-FaB-1)

The English we are currently learning is Standard English. So it's like how foreigners order food and ask questions. Of course, it is important to have a standard for the profession, but I have been working for several years, and I have never once seen a foreigner order food like in the books. Maybe I haven't seen it, but it always happens with shorter sentences or words. Maybe 30% or 40% of what we learn is useful to me. Therefore, a student may need to learn, but he will understand the reality when he/she starts working. (S-FaB-2)

I could be important. Speaking or learning how to speak like them could be good because it is cool but I am not sure that I have such a goal, so it's not a big deal. If I speak in a meaningful way after I understand the speaker, it is enough for me. We already communicate with Russians and Arabs rather than the British in tourism, anyway because the tourists who come here do not only come from England or America, but also from Europe, Russia and Arabia. (S-FaB-4)

4.2.1.2.4. Theme 4: The evaluation of communication in English. The next theme was constructed after the statements of the ESP students on the issue of the evaluation of their English knowledge. While majority of them expressed that tests should be replaced with the interactional exams and their use of English and communication skill should be the criteria of evaluation rather than classical exams which demand grammar knowledge.

They can at least chance tests because it is vocational English, we need to be evaluated by professional use of English. I do not think that university cares the vocational English programmes. They still try to teach like in high school. Most of us improve English in our internship years. Without it, we have no chance to see real use of English. It could be good if they use these things in exams, I mean real meeting, real communication with customers. (S-FaB-1)

Our profession is about talking with tourists so evaluation should be on this. Of course, we need to know how to write or understand complex sentences but most of the time we speak so speaking could be a good start in exams. (S-FaB-3)

I do not use grammar while talking, I did 1 year internship and I just used clauses and I communicated very good, I think. I had no problem with that so the grammars in exams maybe could be reduced and they can add these small clauses. Interaction with tourists is more important, I think. Even if I had problems, you know I used my hands or face like this so…(S-FaB-4)

4.2.2. The ELF Perceptions of the ESP Instructors. In order to find out the perceptions of the ESP instructor, a semi-constructed interview was conducted with FaB-Inst. In the analysis process, thematic analysis was applied to reveal the fundamental concepts that were evident in the data. According to the results of the thematic analysis, 3 themes arose.

4.2.2.1. Theme 1: ESP for Field Knowledge. FaB-Inst stated that his main goal in teaching ESP was to enable ESP learners to use English in their future professions and also to guide them to the sources that they could benefit from in the process of learning.

My goal is to teach necessary aspects of English for them. As everybody knows, in ESP, it is profession-based lesson so related vocabulary and related patterns should be given to them. Rather than general grammar rules or general patterns, they need to face with the information which should be related to their field. I give them different sources, for example

websites, free software that they can use or some applications for vocabulary practicing. Both inside and outside the university, I introduce profession-based information and tools to them. (FaB-Inst)

FaB-Inst, furthermore, mentioned that a good ESP teacher is the one who are qualified enough to have knowledge about the field that he or she teaches. He or she should revise himself or herself with the contemporary methodologies and knowledge in language teaching.

You need to, first, know which field you are going to teach because it would be very different when you teach ESP to medical fields or to tourism faculty. Our job is not just to give English but English for specific field so field knowledge is important. Another factor could be recent methodologies should be read and equipped. (FaB-Inst)

4.2.2.2. Theme 2: Standard English as Basic Component of ESP. About the issue whether Standard English norms were necessity for him, FaB-Inst proposed that Standard English was the fundamental goal in his ESP teaching. All practices in the class were based on Standard English models and norms. According to him, every foreign language learning process should include the standard features of that language which reflect the native speakers' characteristics.

Of course, standard English is my basic component for all my lessons. I design my ESP lessons…like…all sayings and pronunciation should be…like…should be based on that. The profile of our ESP students range variously so it is important for me to balance them in terms of English use. When they meet a person from USA or England, they need to show they can control English very well. For all English teachers, as you know, a standardization is a need otherwise there will be nothing to follow. Any foreign language learner should follow that standardization, you know.(FaB-Inst)

4.2.2.3. Theme 3: Reliable Materials for ESP. About teaching materials, FaB-Inst put it forward that he tried to choose teaching materials which were proven their reliability by the important English language institutions and also he paid attention to materials' motivational power.

My first step is to see how reliable the material is because you can get any material online for free but they do not respond the students' needs or not suitable for their intention to learn English. So I choose teaching materials which are designed by the reliable institutions or publishers. Another step is to find materials or books which are enjoyable to do. As you, without motivation you cannot maintain your lesson. Different, I mean, different activities are good source for them.(FaB-Inst)

4.2.3. The ESP materials. There are a total of 15 units in the coursebook. Every unit began with a text linked to tourism and concluded with multiple choice questions about the content. The vocabulary component was then provided in a fill-in-the-gaps format, in which students were supposed to fill in gaps in phrases with specified vocabulary. Following the vocabulary phase, students were given a listening section in which they must listen to a track and answer multiple choice questions. Following that, pupils were given a speaking section in which they must answer three questions by acting out roles given in the section with a partner. The writing section was offered as the final component, and students were supposed to write information about a specified text utilizing information from the preceding sections. The detailed information about the activities evaluated was presented below.

Table 20

The frequency table for evaluated sections in Career Paths-Cooking-Book 1

Career Paths-Cooking-Book 1	
Evaluated-Sections	**Frequency(f)**
Dialogues	15
Paragraphs	15
Vocabulary tasks	15
Audio scripts	15

4.2.3.1. Dialogues. In the coursebook, 15 dialogues were examined in total. Each dialogue was investigated to find out whether they had pragmatic strategies related to ELF communication in order to introduce ELF communication for ESP students. All of the dialogues in the coursebook were subjected to document

analysis, and none of them included any pragmatic strategies used by speakers that reflected ELF communication. When the dialogues were examined, it was discovered that the speakers' interactions were based on native speaker norms, and pragmatic accommodation strategies did not appear in the nature of the conversations. To present the analysis of the dialogues, one example was given:

Figure 5

A dialogue taken from the ESP coursebook "Cooking"

Owner: So, George, you **1** have several years of restaurant experience?

Applicant: That's right. I was a **2** hosting cashier at Vineyards Inn for four years.

Owner: And you also have experience **3** as a server?

Applicant: Yes. That was at the Palace Lounge.

Owner: How long **4** did you work there?

Applicant: Let's see. I started as a food runner two years ago, and then I **5** joined waitstaff last March.

Owner: Well, you clearly know the **6** restaurant business. But I'd prefer someone with a little more server experience.

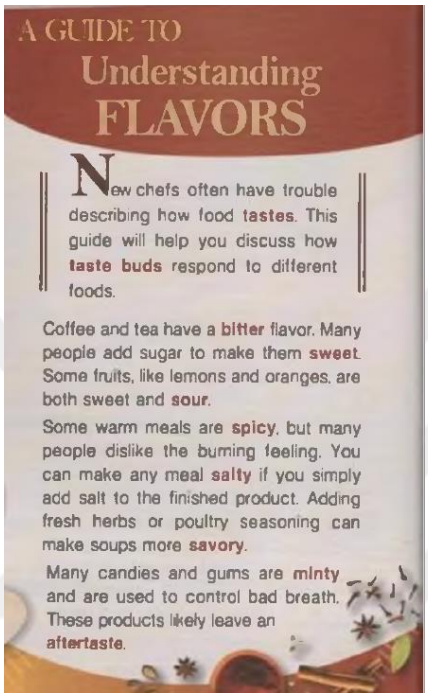
As can be inferred from the figure above which demonstrates one example dialogue form the coursebook, the communications between speakers did not reflect any pragmatic strategies seen in ELF talk. Aside from the lack of communication breakdown and meaning negotiation, the interactions between speakers appeared to be conversations between native speakers due to their impeccable English control while speaking.

4.2.3.2. ***Reading Texts.*** 15 paragraphs were examined to see if the reading texts in the coursebook contained any multi-cultural idioms or phrases. The document analysis of all of the reading texts in the coursebook's 15 units revealed that, firstly, they were all about aspects of kitchen such as recipes, kitchen tools, kitchen management and etc.; second, none of them contained multicultural elements that reflected cultures other than native English-speaking cultures. The example

below was one of the texts that indicated this lack of multicultural expressions in the coursebook.

Figure 6

A reading text taken from the ESP coursebook "Cooking"


A GUIDE TO
Understanding
FLAVORS

New chefs often have trouble describing how food **tastes**. This guide will help you discuss how **taste buds** respond to different foods.

Coffee and tea have a **bitter** flavor. Many people add sugar to make them **sweet**. Some fruits, like lemons and oranges, are both sweet and **sour**.

Some warm meals are **spicy**, but many people dislike the burning feeling. You can make any meal **salty** if you simply add salt to the finished product. Adding fresh herbs or poultry seasoning can make soups more **savory**.

Many candies and gums are **minty** and are used to control bad breath. These products likely leave an **aftertaste**.

The instances in figure 9 indicated that while giving information about understanding flavors for new chefs, the text gave some words such as "bitter, sour, sweet, salty, savory etc.". These words were given in an isolated and decontextualized way. They could have been given by mentioning their importance for some cultures. For example, when someone mentions spicy foods, one might imagine Indian cuisine. In the text, "curry" or "masala" could have been given as the examples of spicy foods, or, because of the fact that France is quite famous for its sweet foods, very famous French deserts, such as "éclair" or "croquembouche" could have been introduced to the students. Therefore, the reading texts in the coursebook were highly based on the field specific terminology in which field vocabulary were focused on. They did not have any concern to introduce multilingual or multicultural elements rather they were written by considering Standard English norms.

4.2.3.3. Vocabulary. All vocabulary activities in the course book were analyzed in order to see if they included words from different non-native English-speaking countries. It was analyzed that there were 162 words which were field-specific lexical items in the vocabulary practices. The vocabulary exercises were given in an isolated manner, with ESP students being asked to simply fill in the blanks without being given in a contextualized manner. Furthermore, it was discouraging to discover that there was not a single vocabulary that belonged to the expending circle countries. The terminology was entirely derived from native English-speaking cultures. The following table contains thorough information on the parts of speech used in the vocabulary in the course book.

Table 21

The frequency table for evaluated vocabulary types taken from the ESP coursebook "Cooking"

Noun	**Verb**	**Adjective**	**Adverb**
118	28	12	4

In the consequence of the analysis of the vocabulary in the coursebook, there was not seen any vocabulary which was related to other cultures rather than native English-speaking cultures. It can be concluded that the coursebook vocabulary practices did not have any effort to show vocabulary that belonged to different cultures other than the cultures where English is the native language.

4.2.3.4. Audio Tracks. In order to investigate the interaction of speaker types (NES- NES or NES- NNES or NNES –NNES) in the audio materials used in the classroom, the audio materials were examined through investigating audio tracks. In the coursebook, there were 15 listening activities. After the researcher analyzed all of the audio tracks, the results were presented in following table:

Table 22

The Frequency Table of Various Interactions in Audio Tracks of the ESP coursebook "Cooking"

NES- NES		**NES- NNES**		**NNES –NNES**	
f	**%**	**f**	**%**	**f**	**%**

	15	100	0	0	0	0
Total	15	100	0	0	0	0

It can be observed from table 22, there was not a single audio track which indicated an interaction between NNES and NES (n:0) or NNES and NNES (n:0). It was clear that the coursebook did not have any intention break native speaker norms. The book adopted a reality that adhered steadfastly to native-speaker standards by picking speaking characters from inner-circle countries.

4.2.3.5. Focus Group Interview

For the purpose of revealing the students' attitudes towards the materials used in the classroom, a focus group interview was conducted with 5 students. As a result of thematic analysis of the interview, 2 themes were constructed regarding the statements of the students about the classroom materials: The lack of communicative practices and the importance of NNES in listening tracks

4.2.3.5.1. Theme 1: The lack of communicative practices. The first theme was constructed from the statements of the students in the focus group interview. All of them agreed on the issue that despite the fact that the terminology in the ESP coursebook was acceptable for their future occupations, the lack of speaking exercises limited their usage of English in real life situations, which was critical for them because their field is tourism-related, which requires constant encounters with foreigners in many places such as kitchens of the hotels, restaurants, fine-dining saloons, etc.. They criticized the coursebook's format for not being applicable to real situations related to their field. Some of their statements were given in the followings:

> *It contains information about our field in terms of subjects. It's a word-heavy book so it takes some time to master them all. There is a lot of reading in the book. It actually helps in writing and reading, but of course we have difficulties in applying them in real life. I don't know if it's of any use to that issue. Sometimes he gives useful sentences in listening but nothing more. Since our profession is communicative anyway, the writing and reading sections in this book are not really helpful. The exercises would be better if they were a little more*

communicative. He already gives parts of the words, but I think the application of them to real life is missing.

We all have trouble with the use of English in real life. The book doesn't give anything about it. The subject of the word may be good, but every other field is insufficient. I want to live abroad in the future so for example I go to an extra course, just to talk. I already understand, but I want to convey what I think. In this respect, the book gives me nothing.

Like my friend, I also want to work abroad. I'm taking a private course too, we go together. I think the book or the course here is very inadequate. I can only say vocabulary practices are good for our professions, the other things in materials used in the classroom are insufficient. In the future, I need to speak clearly so they hire me. If you can't show your English, you don't stand a chance.

4.2.3.5.2. *Theme 2: Impractical of the Use of English in the Materials.* The second theme emerged from the statements of the students about the materials whether they reflected authentic English use. There was an undoubtedly consensus about the issue that the materials used in the classroom reflected an artificial English which could not be seen in real conversations in real life. By regarding their experiences, they also emphasized that in real-life, they used English by considering the meaning itself, yet, the use of English language in listening practices in the coursebook did not reflect that due to perfectly constructed sentences by the speakers.

I don't think so. In each unit, some practices are introduced. Listening practices are fine but always same speakers talk and I feel they read the sentences rather than speaking. I cannot say other written practices in the coursebook show real use of English as I experienced in my training practices.

I think like my friend too. I think the materials are lacking in using English interactively. What everyone sees in internships and what they see in these books are different. When I listen tracks in the coursebook, I

feel I am still in high school and I study for university exam. If this is the case, they should make these materials according to reality.

Actually, the coursebook gives some patterns well. There is no problem when you use those patterns, but when something different happens, then they don't make any sense. Everything is not always like in the books. The listening practices are not useful for me because I know how to use English in real kitchen. I have been working a restaurant with a sauce chef from France. It is not like in the listening that we are talking. We understand each other but by not using English like in them really.

4.2.4. The Pragmatic Strategies

In order to reveal to what extent the pragmatic strategies employed by the ESP students and also the ESP instructor, the researcher did 8 weeks classroom observation. As a result of these observations, the excerpts were extracted by the researcher. At first, the pragmatic strategies employed by the ESP students were given, then, the ESP instructor's pragmatic strategies were given.

4.2.4.1. ESP students' pragmatic strategies. Due to the reason that there was not much interaction among students, the pragmatic strategies that they employed were scarce. In the following excerpts taken from the classroom observations, the researcher observed self-initiated repair, code-switching and co-construction of utterances in terms of the pragmatic strategies.

In the following excerpt, the line 69 indicated that S4 corrected his/her utterance right after he/she realized that "add" could be a better verb and it reflected his/her idea much better than "water".

Excerpt 1

67 *INST: you have problem with the recipe(0.3)let's say the mixture ermm is

68 too thick what is your solution, anyone?

69 *S4: Hocam you **must water yok (tr:no) [add water in**

70 *S3: [yeah add water and boil

In the excerpt 2, S2 did a code-switch strategy in the line 114 and after he/she switched back to English after his first utterance. As they were talking about local healthy foods, after S3 stated “lahmacun” which can be called as a Turkish pizza or pizza with meat, S4 showed an objection S3’s example as lahmacun by stating “lahmacun!”. To support S3’s example which was “lahmacun”, S4 used code-switch to break the limitation in English. It was an intention to verify and advocate S3’s idea by speaking in Turkish and then switched back to English.

Excerpt 2

110 *INST: our popular healthy food? (0.5) I can give an example for example

111 Türlü (tr: a Turkish dish with vegetables)

112 *S3: hocam maybe lahmacun

113 *S4: lahmacun!

114 *S2: yes hocam **kıyma var** (ing:there is meat) meat is healthy

115 *INST: yeah erm okay let's say lahmacun what else?

Another pragmatic strategy employed by the students was co-construction of utterances. Although the interaction sequence included code-switching strategy, in the following excerpt, only co-construction strategy was focused. As S2 were talking about the ingredients about the activity in the textbook, he/she chose to switch to Turkish for an ingredient which was yeast. Since he/she realized that that was an unknown word for him/her, he/she used code-switching for the sake of a proper conversation.

Excerpt 3

290 *INST: give a list of needed ingredients for that (0.7) look at the picture

291 yes you mam please

292 *S2: flour ermm (0.3) water salt maybe ermm

293 *INST: yes what else?

294 *S2: hocam maya gerekir ⌈ama (ing:teacher yeast is needed, but)

295 *INST: ⌈yeast yeast

296 *S2: okay **yeast need I need yeast**, flour, water, salt

297 *INST: okay great, what about ermm wait let me (1.0) this one

4.2.4.2. ESP instructors' Pragmatic Strategies. In the department, FaB-Inst focused on his learners' pronunciations substantially. Because of this intentional focus on pronunciation, FaB-Inst interfered constantly to his students' utterances. In the following excerpts, FaB-Inst's intentional focus on pronunciation can be seen clearly. In the first excerpt, while his student was reading a line in the textbook, because of S4's mispronunciation of the second form of the verb "keep", FaB-Inst constantly warned him/her about her pronunciation. At the end, he corrected S4's mispronunciation by himself.

Excerpt 1

32 *S5: sonbahar (autumn)

33 *INST: sonbahar. okay, you please.

34 *S4: ke⌈ept

35 *INST: ⌈read again

36 *S4: ki:⌈pt

37 *INST: ⌈read again

38 *S4: ke⌈apt...

39 *INST: ⌈kept, hı carry on

Another similar pronunciation correction can be seen in the excerpt 2. While his student was answering a question, FaB-Inst corrected S2 every time when S2 mispronounced the verb "increase". Not only the verb "increase" but also when S2 had trouble to say the word "temperature", FaB-Inst corrected S2's pronunciation again. After that, FaB-Inst said the whole phrase by himself.

Excerpt 2

43 *INST: to hold for future, yes. E... who wants to do it? yes you.

44 *S2: to to enkrʃes

45 *INST: ʃagain please

46 *S2: to inʃkrease

47 *INST: ʃagain

48 *S2: to in...hıı.. crease the tempearaturʃes

49 *INST: ʃto increase the...

50 *S2: temperr...tempereʃtur

51 *INST: ʃdivide into half

52 *S2: the increase...(0.2) the...ahm.... tempʃera

53 *INST: ʃto increase the temperature

54 *S2: to increase the temperature of something, heat.

55 *INST: heat.

Excerpt 3

451 *S2: first I add water (0.2) after flour and salt I think

452 *S3 : remember you do börek (ing:pastry)

453 *S2: yes yes I remember (0.2) wait wait (0.8) salt after that I add yeast and and I

454 need karıştırmak (ing: mix)

455 *INST: no no no only English not Turkish please

When that issue was asked to FaB-Inst, he stated that:

It is a must. I cannot let them learn these words wrong. Words should be said in a certain way. It is one of reason that they have these ESP lessons. When they see a word related to their field or related to a

professional situation, they have to say them properly like in books or audios. If they do that, they also get attention from their colleagues I mean they promote their use of English and only English so to say. That is my purpose shortly. (FaB-Inst)

Code-switching was observed as the only pragmatic strategy that FaB-Inst employed during his lessons. As it can be seen in the line 198, while FaB-Inst was explaining the activity, he used code-switching. To stress the important part in his utterance as he presented, FaB-Inst switched to Turkish and then carried on in English right after he thought the important part was given to his students.

Excerpt 4

197 *S2: öneri gibi (ing: like a suggestion)

198 *INST: **bir tavsiye, yapılması gereken şeyler için değil mi?** (a suggestion,

199 for the things should be done, right?) to ensure the safety in the

200 kitchen. you should look at the expiration dates of the ermm

201 products, right?

About the employment of code-switching strategy in his ESP lessons, FaB-Inst explained his intention as:

I try to minimize it but sometimes I really need to express something important and to state that thing, I use Turkish. I feel guilty about it but it is not easy to fully follow English-based lessons. Also, to enrich the meaning or the sentence, I use Turkish as well. I do not think that it has that much impact on their English so not much damage so to speak.(FaB-Inst)

4.2.5. The Summary of the Department of Food and Beverage Department. This section was dedicated to present overall findings of the current study regarding the department of Food and Beverage Department. The summary of the findings starts with the participants' perceptions towards EFL and then the pragmatics strategies employed by them were given. The section ends with the evaluation of the ESP materials used in the department.

The quantitative findings of the students' perception towards ELF pointed out that they were aware of ELF concept, that is, the awareness of not only language itself but also cultural differences and similarities between their native language and the target language were highly valued by them. Moreover, they were well aware of the fact that non-native speakers of English are the ones with who they are going to interact in their future professional life as well as native speakers of English,. Specifically, they did not put merely native speakers of English into their English language learning process. In addition to not centralizing only native speakers of English into their English learning process, they rejected to place only native varieties of English into English learning process as well. On the other hand, it was revealed that the students chose intelligibility over accuracy for successful communication in international communication. They did not see accuracy vital for successful communication. Furthermore, the qualitative findings taken from the interviews indicated that the students, who were well aware of the current status of English, wanted to learn English especially for living or working in the expending circle countries. Therefore, although they did not devalue Standard English for their future professions, they denoted that Standard English has many unnecessary aspects that cannot reflect the real life experiences which they faced. They also stated that their ESP evaluation should be based on the communicative skills rather than conventional written or multiple-choice exams. On the other hand, the qualitative findings gathered from the interview about the perception of the instructor towards ELF reflected that the department was the case which had the sharpest intersection between the perceptions of the students and the instructor towards ELF. FaB-Inst stated that his main objective of ESP teaching was to equip necessary profession-related skills (vocabulary and job-related terms) to his students. By strictly following Standard English principles, he expressed that these profession-related skills should be taught and not only English language but also field knowledge should be focused on. FaB-Inst, moreover, focused on mainly to native speakers of English by emphasizing only speakers from the US and the UK while explaining the types of speakers that his students will face in their future professions. One can undoubtedly conclude that FaB-Inst clearly did not respond to his students' needs in terms of the ELF concept. There was neither a match nor a harmony between what the instructor wanted to give and what the students wanted to take in their ESP lessons.

Furthermore, self-initiated repairs, co-construction of utterances and code-switching were observed as the pragmatic strategies related to ELF employed by the students in their ESP lessons. The classroom observations showed that the students employed self-initiated repairs for their utterances when they sensed that there was a problem in their sentence structures. Furthermore, it was surprising to see that although the students had an instructor who strictly supported traditional teaching methods that were based on native speaker norms, they used co-construction of utterances strategies when they had an interaction with each other. Code-switching was another strategy that the students employed substantially in their utterances. On the other hand, in the observations, only code-switching strategy was observed which was employed by FaB-Inst in the course of his interaction with his students. Apart from the pragmatic strategy employed by FaB-Inst, he was highly concerned about his students' pronunciation mistakes. Any time when FaB-Inst realized a pronunciation mistake made by his students, he rapidly interrupted them and corrected it.

In the analysis of the textbook called "Career Path-Cooking-1" in the department, the results were similar to the department of Hospital Management. The analysis of the audio tracks indicated that there was not a single interaction between NNS-NS or between NNS-NNS. All interactions were between NS and NS. Besides the interactions, there was not any non-native English speaker in the tracks. Dialogues, on the other hand, did not have any ELF strategies. Neither communication breakdowns nor negotiation of meaning strategies were observed in the dialogues. There were also not a single multilingual idioms or expressions in the paragraphs used in the textbook. When it came to the vocabulary practices, it was seen that there were not expressions or vocabulary belonging to the countries other than the native English-speaking countries. The focus group interviews with students, on the other hand, echoed these situations seen in the document analysis. They underlined that the coursebook's lack of communicative activities prevented them from using English interactively, which was critical for their field, which requires a lot of engagement with international tourists. Majority of them stated that because of the reason that they wanted to work in an expending circle country, they had to take private course for just speaking English communicatively. Furthermore, they claimed that the use of English in the ESP materials did not represent real-world English usage during their

internships. The audio files utilized in the classroom, in particular, were judged to be excellent English, which could not be considered realistic use and did not reflect how English was used in real life, even among native English speakers.

4.3.The Department of International Trade and Logistics

This section presents the findings gathered from the department of International Trade and Logistics

4.3.1. The ELF Perceptions of the ESP Students. Since the findings of the ELF perceptions of the ESP students were based on both qualitative and quantitative data, firstly, the quantitative findings were presented from the questionnaire and then the qualitative data, which were obtained from the semi-constructed interviews with 5 ESP students in the department, were given.

4.3.1.1. The Quantitative Data. As the results of the analyses of the collected data through the questionnaire, the following quantitative tables present the student participants' perceptions towards ELF in percentages.

Table 23

Cultural awareness of the Students in International Trade and Logistics Department

Items on cultural awareness	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
Non-native speakers of English should learn about both the target language culture and other cultures to communicate successfully in English.	0	16,1	8,9	50	25
It is essential to teach the students the similarities and differences between the native English speaking countries and their own country.	0	10,7	19,6	42,9	26,8
I do not need to know about the cultures of native speakers of English to communicate successfully in English.	30,4	42,5	9,6	17,5	0
I need to know about the similarities and differences between my own culture and other cultures.	3,6	8,9	10,7	58,9	17,9

English teaching materials should include cultural elements from Britain and/or the USA.	5,7	11,4	21,1	35	27,1
English teaching materials should include cultural elements from countries around the non-native English speaking world.	0	8,9	16,1	41,1	33,9

Note. N=76, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

Table 10 explicitly indicated that the student participants were well aware of the fact that the culture factor was rather significant in their English language learning process. They expressed the notion that not only the knowledge of the target language culture, which was English in this case, but also the knowledge of the other cultures should be utilized by the English language learners for the sake of successful communication in English (agree+strongly agree = 75%). They also reflected that the differences and similarities of the target language countries and their own ones should be realized and learned as an important step (agree+strongly agree = 69,7%). The student participants in the mentioned department put forward the notion that English teaching materials could include both native-English cultural elements (agree+strongly agree = 62,1%) and the elements from the non-native English-speaking world (agree+strongly agree = 75%).

Table 24

The International Trade and Logistics Students' Positions Towards native varieties and Native speakers of English

Items on positioning native varieties and native speakers	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
It is more important for me to be able to communicate with native speakers of English than non-native speakers of English.	17,9	53,6	14,3	10,7	3,6
In learning English, the ultimate goal should be reaching native-like proficiency.	32,1	37,5	12,5	16,1	1,8
English has many varieties, but to be practical we should only learn American or British English.	18,9	51,1	10,7	12,1	7,1
I should be able to speak English with a native-like accent.	14,3	55,4	10,7	16,1	3,6

English teaching materials should include written or spoken texts only produced by native speakers of English.	37,5	35,7	10,7	14,3	1,8
Native English-speaking teachers should speak English with a British or American accent.	1,8	26,8	33,9	28,6	8,9
Non-native English-speaking teachers must have a Standard English accent.	22,1	38,2	13,9	18,2	7,5
Non-native English-speaking teachers should speak English with a British or American accent.	8,9	53,6	14,3	17,9	5,4
Non-Native English-speaking teachers must have a Standard English accent.	18,9	42,5	17,5	15,7	5,4
Non-native English-speaking teachers must rely on native-speaker models to communicate successfully in English.	30	46,4	5,4	8,9	9,3

Note. N=76, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

In the factor called "positioning native varieties and native speakers", table 11 indicated that the student participants' priority was to communicate with the non-native English speakers rather than native English speakers (disagree+strongly disagree = 71,5%). Neither native-like proficiency (disagree+strongly disagree = 69,6%) or native-like accent (disagree+strongly disagree = 69,7%) was their ultimate goal in learning English. They also indicated their contradiction to use only written and spoken texts tailored by native speakers of English (disagree+strongly disagree = 73,2%). Furthermore, it was found out that the student participants advocated considerably that non-native English-speaking teachers do not need to have a standart English accent (disagree+strongly disagree = 60,3%) or native-like accent in English (disagree+strongly disagree = 62,5%). The analysis also showed that the majority of them expressed that native-speaker models are not irreplaceable models for the non-native English-speaking teachers to speak successfully in English(disagree+strongly disagree = 76,4%).

Table 25

The International Trade and Logistics Students' Awareness of communication goals

Items on awareness of communication goals	**Students' responses in percentages**

	1	2	3	4	5
I need to learn English to communicate with native and non-native speakers of English.	0	8,9	5,4	46,4	39,3
Intelligible accent is essential for successful communication among native and non-native speakers of English.	0	7,1	8,9	46,4	37,5
Accurate grammar is essential for successful communication among native and non-native speakers of English.	3,6	10,7	35,6	32,5	12,6
Exposing to non-native varieties of English has an impact on my language learning.	1,8	16,1	17,9	48,2	16,1
Native English-speaking teachers must have a Standard English accent.	1,8	41,1	10,7	37,5	8,9
Native English-speaking teachers' job is to teach students how to communicate in English.	0	18,6	12,1	51,4	17,9

Note. N=76, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

In table 12, a vast majority of the student participants in this department indicated that both native and non-native speakers of English were their target speakers (agree+strongly agree = 85,7%). It was quite fascinating to observe that they were far much aware of that intelligible accent is important for an effective communication among native and non-native speakers of English (agree+strongly agree = 83,9%). Their tendency about the statement about whether accurate grammar was important for a successful communication in English or not was not revealed clearly by the student participants, that is, although a considerable number of them agreed (agree+strongly agree = 45,1%), undeniable number of them were unsure about the idea (neutral = 35,6%). About native English-speaking teachers, the student participants were indecisive about the issue that they should have a standart English accent (agree+strongly agree = 46,4% vs disagree+strongly disagree = 42,9%)). Moreover they reflected that a native English-speaking teacher is responsible to teach English to communicate (agree+strongly agree = 69,3%).

4.3.1.2. The Qualitative Data

4.3.1.2.1. Theme 1: English for Global Literacy. The first theme was defined after the comments on the students' ultimate goal of learning English. The primary purpose was to reveal their fundamental goal in learning English. The common points that most of the students made were the literacy in English for their future professions. Some of the students' answers as follows:

> *I did my internship at a multinational marble company. There were dozens of foreign correspondence every day. Sometimes they had face-to-face conversations with the computer in person. That's when I realized how much I lacked in English. I need to improve my writing and speaking. I could understand maybe 30-40 percent of what the men were talking about. Most of the callers are from Dubai, Qatari or even African, they have accents, so this made it more difficult for me to understand. (S-ITL-1)*

> *Like many people, I am not very good at speaking. I want to improve it. Professional information is given here, but there is not much to talk about. After the school is over, we have a company and I will start working there. A furniture company is in Kayseri. We are sending products abroad, so it is necessary to talk and agree with people abroad by of course writing to them. When we have a problem, we write them and they write back so understanding is also important That's why talking in English and understanding written English are my goals. Recently, international agreements have decreased, I want to increase them after I finish school, English is very important in this. (S-ITL-3)*

> *So I don't really want much. It's enough for me if I learn enough to deal with foreigners. I have been having a hard time in English for a long time. It can be learning basic patterns, words and phrases. Since my major is international business, English is naturally very important. To provide basic communication with strangers, I should improve my English. (S-ITL-4)*

4.3.1.2.2. Theme 2: The Language of Internationality. The theme was structured after the initial codes which were analyzed throughout the interviews were revealed such as global, international language, other countries. All ESP students

stated that the role of English today is a language of global communication. For the some of the answers of the students as follows:

> *Yes, indeed. In games, TV, internet, English is the language. When you go a country, English is the language. You can use it to travel or talk with the people in these countries. If you want to find a job, you have to know English. In any country, you can speak by using it. (S-ITL-3)*

> *Of course it is a global language. You know they say if you want to be a global person, you need to know English. You can write to anyone in another country like japan or Brazil, English is the only language that you can use. (S-ITL-4)*

> *Yes I think it is a language for world now. On internet, it is really hard to do anything without commanding it or when you go to a new country, I do not know how you can survive without using it. As I said, it is an international language. (S-ITL-5)*

4.3.1.2.3. Theme 3: Global English rather than standard. This theme was formed after the answers about the necessity of Standard English in their English education and the importance of native speakers in their purpose of learning English. They commonly expressed that Standard English had nothing to offer them and it was not vital for their English learning goals. Furthermore, they strongly believed that non-native speakers had more importance than native ones due to their profession. Some of the answers about Standard English follow:

> *When I speak in English with someone, I do not care so much if he or she is from USA or Britain, that is, I do not change the way of my speaking in English. Actually, I think that we have more customers from other countries than British and American speakers so speaking with both people from England and USA and people from other countries has same importance for me. Since we use English a lot in our daily lives like in our professions, in social media, on internet, I sometimes forget English belongs to English people. (S-ITL-1)*

> *I do not think Standard English when I talk with tourist. I just try to speak to handle the situation or the atmosphere. Today everyone knows*

English more or less so in here. In our lessons, our lecturers state that Turkey does most of its business with China, Russia, Europe, so for my job, it has no value to speak like them. (S-ITL-2)

4.3.1.2.4. Theme 4: The Evaluation of Reality. The next theme was formed after the statements of the ESP students on the issue of the evaluation of their English knowledge. All expressed that the traditional evaluation criteria in written exams had nothing to offer or test to their English knowledge. They all highlighted certain different aspects about the evaluation of their English. The common thing, however, in their statements was about the unrealistic nature of these traditional evaluation criteria of the current practices in their university.

Today I do not believe that these classical evaluations have an effect on our knowledge. They do not evaluate our things in our minds, including YKS, LGS. We still struggle with these exams and they determine our life. English is so fun but as a country, we cannot speak or learn it, why, because we still use these traditional exams and lessons. I want to see an evaluation, for example, they can bring an Erasmus student and we can talk to him/her or we can talk like we are on the phone, to explain something, it would be fun. Make it more realistic. (S-ITL-2)

I do not like any evaluation type in this university. For English, maybe they can give us something that we can practice before or something that we can prepare to present, like we can record ourselves and send to lecturer. Maybe, even we can talk to someone in another country and record it and send to him. (S-ITL-3)

We can prepare a paragraph about something and give it. They always tell, writing is very important for my field but we do nothing about it. By doing it, we can improve our writings. We can learn new words and sentences in English. Better than tests, at least. (S-ITL-4)

Tests are ok but they can add something extra like something fun. We can answer a phone call and tell something. But I think it takes time. They can do it in lessons and give notes while doing it. (S-ITL-5)

4.3.2. The ELF Perceptions of the ESP Instructors. In order to find out the perceptions of the ITaL-Inst, a semi-constructed interview was conducted with him. In the analysis process, thematic analysis was applied to reveal the fundamental concepts that were evident in the data. According to the results of the thematic analysis, 4 themes arose.

4.3.2.1. Theme 1: ESP for Intelligibility. ITaL-Inst stated that his major goal in teaching ESP lessons was to give field-related English knowledge. He persistently highlighted that his primary focus in his ESP lessons was to enable his students to use English as an instrument to communicate and inform other side. He also put forward that the knowledge of English grammar or any other grammatical concerns were not his primary focus in teaching his ESP lessons.

> *First, I would say their understanding of the English which they can learn about the field. It is really important to present a grasp of the professional English. They need to use English in their professions. They need to make themselves understandable while speaking with a foreigner. Apart from that, grammar or something related to it would be in the second or even in the third stage. To use it is my focus, again. But let me put it this way, for example, I work in vocational high schools. I don't actually have the opportunity to do much here. You do, but this is what you do, for example, as you can see, there are many students, each of them has different levels, so my aim is to find a middle ground. When that middle point is found, whoever wants it already gets this language. (ITaL-Inst)*

4.3.2.2. Theme 2: Transferability of English Before Standard English. It was surprising to observe that ITaL-Inst was such an instructor who was well aware of the current position of Standard English in the world. The answers about the issue which was about the necessity of Standard English in his ESP lessons indicated that he did not have primary or strong concerns about following Standard English practices, rather, he suggested that ESP learners should be equipped with the other abilities of English such as good command of field-related English and its intelligible transfer to the target speaker.

Now let me say this. There is no such thing as standard English. The standard English used in our books, for example British English, we call it rp. That standard English is the English spoken by only 12 percent. For example, there are many accents in English. They called that English and American English standard. In the formation of standard English, the language spoken by the rich is chosen, and the dialect of the rich people who dominate that country is chosen as the standard. For example, London English in England, Paris French in France, Istanbul Turkish in our country, because Istanbul is the place where the money is. I see no need for that because ESP students need other skills to master rather than speaking like American or British or Australian. They need to master first field knowledge in English after that they need to transfer it to foreigners well.(ITaL-Inst)

4.3.2.3. Theme 3: ESP for Real Life Situations in Professions. According to ITaL-Inst, the role of a good ESP instructor was to give English in a way that the real life situations are presented and practiced so that they can have chance to use English in a realistic perspective. Furthermore, the needs of the learners should be observed and be taken into consideration to answer these needs. Apart from these points, he also claimed that field-related English knowledge should be equipped therefore he can address the important points while teaching.

I think the most important thing is that it should be closer to real life, they can be applied to real life and not left in the air. The source book we use really gives us point information about the field in it. Enthusiastic friends especially learned good things from this book. Also it is necessary to have the field and of course, it must be aimed at a certain points that they need to know for their future jobs. Good instructor should be aware of that he or she should know his/her students and adjust his/her program according to their needs. Where there is a problem, it should be addressed and compensated by the instructor. For example, the main priority should be speaking and real-life situations. (ITaL-Inst)

4.3.2.4. ***Theme 4: The Lack of Appropriate ESP materials***. ITaL-Inst's concerns about the teaching materials and their effects on his language

teaching aims were presented into two categories. The first one was that he stated that since there were not many ESP textbooks, it was not easy to him to choose the best book in the literature. He emphasized that he needed to do extensive research to find a suitable ESP book for his students due to the lack of ESP course books. Moreover, he stated that any material has a considerable impact on how he gives the ESP lesson and besides that, he concluded that the ESP coursebooks have a huge effect on lessons and even they can shape the course itself.

> *These course materials, actually... There are not many special purpose English books in Turkey. Or there are not many in the world literature. I think it's special-purpose course materials. For example, I researched this book as I did. I researched and examined it on the Internet. Since the material is very important, it has a direct effect on the lessons. The lesson is already shaped by that book. Now that's it, you'll see it in the material I've chosen. For this course, I paid attention to the words and phrases related to international trade. In addition, there should be issues such as whether there are activities that they can do on their own, at the level of words. For example, I give permission in the dictionary. Let them translate texts from the dictionary if they want. When I release them, let them do the applications with the dictionary and teamwork.(ITaL-Inst)*

4.3.3. The ESP Materials. The coursebook had 10 units in total. In each unit, it had 2 different subject sections related to the field of logistics. Each subject section started with a reading text and its reading comprehension questions in different forms such as true-false statements, multiple choice formats. Then, a vocabulary section followed in either matching or multiple choices format. In some section, there were translating practices that students were asked to translate given phrases or sentences to their native language. Furthermore, in each section, a grammar practice was given in cloze test forms. Although not all sections had dialogues, in some sections, there were dialogues that students could be introduced to a field conversation between speakers. The detailed information about the activities evaluated was presented below.

Table 26

The frequency table for evaluated sections in Professional English for Students of Logistics ESP Coursebook

Professional English for Students of Logistics	
Evaluated-Sections	**Frequency(f)**
Dialogues	7
Reading Texts	20
Vocabulary tasks	33
Audio Tracks	10

4.3.3.1. Dialogues. In the coursebook, 7 dialogues were examined in total. Each dialogue was investigated to find out whether it had pragmatic strategies related to ELF interaction in order to introduce ELF communication for ESP students. All of the dialogues in the coursebook were subjected to document analysis, and none of them included any pragmatic approach used by speakers that reflected ELF communication. When the dialogues were examined, it was discovered that the speakers' interactions were based on native speaker norms, and pragmatic accommodation strategies did not appear in the course of the conversations. It was obvious that ELF communicative features did not take place because all of the dialogues in the coursebook were formed in the same way. To present the analysis of the dialogues, an example was given:

Figure 7

A dialogue taken from the ESP coursebook "Professional English for Students of Logistics"

- *ABC Logistics* office. Good morning.
- Hello! I'd like to speak to Mr. Robertson.
- Just a moment. Hold on the line, please. I'll put you through … … …
- … … … Robertson speaking.
- Hello! This is Terry Smith from *Beta Ltd.* I am calling about your freight offer for mortar sand dated 10 March.
- Yes, what about it?
- Would you please quote us your most favourable freight rates for the transport of 100 tonnes of mortar sand from Rotterdam to Riga?
- Certainly. Could you give me your email address, please?
…. …… Right. You'll have our freight rates by 11.30.
- Thank you. Good-bye.
- Good-bye.

Figure 10 shows a conversation instance with native-like sentence patterns by indicating that the speakers of the dialogues had native-like control over the use of English. The sentences showed that there was no breakdown in communication or misunderstanding between speakers, nor was there any attempt to reach an agreement on a topic. Because the dialogues in the coursebook did not show any instances in which pragmatic techniques between speakers were required. Therefore, it can be concluded that the dialogues in the coursebook had no intention of presenting ELF communication to its readers.

4.3.3.2. Reading Texts. The coursebook's 15 reading texts were examined to see if they contained any multicultural idioms, phrases or expressions. All of the reading texts in the coursebook's units were about logistics and their functions, such as product shipments, the fundamentals of logistics, the elements of a good international trade, and etc.; second, none of them featured multicultural elements that reflected cultures other than native English-speaking cultures, which was not desirable for the current study. They employed Standard English and did contain any examples from non-native English-speaking cultures. The passage below was an example of a text that exhibited the coursebook's absence of multicultural expressions.

Figure 8

A reading text taken from the ESP coursebook "Professional English for Students of Logistics*"*

INBOUND LOGISTICS

Inbound Logistics involves the activities of receiving, storing, and distributing raw materials for use in production. It is an integral element of business operations for a manufacturing firm. Inbound logistics services cover all activities required to bring goods from a sourcing location to a warehouse or production plant, such as transportation, inventory, warehousing and materials handling.

Receiving and storing raw materials is a big responsibility for manufacturers. Big companies may have separate facilities for storing raw materials. Smaller companies often maintain receiving areas within the plant, in which the manufacturing process takes place. The organizational element of the materials receiving process is important because it significantly affects the efficiency, with which staff can distribute materials. Delays in this process can set back production and cost the company money or opportunities.

4.3.3.3. Vocabulary. The words from various countries and cultures outside of inner circle ones were checked in all of the vocabulary exercises in the course book. A total of 467 words, which were field-related lexical items, were analyzed in the vocabulary practices. Unlike the other ESP coursebooks in the study, this coursebook had various vocabulary practices such as matching, cloze tests and finding synonyms of given words. The words belonging to non-native English-speaking cultures, however, were not observed at all in the analysis. The words were entirely based on cultures, in which English is spoken as native language. The following table shows the detailed information about the vocabulary analyzed in the coursebook.

Table 27

The frequency table for evaluated vocabulary types taken from the ESP coursebook "Professional English for Students of Logistics"

Noun	Verb	Adjective	Adverb
231	120	103	13

Since there was not any vocabulary from countries or cultures outside of the inner circle ones, it was proper to presume that the coursebook's vocabulary practices had no goal of introducing readers to cultures other than native English-speaking cultures. Therefore, vocabulary practices fell short of fulfilling the ELF needs of the learners.

4.3.3.4. Audio tracks. In order to investigate the interaction of speaker types (NES- NES or NES- NNES or NNES –NNES) in the audio tracks used in the classroom, the audio tracks were examined. In the coursebook, there were 10 listening activities. The findings presented that unlike other listening tracks belonged to the department of hospitality management, food and beverage management and medical documentary and secretaryship which did not have any interaction between NES and NNES or between NNES and NNES, the listening tracks of this department showed that although there was still no interaction between NNES and NNES, the interactions between NES and NNES exceeded the interactions between NES and NES. It was valuable to see that not only there were different speakers who were

from different countries outside inner circle countries in the listening tracks but also their interactions were presented more than the interactions between the speakers from inner circle countries. This situation indicated vital impacts on ESP students, that is, the ESP students in this department, at least, were exposed to certain non-native English speakers' dialects, accents and expressions which reflected the interaction that they were likely to experience in their future professions. After the researcher analyzed all of the audio tracks, the results were presented in following table:

Table 28

The Frequency Table of Various Interactions in Audio Tracks of the ESP coursebook "Professional English for Students of Logistics"

	Frequencies of Interactions					
	NES- NES		**NES- NNES**		**NNES –NNES**	
	f	**%**	**f**	**%**	**f**	**%**
	4	40	6	60	0	0
Total	4	40	6	60	0	0

It can be observed from table 28, while there were 4 audio tracks which indicated an interaction between NES and NES, the interactions between NES and NNES were analyzed as 6. It was apparent that the tracks had some concerns to go out of only the native speaker interactions and to introduce at least the interaction between NES and NNES. Unlike other tracks used in the other departments, while the coursebook barely adopted only native-speaker norms, the lack of interaction between NNES and NNES was analyzed.

4.3.3.5. Focus Group Interview. A focus group interview was conducted with 5 students. As a result of thematic analysis of the interview, two themes were constructed regarding the statements of the students about the classroom materials:

4.3.3.5.1. Theme 1: Too Much Focus on the Field Vocabulary. The first theme was constructed from the statements of the students in the focus group interview. All of them agreed on the issue that their ESP coursebook focused too much on vocabulary practices that demanded their attention considerably. The speaking exercises, however, limited their usage of English in real life situations,

which was critical for them because their field requires close relationship with international speakers from different countries by speaking and writing in English. They criticized the coursebook's format for not being applicable to real situations related to their field due to the lack of speaking activities. Some of their statements were given in the followings:

> *The words related to the episode are nice, but too many. There are many academic words. This translation is more beautiful than the activities we do, so it's actually something we do about work. Using a dictionary is a good way to do those activities, both in terms of vocabulary and comprehension. Little to speak or use language. In other words, book speaking activities are very little, we do it more with teachers. I'd say it's missing that aspect. I need to use English in all its aspects in the future, but the book contains only part of it.*

> *The book contains very intense information about my department. Words, correspondence, sections are always related to the field. We repeat short paragraphs given in translation or in our own sentences. I think the book is good for writing and vocabulary. We learn patterns and sentences related to continuous field. Of course it will be needed in the future. Speaking is a bit of a problem because we can't do it much. The book doesn't give much about speaking English either. Listening is again related to the field. Different situations talk about problems. I can say that the language there is more like real-life conversations.*

4.3.3.5.2. Theme 2: The Importance of NNES in the Listening Practices. The second theme emerged from the statements of the students about the materials whether they reflected authentic English use. They all agreed on the issue that their exposures to NNES in listening tracks had quite positive impact on their ESP education due to the fact that their interactions indicated a situation that they experienced in their life. By regarding their experiences, they stated that the written exercises in the coursebook did not reflect the experiences that they had in real life.

> *The sentences or phrases we see are generally related to our work. Cases related to the field are given in the book. If you ask if a language spoken in real life is used, I don't think so. There is a more formal language. But*

sometimes when we listen, we see those conversations. It can sometimes pass between people from different countries. Since the book is related to our field, there is no language like in those movies, but there is in listening.

I don't think so. Maybe only when we do listenings that we listen real conversations between speakers. We all do internships. We go there, we talk to strangers. You can't always speak or convey exactly what you're thinking, but you show what you're thinking in different ways. Sometimes I use half of the sentence and a tourist still understands me. I have not experienced any situations like in the coursebook. That's why I cannot say English use in these written materials is similar to the real life.

I think like my friend too. We sometimes listen different speakers like us. When I listen them I feel that I can understand them better. Yet, I think the written materials are lacking in using English interactively in real situations. What everyone sees in internships and what they see in these books are different. If this is the case, they should make these materials according to reality.

Actually, some things are useful. So, for example, the book gives some words and phrases well. We listen different speakers who work in our fields in the lesson. They use these vital words and phrases about the field but of course it could be better always. It generally reflects crucial parts in English.

4.3.4. The pragmatic strategies. In order to reveal to what extent the pragmatic strategies employed by the ESP students and also the ESP instructor, the researcher did 8 weeks classroom observation. As a result of these observations, the excerpts were extracted by the researcher. At first, the pragmatic strategies employed by the ESP students were given then the ESP instructor's pragmatic strategies were given.

4.3.4.1. ESP students' pragmatic strategies. As the pragmatic strategies employed by the students, con-construction of utterance, code-switching, self-initiated repair and repetition were observed in the observation sessions. In the

following classroom interaction in the excerpt 1, in the line 25, S1 remained S3 that because of the subject of his last utterance which was plural “they”, he corrected his use of verb “works” as “work” and right after S3 rearranged his utterance according to it. S1 and S3 co-constructed the utterance.

Excerpt 1

13 *INST: okay, it means turkish, güzel (nice). the effect of globalisation of
14 the supply chain. Okay (0.4) after we read this can you explain it
15 in a few words in English?... Today manufacturing in the developing
16 countries is considera, ıhhh, considerably cheaper than United
17 States due to the low costs of labour for instance the cost of
18 manufacturing in China and the cost of production of the workers
19 are less than 1 dolar. (0.5) yes, come on.
20 *S3: Hocam (teacher), i try but maybe...ıııı, ⌈wrong okay?
21 *INST: ⌈no problem go, go
22 *S3: it talki: talks about, ıhmmm, it talks money. It is cheap, ehmm, i
23 think China people is is cheap for money, i think people people in
24 China ⌈**works**
25 *S1: **⌈work**
26 *S3: **they work** low money, sorry sorry!
27 *INST: Exactly, they work for less money, please continue.
28 *S3: 1 dolar is,ıhmmm, 1 dolar is their salary for day, i think. ıhmmm.
29 United States, ıhmmm, you earn much money in United States but China
30 is cheaper for workers.

31 *INST: Very good, okay...okay being a worker in China is cheaper than

32 United States.

Code-switching strategy was another most seen strategy that they employed. In the following excerpt, in the dialogue between S1 and ITaL-Inst, code-switching strategy was used a lot. In the line 40 and 41, while the instructor was explaining passive sentences, he used that strategy and in return in the line 43, S1 contributed by stating the tense of the sentence in Turkish. After that, in the line 46 S1 highlighted the key rules of the passive sentence structure in Turkish for the purpose of clarifying his utterance.

Excerpt 2

36 *INST: Okay, here there are active and passive sentence structures. for

37 example I sent a letter, this is a an active one, right? I is the

38 subject, sent is the verb, a letter is the object. the passive

39 version of it, yes anyone? (0.5) a letter, you are going to say. the

40 object of this side will be the subject, dönüşecek (it will switch).

41 So a letter was sent, was sent by me, bakın (look) which tense is

42 this?

43 *S1: past hocam geçmiş zaman (teacher, past tense)

44 *S3: past past

45 *INST: simple past, geçmiş zaman of course (past tense). by me, what is is?

46 *S1: tarafından (by him), by görünce pasif demek (when you see by, it

47 means it is a passive structure)

48 *INST: evet (yes), by me by him by them by us could be

For the next pragmatic strategy that the students employed, self-initiated repair was utilized a lot in the lessons. In the line 53, S1 repaired her sentence right after he/she realized that he/she forgot using “is” after “everything”.

Excerpt 3

50 *INST: For the next activity, you are, ermmm, going to continue the sentence

51 with your own sentences, okay? the first one coming, these these

52 goods will be delivered in two: weeks, two weeks, haydi (come on)

53 *S1: if, ermm, if everything ok ⌈is ok, these goods will be delivered in

54 two weeks

55 *INST: ⌈güzel, well done (good)

The excerpt 4 is also an example of co-construction of utterance. In the lines 116 and 117, after S1 said “strong” for rain, S2 realized S1’s intention by saying “strong” and she/he said “heavy” instead of “strong” for rain. After S1 reconstructed his/her utterance, S2 used discourse marker “yeah” which indicates an agreement on S1’s reconstructed utterance**.**

Excerpt 4

115 *INST: the cargo has ermm has not been shipped yet, who who?

116 *S1: because rain is, ermm, ⌈strong

117 *S2: ⌈heavy, heavy rain

118 *S1: heavy rain

119 *S2: because you know know heavy rain, ⌈there is heavy rain

120 *S1: ⌈yeah

121 *S2: because that heavy rain

122 *INST: heavy rain, yeah, the cargo has not been shipped yet because of the

123 heavy rain.

4.3.4.2. ESP instructors' pragmatic strategies. In accordance with the well-aware state of the instructor in terms of ELF, many pragmatic strategies and also supporting behavior for his students' meaning making process were shown by him in the interaction with his students. In the first excerpt, there is an example of his supporting and valuing behavior for his students' meaning making process. In the line 168, although the sentence structure was wrong, that is, S3 said "dangerous cargo transportation", before the instructor re-casted her utterance, he first indicated he/she delivered his/her meaning to him.

Excerpt 1

167 *INST: time is up (0.5) the first statement? (1.0) yes you

168 *S3: ermm they dangerous cargo trasportation

169 *INST: yes they trasport dangerous cargo

In the analysis of this excerpt, the instructor explained that issue as:

> *In our first interview, if you remember I said that. The important thing for me is that as long as they try to use English or try to say something even if the sentence structure has some troubles, I accept them and I show that I understand you. I cannot push them to equip a native-like-English, it is not realistic, especially for ESP students. In this excerpt, I understood what he or she meant so I replied in that way. (ITaL-Inst)*

Another pragmatic strategy that the instructor employed was code-switching. In the excerpt 2, after S4 stated an utterance in Turkish, the instructor accepted it in English by stating "exactly" then he carried on in Turkish and echoed his student's utterance by accepting it right.

Excerpt 2

149 *INST: let's move on customers can take advantage of a wide range of

150 terminal services. take advantage of evet (ing:yes) any idea about

151 the the word hı hı

152 *S4: hocam avantaja sahip olmak gibi mi? (ing:teacher is it like getting

153 advantage?

154 *INST: exactly **avantaj sağlamak**(ing:take advantage) for example I take

155 advantage of my my my car. it means I use it for transportation

The instructor expressed his intention to employ code-switching strategy as:

I use them all the time. The research has showed that code-switching has lots of things to offer for EFL students as you know. I also use them to encourage my students in terms of employing them in their utterances. I always experience that they have more room to express themselves in my lessons, they feel more secure when they want to say something. Therefore, I use them always. (ITaL-Inst)

ITaL-Inst, moreover, used repetition a lot in his interactions with his students. Rather than just echoing his students' utterances, he used repetition to shown his approval to their answers. In the excerpt 3, after S3 stated "raw materials", he approved her answer by repeating it.

The instructor supported this repetition by stating that:

When I approve something that they say, I repeat it like your answer is correct or you said right. I try to stress the phrase or words that they say so that they think my answer is correct for the question. (ITaL-Inst)

Excerpt 3

78 *INST: It is like like erm you provide certain things such as planning

79 before hand and controlling them

80 *S3: for raw materials

81 *INST: for raw materials, yes, before manufacture, raw materials

82 should be ermm should go through for some certain processes as I

83 said right

4.3.5. The Summary of the Department of International Trade and Logistics. This section was dedicated to present overall findings of the current study regarding the department of International Trade and Logistics. The summary of the findings starts with the participants' perceptions towards EFL and then the pragmatics strategies employed by them were given. The section ends with the evaluation of the ESP materials used in the department.

The frequency analysis of the questionnaire answered by the students revealed that the students of this department were well aware of ELF. When the students' answers were analyzed by the factors of the questionnaire, it was found that the students were exceptionally well aware of ELF and they paid great attention to the cultural factors in the process of their English language learning such as differences and similarities between cultures. They seemed to appreciate considerably the importance of both the cultures of native speakers and the cultures of the non-native English-speaking world. Furthermore, in their English learning goals, neither native-like proficiency nor native-like accent was their ultimate goal. They did not place native speakers norms into the core of their English learning goals. For the next factor, they indicated that both native and non-native speakers of English are their target speakers. Furthermore, it was revealed that they stated that intelligibility is more important than accuracy for a successful communication. The findings based on the qualitative data taken from the interviews with them indicated that the students, who considered English as global language used around the world, reflected that achieving Standard English norms were not their ultimate goals in their ESP education. They highlighted that in their ESP education, their ultimate goal was to be successful English users both in written form and also in speaking. Rather than traditional evaluations of their English knowledge, they suggested that the evaluation of their English knowledge in ESP lessons should be based on the real situations that are related to their future professions such as phone talk, a conversation with a real foreigner. When it came to ITaL-Inst's perception towards ELF, it was observed that he was quite well aware of the concept of ELF. He expressed that his ultimate aim was to give his students field-related knowledge by highlighting the issue that being intelligible while communicating with foreigners is the primary skill that they should equip with rather than being accurate or having native-like accent. Furthermore, he clearly stated that Standard English is only used by the ones who are only 12 percent

of the total English-speaking population, therefore, following or trying to achieve Standard English principles was regarded as a futile and unrealistic aim by ITaL-Inst. ITaL-Inst also emphasized that rather than following a pre-made ESP program strictly, he always tailored his program according to the needs of his students. On the other hand, for ESP materials, ITaL-Inst mentioned that there were not many varieties of ESP resources that he could choose so he was quite restricted in terms of this issue. To solve this problem, he stated that he tried to combine different resources instead of utilizing only one. As can be observed, the notions of the students and the instructor towards ELF indicated a parallelism.

In the department, there were seen many pragmatic strategies used by both the students and the instructors which were related to ELF. To begin with the students, co-construction of utterances, self-initiated repairs, discourse markers and code-switching pragmatic strategies were observed. Because of the fact that they had an instructor who was very-well aware of ELF and tried to reflect that awareness to his ESP lessons, there were lots of interactions in which they could employ the pragmatic strategies mentioned above. In the meaning making processes of the students, they were supported and encouraged by the instructor even at times when their utterances were broken and needed to be reconstructed. In accordance with the students, the instructor of the department was quite well aware of ELF and its principles. Not only being aware of it but also utilizing of ELF principles in his ESP lessons was one of his teaching goals. The pragmatic strategies that ITaL-Inst employed were code-switching, repetition, co-construction of utterances and discourse markers which are well-known strategies among ELF users. Because of the fact that the students and ITaL-Inst were in harmony in terms of ELF and its components, there were many interactions between them. Therefore, it revealed many pragmatic strategies mentioned above.

The results of the document analysis of the coursebook called “Professional English for Students of Logistics Book” indicated that ELF elements were not present in dialogues. In the dialogues, neither communication breakdowns nor meaning strategy negotiation were noticed. Therefore, there were no pragmatic strategies related to ELF talk in the dialogues. There were also no multilingual idioms or expressions in any of the reading texts. They were all constructed to present characteristics of the native English-speaking cultures. When it came to

vocabulary usage, it was discovered that no particular terminology or vocabulary from nations other than native English-speaking countries were used. Nevertheless, unlike other listening tracks in the department of hospitality management, food and beverage management, and medical documentary and secretaryship, which did not have any interaction between NES and NNES or between NNES and NNES, the listening tracks in this department showed that while there was still no interaction between NNES and NNES, the interactions between NES and NNES outnumbered the interactions between NES and NES. It was interesting to note that not only there were different speakers from different countries outside of the inner circle in the listening tracks, but their interactions were also highlighted more than the interactions between speakers from the inner circle. On the other hand, the situations described in the document analysis were reflected in the focus group interviews with the students. They stressed that the coursebook contained lots of field vocabulary practices which gave them lots of pressure to learn them and the lack of communicative exercises in the coursebook prohibited them from utilizing English interactively. For the audio tracks used in the classroom, however, they stated that listening non-native speakers of English in the tracks reflected their experiences and showed more realistic conversations between speakers of English. Therefore, they valued them more than the interactions between native speakers.

4.4.The Department of Medical Documentary and Secretaryship

This section presents the findings gathered from the department of Medical Documentary and Secretaryship.

4.4.1. The ELF Perceptions of the ESP Students. Since the findings of the ELF perceptions of the ESP students were based on both qualitative and quantitative data, firstly, the quantitative findings were presented from the questionnaire and then the qualitative data, which were obtained from the semi-constructed interviews with 5 ESP students in the department, were given.

4.4.1.1. The Quantitative Data. Regarding the quantitative data collected from the ESP student participants in the department through the ELF questionnaire, the following tables were presented to reveal their perceptions towards ELF concept.

Table 29

Cultural awareness of the Students in Medical Documentary and Secretaryship Department

Items on cultural awareness	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
Non-native speakers of English should learn about both the target language culture and other cultures to communicate successfully in English.	2,2	6,5	10,9	41,3	39,1
It is essential to teach the students the similarities and differences between the native English speaking countries and their own country.	0	15,2	21,7	52,2	10,9
I do not need to know about the cultures of native speakers of English to communicate successfully in English.	2,2	13	8,7	63	13
I need to know about the similarities and differences between my own culture and other cultures.	4,3	45,7	15,2	28,3	6,5
English teaching materials should include cultural elements from Britain and/or the USA.	2,2	10,9	20,4	36,1	30,4
English teaching materials should include cultural elements from countries around the non-native English speaking world.	6,5	12,2	15,2	45,2	20,9

Note. N=59, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

With reference to table 13, the ESP student participants in this department indicated that culture issue has vital importance in the matter of communication in English therefore they supported the statement that both the target language culture and other culture have an impact for the communication purposes in English for non-native speakers of English(agree+strongly agree = 80,4%). They also valued the idea that differences and similarities between native English-speaking countries and their own country should be taken into the consideration(agree+strongly agree = 63,1%). Moreover, about English teaching materials, they considerably expressed their gratitude for the teaching materials which included cultural elements from both native English-speaking countries and non-native English-speaking world(agree+strongly agree = 66,1%).

Table 30

The Medical Documentary and Secretaryship Students' Positions Towards native varieties and Native speakers of English

Items on positioning native varieties and native speakers	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
It is more important for me to be able to communicate with native speakers of English than non-native speakers of English.	29,1	45,7	5,9	14,3	5
In learning English, the ultimate goal should be reaching native-like proficiency.	8,7	47,8	17,4	17,4	8,7
English has many varieties, but to be practical we should only learn American or British English.	8,7	73,9	4,3	10,9	2,2
I should be able to speak English with a native-like accent.	50	32,6	6,5	10,9	0
English teaching materials should include written or spoken texts only produced by native speakers of English.	6,5	26,1	45,7	13	8,7
Native English-speaking teachers should speak English with a British or American accent.	6,5	30,4	41,3	15,2	6,5
Non-native English-speaking teachers must have a Standard English accent.	15,2	60,9	2,2	15,2	6,5
Non-native English-speaking teachers should speak English with a British or American accent.	22	48,3	21,9	13,5	4,3
Non-Native English-speaking teachers must have a Standard English accent.	82,2	45,7	34,8	13	4,3
Non-native English-speaking teachers must rely on native-speaker models to communicate successfully in English.	20,1	36,1	20,5	8,3	15

Note. N=59, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

Table 14 indicates that communicating with non-native speakers of English were more important than native speakers of English in their purpose of learning English(disagree+strongly disagree = 74,8%). The majority of them reflected that native-like proficiency in English was not their ultimate goal in learning English

(disagree+strongly disagree = 56,5%). Furthermore, a vast majority of them expressed that native-like accent in English was not the priority in learning English (disagree+strongly disagree = 82,6%). They seemed indecisive about whether English teaching materials should have written and spoken materials which were produced by only native speakers of English (neutral = 45,7%). They also showed their uncertainty to the issue about whether native English-speaking teachers should use only British or American accent (neutral = 41,3%). On the other hand, neither standart English accent (disagree+strongly disagree = 76,1%) or native accent varieties of English (disagree+strongly disagree = 70,3%) was regarded a necessity for non-native English-speaking teachers. As the last item in the positioning native varieties and native speakers factor, native-speaker models were not considered as the models which can be counted on by non-native English-speaking teachers for the sake of a successful communication in English(disagree+strongly disagree = 56,2%).

Table 31

The Medical Documentary and Secretaryship Students' Awareness of communication goals

Items on awareness of communication goals	**Students' responses in percentages**				
	1	**2**	**3**	**4**	**5**
I need to learn English to communicate with native and non-native speakers of English.	0	10,9	10,9	32,6	47,8
Intelligible accent is essential for successful communication among native and non-native speakers of English.	6,5	26,1	3,5	45,2	18,7
Accurate grammar is essential for successful communication among native and non-native speakers of English.	0	12,2	18,7	40,9	28,3
Exposing to non-native varieties of English has an impact on my language learning.	2,2	47,8	4,3	21,7	23,9
Native English-speaking teachers must have a Standard English accent.	14,3	41,3	9,6	26,1	8,7
Native English-speaking teachers' job is to teach students how to communicate in English.	0	19,6	13	54,3	13

Note. N=59, 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

In table 15, the student participants made themselves clear about the issue that both native and non-native speakers of English were their target speakers (agree+strongly agree = 80,4%). Not only intelligible accent (agree+strongly agree = 63,9%) but also accurate grammar (agree+strongly agree = 69,2%) was regarded as essential element for a successful communication among native and non-native speakers of English. On the other hand, it was seen that they were uncertain about whether exposing to non-native varieties of English had an effect on their language learning (disagree+strongly disagree = 50% vs agree+strongly agree = 45,6%). Furthermore, while standart English accent was not seen a necessity for native English-speaking teachers (disagree+strongly disagree = 55,6%), the main goal of a native English-speaking teacher was defined as teaching students how to communicate in English by the student participants (agree+strongly agree = 67,3%).

4.4.1.2. The Qualitative Data

4.4.1.2.1. Theme 1: Intelligibility of English. The first theme was defined after the comments on the students' ultimate goal of learning English. The primary purpose was to reveal their fundamental goal in learning English. The common points that most of the students made were being intelligible in English for their patients. Some of the students' answers as follows:

> *Well, understanding and being understandable is very important for my department. Because, for example, when a patient comes, you need to understand something he needs to do and explain in an understandable way. You need to get the information from the patient correctly and you have to write it down. It is important to understand the words professionally and to inform the other side without leaving any room for misunderstanding, so it is important for me to know professional words well and to be understandable. (S-MDS-1)*

> *It may be to correctly inform incoming foreign patients, and it may be to improve my speaking, as you must of course do this by speaking. Since it is related to health, it is very possible to use the wrong word or say something different, for example, we have to master the words professionally and speak concisely in order to eliminate this. (S-MDS-2)*

I need to master the vocabulary and sentence forms related to my field. Besides these, I need to learn speech patterns in case I need to talk. I can say that I need to learn English about health while doing my job. I need to convey these to the other person in an understandable way. (S-MDS-4)

4.4.1.2.2. Theme 2: English Beyond Borders. The theme was formed after the initial codes, which were analyzed throughout the interviews, were revealed such as world person, everywhere, world language. All of the students stated that the role of English today is a language of global communication. For the some of the answers of the students as follows:

Of course it's a global language. As our teachers say, if you want to be a world person, English is a must. Even if we don't want it, it's already in our lives. From the phones we use to social media, English is everywhere. Even someone who does not know at all will say 2-3 words, that's it. (S-MDS-1)

Yes of course, all over the world, English is like numbers in math. Even if you go to Afghanistan, the numbers in mathematics are like 1-2-3, common. For example, I went to the Netherlands. Everyone there spoke English so well that I felt as if I was in England. As if it wasn't the English language. (S-MDS-2)

4.4.1.2.3. Theme 3: Standard English as a Necessity. This theme was formed after the answers about the necessity of Standard English in their English education and the importance of native speakers in their purpose of learning English. They were on overall agreement about that Standard English was a necessity in medical field so they expressed that English that they use should be Standard English and since health practices are also standard, English should also be standard. Some of the answers about Standard English follow:

Of course, it should be in standard English, because since the subject is health, we need to learn certain phrases or sentences in a standard way. Maybe this situation may change for other departments, but I consider it necessary for our department. (S-MDS-2)

I think we should use English in the same way for everyone, whether it is a patient from Africa or the USA, since our procedures or practices are the same. (S-MDS-3)

Of course, we need to learn the basic standard forms of English. Everyone needs clear and understandable English. I think this is even more important since we are in a touristic area. It is necessary to be a health personnel who can both speak well and be understood. (S-MDS-4)

4.4.1.2.4. Theme 4: Meaning-based Evaluation. The next theme was formed after the statements of the ESP students on the issue of the evaluation criteria of their English knowledge. The common thing in their statements was about the meaning-based criteria should be employed for the evaluation of their knowledge of English rather than tests or other types of evaluations such as mechanic drills.

I think it should be accepted as long as we give the meaning. A note should not be broken just because a word or two is missing. The test shouldn't be anyway because when you do it wrong, you're doing it wrong, even if you understand the question. It would be nice if there was an exam where we can get points as long as we give it that meaning. (S-MDS-1)

For example, criteria may depend on meaning. It may be to use words in the right place. For example, the right patterns are in the right places. There would be questions with meaningful answers to show that we understand. (S-MDS-2)

First of all, it shouldn't be a test, when you miss a point you're doing it wrong. This may be the use of words and phrases relevant to our level and field in the right place. (S-MDS-3)

An exam would be nice as long as we provide the relevant words and meaning. (S-MDS-4)

4.4.2. The Perceptions of the ESP Instructors. In order to find out the perceptions of the ESP instructor, a semi-constructed interview was conducted with MCaS-Inst. In the analysis process, thematic analysis was applied to reveal the

fundamental concepts that were evident in the data. According to the results of the thematic analysis, 4 themes arose.

4.4.2.1. Theme 1: ESP for Both Real Life and Professional Life. MCaS-Inst's main goal in her ESP lessons was to give English language for her students' professional life. MCaS-Inst wanted her students to recognize and to understand the utterances from a speaker from another culture or country and also MCaS-Inst expected them to use English or to respond the speaker in a proper way. MCaS-Inst paid attention to vocabulary which were related to their profession.

> *The objectives are to teach our students to understand the sentence structures they will encounter in real life and in professional life, to understand the words especially when they hear them from different English speakers such as Russians or Germans, and to use them when they need to use them. In other words, to be able to teach words and phrases for their profession. (MCaS-Inst)*

> *I want students to feel comfortable in general, so when dealing with a foreign language, especially adults, they have situations such as shyness or holding back or even not speaking until they have perfected the language. So first of all, I make them feel comfortable. For example, I prioritize such a role by encouraging more without correcting too many mistakes. Apart from that, I try to make it an interactive course by helping them participate and supporting them with materials. I'm trying to instill confidence in them.* (*MCaS-Inst)*

4.4.2.2. Theme 2: The Necessity of Introducing Englishes from Different Cultures. For the issue about Standard English, MCaS-Inst clearly indicated that Standard English was not her primary concern but because of the institutional expectancy, she was supposed to conduct a lesson in which Standard English features were followed. Aside from the institutional expectancy that was required from MCaS-Inst, she believed that her ESP students needed to be introduced by the features from different cultures and countries. She highlighted the accents and non-native speakers of English very much and she continued, her students needed to observe and to recognize the differences and the similarities of the use of English by not just native speakers of English but also by the non-native speakers of English.

Standard English... we usually teach it this way anyway. Apart from that, I think that they need to listen to accents or differences, for example, because they will work in places where they will meet people from different cultures and nationalities, for example, to provide fullness. For example, in Marmaris, Russians or people from other nationalities come as much as the British, and the English that everyone speaks, even us Turks, has different accents and accents, so we are actually in a lucky region. They always hear this difference around. But here it is… again, these differences can be mentioned in the lessons.(MCaS-Inst)

4.4.2.3. Theme 3: Overworked Field Knowledge for ESP. MCaS-Inst initially emphasized the fact that a good ESP instructor needs to master the field English that she or he is going to teach. After that field-related English, related vocabulary and phrases were mentioned by her because MCaS-Inst expressed that they are the things that they are going to face in their future professions. MCaS-Inst also highlighted preliminary research for the field so that the instructor could intensify certain points which are crucial for the field.

Now, we can teach in different fields. Therefore, we need to master the fields we are going to teach first. We have a preliminary preparation for this. Sometimes, from time to time, sometimes from year to year, our assignments may change. While giving lectures in the radio and television department for a year, we have to give these courses in many different areas in the health sector or tourism. First of all, we need to do a good preliminary research. What will people in this profession need when students graduate, what phrases will they hear the most, or what phrases will they need to use the most in practice? It is necessary to start by scanning and studying their literature and trying to master their terminology. Goal-oriented, that is, practice-oriented, goal-oriented work is required without overwhelming it with unnecessary things.(MCaS-Inst)

Grammar and grammar should be just as much as they need and should be geared towards what they will meet most. Or I give enough grammar to help them start using the English they already know in practice. It's

not like a special grammar lesson, but as I said, more vocabulary, certain sentence patterns, these are primarily. And I have seen that this both increases motivation and that students learn these words quickly and comfortably and keep them in memory until today. Words that we do not overwhelm with grammar, dialogue-oriented, more realistic usage is important. Honestly, classes are more enjoyable. I'm observing this. (*MCaS-Inst)*

4.4.2.4. Theme 4: The Versatility of The Materials. In materials selection and use, MCaS-Inst stated that teaching materials are so important and different materials selection, rather than using same ones, should be chosen by any instructor. Furthermore, MCaS-Inst emphasized there should be diverse and flexible nature for the instructor because she or he can change rapidly the material according to the needs of the learners.

The material is important. When the materials are prepared for different purposes, for example, some are word-oriented, some are focused on seeing or establishing dialogue, or some are reading passages, about seeing sentence patterns and words. It is necessary to include different course materials from these perspectives. There is also a need for diversity and flexibility for the instructor so that you can change them according to the needs of your students.(MCaS-Inst)

4.4.3. The ESP Materials. There are a total of 15 units in the coursebook. Every unit began with a text linked to a specific medical subject such as the types of illnesses, the parts of body, the types of remedies, etc. and concluded with multiple choices questions about the content. The vocabulary component was, then, provided in a fill-in-the-gaps format, in which students were supposed to fill in gaps in phrases with specified vocabulary. Following the vocabulary phase, students were given a listening section in which they must listen to a track and answer multiple choice questions. Following that, pupils were given a speaking section in which they must answer three questions by acting out roles given in the section with a partner. The writing section was offered as the final component, and students were supposed to write information about a specified text utilizing information from the preceding

sections. The detailed information about the activities evaluated was presented below.

Table 32

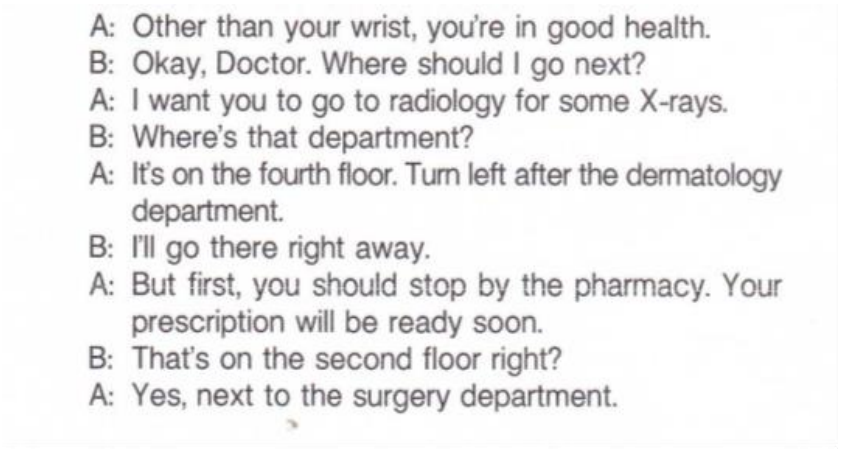
The frequency table for evaluated sections in Career Paths-Nursing-Book 1

Career Paths-Nursing-Book 1	
Evaluated-Sections	**Frequency(f)**
Dialogues	15
Reading Texts	15
Vocabulary tasks	15
Audio tracks	15

4.4.3.1. Dialogues. In total, 15 dialogues were analyzed in the course book. Each conversation was examined to see if it contained pragmatic strategies linked to ELF communication. Document analysis was performed on all of the dialogues in the coursebook, and none of them had any pragmatic features adopted by speakers that resembled ELF communication. The nature of the discussions revealed that the speakers' interactions were based on native speaker norms, and pragmatic strategies did not show in the character of the talks. Because all of the dialogues in the coursebook were formed in the same way, it is clear that English did not reveal any ELF-related features.

Figure 9

The two dialogues taken from the ESP coursebook "Nursing*"*


A: Other than your wrist, you're in good health.
B: Okay, Doctor. Where should I go next?
A: I want you to go to radiology for some X-rays.
B: Where's that department?
A: It's on the fourth floor. Turn left after the dermatology department.
B: I'll go there right away.
A: But first, you should stop by the pharmacy. Your prescription will be ready soon.
B: That's on the second floor right?
A: Yes, next to the surgery department.

Nurse 1 (F): Gary, have you done your supply checks for the day?
Nurse 2 (M): Yes, I just finished them up.
Nurse 1: Are we short on anything?
Nurse 2: Yes, we need some more latex gloves in exam rooms 1 and 3.
Nurse 1: Okay. Anything else?
Nurse 2: There are only a few syringes left in the storage closet.
Nurse 1: Okay, I'll have to order some of those. That reminds me, don't forget to empty the sharps containers before you leave.
Nurse 2: Will do. See you tomorrow, Carol.

The two dialogue samples in figure 12 clearly indicated native-like sentence structures and a native-like control on the use of English. The sentences reflected that there was not communication breakdown or misunderstanding between speakers, nor any effort to negotiate on a subject. Since the dialogues did not include any instance that required pragmatic strategies between speakers which could be seen in ELF talk, it can be said that the dialogues in the coursebook did not have any concerns to present ELF communication to its readers.

4.4.3.2. Reading Texts. 15 reading texts in the coursebook were analyzed to check if they contained any multicultural idioms, expressions or phrases. The document analysis of all of the reading texts in the coursebook's 15 units revealed that, firstly, they were all about medical topics such as how body functions, medical tools, types of illnesses, etc.; second, none of the texts contained multicultural elements that reflected a variety of cultures other than native English-speaking cultures. They used formal English and did not include any examples that were specific to non-native English cultures. The text below was a typical example of a passage that demonstrates the lack of multicultural expressions in the coursebook.

Figure 10

A reading text taken from the ESP coursebook "Nursing"

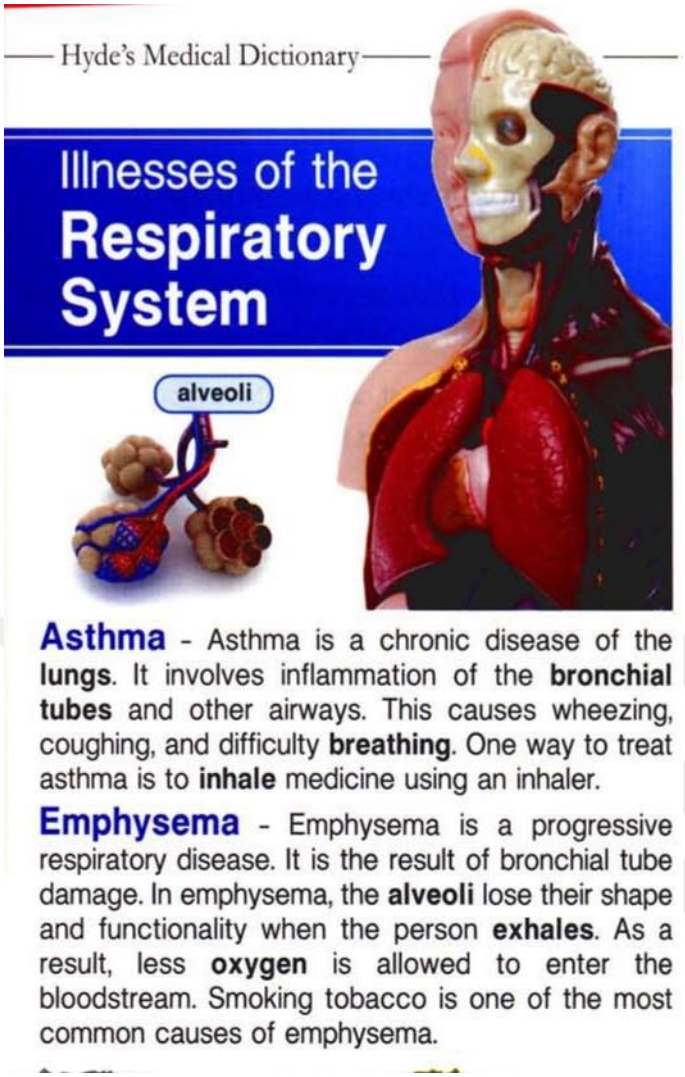


Figure 10 indicates a good example of the texts in the coursebook. The texts in the coursebook were based on highly field-vocabulary. As can be seen in figure 10, the text was taken from "Hyde's medical Dictionary". Similar to the reading text given in the figure, other reading texts were taken either from the newspapers or websites from the native English-speaking countries or from the English Medical Dictionaries. Furthermore, all of them presented field-related vocabulary and terms throughout the coursebook. Therefore, it was not possible to observe or to expect any multilingual features in the coursebook.

4.4.3.3. Vocabulary. All of the vocabulary assignments in the course book were examined to see if they contained words from various non-native English-speaking countries. The vocabulary practices were revealed to have a total of 125 words. The vocabulary activities were presented in a stand-alone format, with ESP

students being asked to just fill in the blanks without any context. Furthermore, it was analyzed that the vocabulary were entirely based on the inner circle countries.

Table 33

The frequency table for evaluated vocabulary types taken from the ESP coursebook "Nursing"

Noun	Verb
122	3

4.4.3.4. Audio Tracks. In order to investigate the interaction of speaker types (NES- NES or NES- NNES or NNES –NNES) in the audio materials used in the classroom, the audio materials were examined through investigating audio tracks. In the coursebook, there were 15 listening activities. After the researcher analyzed all of the audio tracks, the results were presented in following table:

Table 34

The Frequency Table of Various Interactions in Audio Tracks of the ESP coursebook "Nursing"

	Frequencies of Interactions					
	NES- NES		**NES- NNES**		**NNES –NNES**	
	f	**%**	**f**	**%**	**f**	**%**
	15	100	0	0	0	0
Total	15	100	0	0	0	0

It can be observed from the table 34, there was not a single audio track which indicated an interaction between NNES and NES (n:0) or NNES and NNES (n:0). The coursebook adopted a framework in which only speaking characters from inner-circle countries or so-called norm provider countries were selected for the audio tracks. It ignored to give instances about ELF communication such as different accents or dialects.

4.4.3.5. Focus Group Interview. For the purpose of revealing the students' attitudes towards the materials used in the classroom, a focus group interview was conducted with 5 students. As a result of thematic analysis of the

interview, 2 themes were constructed regarding the statements of the students about the classroom materials: the absence of communicative practices and the type of English that reflects only ness' interaction.

4.4.3.5.1. Theme 1:The Absence of Communicative Practices. The first theme was constructed from the statements of the students in the focus group interview. All of them agreed on the issue that the speaking exercises were lacking and this situation limited their usage of English in real life situations, which is critical for them because their field requires close relationship with international patients from different countries. They criticized the coursebook's format for not including speaking activities that they used and improved English communicatively due to the fact that speaking in English is also crucial for their future professions. Some of their statements were given in the followings:

> *I work in a private hospital and because Marmaris is a touristic place, a lot of foreign patients come. The only words I see here help when talking to them. The book is only good at reading and writing anyway, other than that it doesn't support language skills much. Apart from the book, sometimes our teacher makes translations, in fact, it helps more. Our job is to talk to the patient and understand their problem, so the subject of understanding is covered in the book, but I think the section which evaluates speaking is missing.*

> *I think that the coursebook covers only the reading and comprehension sections and not for communication. When it comes to health, we need to understand English well and respond appropriately to a foreign person in the same way. We just can't get by with vocabulary. Most of us go to private lessons or courses to speak English. We live in a place with a lot of tourists. I think the things we experience in real life teach us more than the coursebook.*

> *The coursebook is always same, just vocabularies change. It is not clear which of those words will actually be useful to us as well. I'm not sure how many of them are important for my profession. Even the coursebooks we used in high school were more functional in my opinion,*

that is, at least we could speak it but now I practice my speaking in English in my job with tourists.

4.4.3.5.2. Theme 2: The Type of English that reflects only NESs' Interaction. The second theme emerged from the statements of the students about the materials whether they reflected authentic English use. They all agreed on the issue that the English used in the coursebook only reflected native-like competences and did not help them observe non-native English interactions, which is also vital for them because of their professional places where not only native English speakers but also non-native English speakers will be their patients in their future professions. They also emphasized that since the situation of the English use in the coursebook did not reflect ELF use, they needed to develop various strategies when they used English in the interaction with non-native speakers of English. By regarding their experiences, they stated that the written exercises in the coursebook did not reflect the experiences that they have in real life.

Actually, it depends on who you're talking to. For example, there are a lot of Russian tourists here. English is not spoken this way when talking to them. In other words, the speech goes word by word, but when a British comes, the conversations occur like the dialogues in the book. You actually have to do both. The book seems to use language as if it were only for those coming from an English-speaking community.

If you are going to work in an American or British hospital, the English used is appropriate in the coursebook, but the situation is quite different if you work in a very different place where people come from different places. In the second, you need to develop other strategies to talk to the patient. Yes, we have to learn the language in the book first, but then we need to learn to use the language more effectively for the people from different countries.

I don't think it reflects the real communication in the book because I watch a TV series called "scrubs", an American TV series that takes place in the hospital. Even there, I look at the conversations. There is no way of speaking as we see in the coursebook. For example, when we go to a hospital, do we use perfect Turkish, no, but it seems like the most

formal form of that language is given in the book. Maybe they have to do this in the coursebooks, but then the coursebooks don't reflect the way we see and experience them.

4.4.4. The Pragmatic Strategies. In order to reveal to what extent the pragmatic strategies employed by the ESP students and also the ESP instructor reflected ELF communication, the researcher did 8 weeks classroom observation. As a result of these observations, the excerpts were extracted by the researcher, which were analyzed through ELF communication lenses. At first, the pragmatic strategies employed by the ESP students were given then the ESP instructor's pragmatic strategies were given.

4.4.4.1. ESP students' pragmatic strategies. As the results of the classroom observation, code-switching, co-construction of utterance, repetition and discourse markers were observed as the pragmatic strategies employed by the students.

In the first excerpt, in the line 66, when S3 wanted to answer the instructor's question, he/she code-switched to Turkish at the middle of his utterance by saying "kütletme" which means "to crack". Then, the instructor recasted his utterance in the line 69.

Excerpt 1

64 *INST: look at the next I have a a backache what ehmmm what

65 should we do?

66 *S3: Hocam we should ↑kütletme (tr:crack)

67 *S2: (chuckles)

68 *S1: (chuckles)

69 *INST: hahaha, yes we ıı ıı ı we crack it (0.2) maybe

In the second excerpt, there is a good example of co-construction of utterance strategy of a student with both the other students and the instructor. While they were talking about the actions need in the course of a high blood pressure, in the line 93,

S1 answered as “salty” and immediately after S2 and the instructor indicated their objections about his answer. Then, S1 stated that he meant salty things make high blood pressure. He presented he understood the question wrong by saying “understand wrong” in the line 97.

Excerpt 2

89 *INST: listen here, you listen (0.2) okay I have a a high blood

90 ⌈pressure.

91 *S1: ⌈tansiyon

92 *INST: yes it is what do you say ıı:ıı to patient hı?

93 *S1: salty⌈ hocam

94 *S2: ⌈salty mi? (tr: salty you said!)

95 *INST: of course ↑not, you cannot give salty ıı: foods or drinks it

96 is dangerous.

97 *S1: no hocam salty make makes ⌈high blood pressure, understand wrong

98 *INST: ⌈high blood pressure yes sorry I thought you ıı:ıı said we

99 should give maybe salty things.

100 *S1: no no

4.4.4.2. ESP instructors’ pragmatic strategies. After the analysis of classroom observations in terms of the pragmatic strategies that MCaS-Inst employed in this department, co-construction of utterance, repetition, code-switching and promotion to her students’ meaning-making process were observed.

In the first excerpt, while co-construction of utterance was observed between the instructor and S2, there was also an appreciation to the meaning-making process of S2 from the instructor. In the line 48, the instructor repeated S2’s “saw a fainted man” by indicating that MCaS-Inst understood the main point that he/she did and focused on the action. After that, in the 56, S1 stated that instead of “otogar” which is

a Turkish word for bus station, he said “station” for his/her friend. Then, S2 changed it as station and the instructor asked her question in the line 57 without interfering his/her utterance. In the line 58, S2 meant to say that he/she raised his/her mom’s feet but he/she stated as “I up feet”. The instructor did not interfere his/her utterance in the line 58, also she repeated his/her utterance as “up feet”.

Excerpt 1

45 *INST: let's say let's say that ıııı you see a person fainted

46 ⌈in front of you

47 *S2: ⌈hocam i saw before

48 *INST: saw a fainted man

49 *S1: (chuckles)

50 *S3: ben de (tr:me too)

51 *S2: yes yes my mom fainted in ıı oto↑gar

52 *INST: (chuckles)

53 *S3: (chuckles)

54 *S1: (chuckles)

55 *S3: station⌈ station

56 *S2: ⌈station işte she ıı fainted in station

57 *INST: so what did you do?

58 *S2: I ıı up feet

59 *INST: ☺yes we can ↑up feet☺

60 + imitating raising the feet

When she was asked to explain her strategy, she replied as:

If they want to contribute to the lesson, they should feel free to express themselves. I always show my interest to their efforts in terms of contribution. In fact, if they are comfortable and feel secure, they often try to say something about the lesson and when I see that I show my appreciation to them so that they continue to contribute. In this example, of course I can correct sentence like you rose your mom's feet or you elevated it but I wanted to show that I understood his sentence and he or she made his or her point meaningful. That is enough for me and for him or her as well. As we did in the first interview, I explained I have not aims like they should be like native or they should talk like natives. Of course, they need to understand different accents but talking like them is something that I do not focus on.(MCaS-Inst)

Another supporting excerpt about MCaS-Inst's promotion to her students' meaning-making process rather than focusing on pronunciation issue can be seen in the following excerpt. Although S2 pronounced the word "bandage" poorly in the line 30, the instructor in the later line accepted that pronunciation and continued. This excerpt also indicated the instructor's appreciation to her students' meaning-making ways instead of focusing on their mistake in the process of pronunciation.

Excerpt 2

29 *INST: yea you next

30 *S2: you should use baɲ̄ dā gē

31 *INST: exactly or ıɪıı maybe we can go to the hospital ↑right

4.4.5. The Summary of the Department of Medical Documentary and Secretaryship. This section was dedicated to present overall findings of the current study regarding the department of Medical Documentary and Secretaryship. The summary of the findings starts with the participants' perceptions towards EFL and then the pragmatics strategies employed were given. The section ends with the evaluation of the ESP materials used in the department.

The quantitative findings about the students' perceptions towards ELF indicated that differences and similarities between the culture of native English-speaking countries and their own culture were taken into the consideration. Moreover, communicating with non-native speakers of English had more importance than native speakers of English in their purpose of ESP learning. The majority of them reflected that native-like proficiency in English was not their ultimate goal in learning English. Not only intelligible accent but also accurate grammar was regarded as essential element for a successful communication among native and non-native speakers of English. In the same direction, the qualitative data showed that the students promoted being intelligible in addition to use English communicatively for their future professions. All of the interviewees utterly showed that English, today, is the international language in the world. For the evaluation of their knowledge of English, the common thing in their statements was that the meaning-based criteria should be employed rather than tests or other type conventional evaluations. When it came to the instructor of this department, MCaS-Inst emphasized that her ultimate aim for her students was to enable them to recognize and understand the utterances from a speaker not necessarily from English-speaking countries but also from different cultures or countries. MCaS-Inst also showed considerable attention to vocabulary and phrases which were related to their professional field. Field-specific content knowledge was also highlighted by MCaS-Inst for his ESP lessons. While practice or hands-on based goals were promoted by her, MCaS-Inst also indicated that the accuracy should be emphasized only when it affects what they are intended to mean. Furthermore, MCaS-Inst highlighted that since she paid great attention to the varieties of practices which were diverse in terms of the focuses that they pointed to such as vocabulary, comprehensive tasks, grammar-based ones, a material should consist of all of these practices. If it does not have them, the instructor should create that material by using different resources. Both qualitative and the quantitative data indicated that MCaS-Inst was quite aware of ELF. Apart from the degree of ELF awareness that MCaS-Inst had, in many points, it can be appropriate to say that the students and MCaS-Inst were on the same page about the ELF concept from the various perspectives.

As a result of the conversation analysis of the classroom observation in the department, it was found that the students employed code-switching, co-construction

of utterance, repetition and discourse markers pragmatic strategies in their ESP lessons. Because of the fact that they had an instructor who was well aware of ELF and tried to reflect that awareness to his ESP lessons, there were lots of interactions in which they could employ the pragmatic strategies mentioned above. In the meaning making processes of the students, they were supported and encouraged by MCaS-Inst even at times when their utterances were broken and needed to be reconstructed. In accordance with the students, MCaS-Inst was well aware of ELF and its principles. Not only being aware of it but also utilizing of ELF principles in her ESP lessons was one of her teaching goals. MCaS-Inst, on the other hand, employed co-construction of utterance, repetition, code-switching and promotion to her students' meaning-making process were observed in this department. Because of the fact that the students and MCaS-Inst were in harmony in terms of ELF and its components, there were many interactions between them. Therefore, it revealed many pragmatic strategies mentioned above.

The document analysis of the textbook called "Career Path-Medical" and its audio tracks used in the department revealed many vital points which were not in favor of ELF. The analysis of the audio tracks indicated that there was not a single interaction between NNS-NS or between NNS-NNS. All interactions were between NS and NS. Besides the interactions, there was not any non-native English speaker in the tracks. Dialogues, on the other hand, did not include any ELF strategies. Neither communication breakdowns nor negotiation of meaning strategies were observed in the dialogues, so it was not possible to talk about pragmatics strategies employed in ELF conversations. There were also not a single multilingual idioms or expressions in the texts used in the textbook. When it came to the vocabulary practices, it was seen that there were not special terms or vocabulary belong to the countries outside the English-speaking countries. On the other hand, the situations presented in the document analysis were reflected in the focus group interviews with the students. They stressed that the coursebook contained lots of field vocabulary practices and the lack of communicative exercises in the coursebook prohibited them from utilizing English interactively, which is essential in their future profession. They also highlighted that the use of English in the coursebook and also in the audio tracks represented NESs who can use English as native language, the interactions in the tracks reflected only conversations among people who can speak natively which was

not desirable for them because they lived in a touristic place where they interacted with many foreigners, especially non-native speakers of English in their life, and exposing only native interaction in the lesson did not help to recognize the characteristics of an interaction between non-native speakers of English.

4.5.Overall Presentation of the Findings

As mentioned at the beginning of the finding chapter, the study was not a research that compared the ESP departments in terms of the ELF concept. The findings, however, were presented according to the departments to achieve content integrity for readers. Therefore, under this title, the researcher aimed to present the findings of the study holistically.

Firstly, regardless of the departments, all of the ESP students were quite aware of ELF both quantitatively and qualitatively. The awareness of the differences and similarities between different cultures were seen as an important issue by all of the students. They all indicated that their ultimate speaking targets were not native speakers of English but non-native English speakers. The primary goals of their English learning process were not native-like proficiency or native-like accent. Furthermore, intelligibility was promoted considerably by all of them as an important issue for the sake of successful communication among native and non-native speakers of English. They all reflected that native-like proficiency in English was not their ultimate goal in learning English and a native-like accent in English was not the priority in learning English for them. All of their statements and choices of the questionnaire items pointed to the characteristics of the ELF concept. Nevertheless, the study indicated that only half of the ESP instructors in the study shared the same consciousness with their students. The other ESP instructors expressed their strict adherence to native speaker norms. Although ELF-aware ESP instructors paid attention to intelligibility over accuracy in English, the other ESP instructors emphasized native-like competence and accent. While ELF-aware instructors highlighted the communicative use of English in specific contexts related to their field, the other ESP instructors focused on language itself and grammatical accuracy in sentence structure. Therefore, for the first research question, it was seen that the coherence among all of the ESP students towards ELF was not seen among the ESP instructors in the study.

Secondly, it was observed that regardless of the departments, neither ESP coursebooks nor audio tracks introduced ELF features. When the reading texts were analyzed, it was seen that none of them reflected any multicultural elements that might introduce different cultures' features other than the inner circle countries. Regardless of the ESP departments, all of the dialogues reflected a native-like control. Therefore, it was not challenging to state that the dialogues of all of the ESP coursebooks did not have any concern about introducing ELF talk or ELF features to their readers. In the same manner, the vocabulary practices in all of the ESP coursebooks in the study did not indicate any multicultural or multilingual words. Moreover, only 10% of the interactions in the audio tracks included non-native English speakers, and 90% of them only included interactions between native English speakers. In the focus group interviews with the ESP students, all of the ESP students, without any exceptions, highlighted that the ESP coursebooks focused on reading, writing and especially vocabulary in English rather than speaking in English. The lack of communicative practices was undoubtedly reflected by all of the ESP students. They all agreed that the English language in these ESP coursebooks reflected native English dynamics. Considering their experiences, they expressed that the real dynamics of an interaction include communication breakdowns, focusing more on meanings, and accommodation strategies for misunderstandings. Yet, the ESP teaching materials did not have any of them. All of the teaching materials in the study fell short of meeting the ESP students' needs related to the ELF concept.

Finally, the findings of the third research question showed that even in the departments where the ESP instructors were not aware of ELF, all of the ESP students used a variety of pragmatic strategies that are well-known in ELF communication. Furthermore, the study indicated that the ESP instructors, who strictly followed native speaker norms, interfered in their students' use of pragmatic strategies due to their conformity to their native speaker norms. Yet, it was interesting to see how the ESP students in these departments continued to use a variety of pragmatic strategies despite the fact that their ESP instructors interfered and demotivated them when they used poor grammar or spelling when conveying their views. The pragmatic strategies employed by the ESP instructors, on the other hand, varied considerably from each other. The ESP instructors, who were not aware of ELF, employed repetition and code-switching strategies, while ELF-aware ESP

instructors employed co-construction of utterances, discourse markers, repetition and code-switching. As the most used commonly pragmatic strategy among all of the ESP instructors in the study, code-switching was employed. Yet, the ESP instructors, who were not aware of ELF, expressed their embarrassment by employing code-switching because of violating standard English norms that they followed. On the other hand, ELF-aware ESP instructors supported the pragmatic strategies that their students employed in the study. They also explained the importance of pragmatic strategies and they reflected that they employed them purposefully due to their significance for their students.

Chapter 5

5. Discussion and Conclusion

5.1. Discussion of Findings for Research Questions

In this section, the researcher interpreted and discussed the findings of the study and the existing literature to show how the current study fits or differs into previous literature on to what extent the Turkish ESP classrooms embrace the ELF concept. The findings of the study were discussed under each research question by giving previous studies related to the current study in existing literature.

5.1.1. Discussion of the Findings of RQ 1: How do the perceptions towards English as a lingua franca differ between the ESP students and the ESP instructors? The analysis of both quantitative and qualitative data gathered from the ESP students from 4 selected departments in the study uncovered significant and valuable information about their awareness of ELF. Regardless of their departments, although each department showed slight differences, they showed great awareness about the issue that today English is considered as a primary lingua franca that enables them to communicate and interact with others around the world. As Jenkins (2009) stated, English has become the primary lingua franca of choice around the world among speakers of whom the majority are not native English speakers. They all paid considerable attention to the importance of differences and similarities between cultures regarding the English language learning process, which reflects that they valued and promoted different cultural concept in their English language learning process. Unlike the traditional and outmoded notion that a language is a separate entity from its culture (e.g., Whorf, 1939; Geertz 1973), language is always an integration and embodiment of culture; they cannot be separated (Baker, 2009). However, when we talk about specific languages, especially international languages such as English which includes countless cultures due to its speakers from different cultures around the world, language and culture can be divided (Risager, 2006). Yet, at the individual level, "at the level of an individual's linguistic resources or competence, language and culture are again inseparable and develop in tandem based

on the individual's life experiences". Therefore, it should be kept in mind that culture can be considered as "a discourse community, but one that is enacted alongside and in relationship with other discourse communities, and one whose role and relevance to communication is emergent in each individual instance" (Baker, 2009, p. 571-573). All the ESP students in the study indicated this cultural awareness by emphasizing the importance of not only language itself but also cultural factors in their English language learning process. They seemed to be aware that they do not learn English for just a single language community, but rather a constant shuttle between communities, which supports Canagarajah's (2005) conception of global use of English and ELF which was named after "local in the global".

In addition to their well aware state about ELF and cultural factors in the process of their English language learning, such as appreciating considerably the importance of both the cultures of native speakers and the non-native English-speaking world, the findings also showed that besides that they do not place only native varieties of English or only native speakers in their English learning process, communicating with non-native speakers of English has more importance than native speakers of English in their purpose of ESP learning. According to many studies (e.g. Crystal, 1997; Kachru, 1996), today nobody would question that the number of non-native speakers (NNSs) using English outnumbers its native speakers (NSs). Furthermore, most of the interaction in English takes place between NNSs (Graddol, 2006). Moreover, the precipitate growth of English as a global language has an estimated 1 billion L2 users (Crystal, 2004). It was quite impressive to observe that they are well aware of the fact that non-native speakers of English will be the ones with whom they are going to interact with in their future professional life as well as native speakers of English because, as Csizer and Kontra (2012) explained, "the effects of globalization on English are felt particularly strongly in the field of ESP. Many learners take up ESP in order to have a working knowledge of English in their specialized field to communicate not with native speakers but with fellow professionals around the world" (p.2). By not centralizing only native speakers or varieties of English into their English learning process, all the ESP students indicated that their goal clearly was to learn English which enables them to become members of expert communities and to communicate with other members wherever they may be and whatever primary culture they come from (Widdowson, 1997, p. 144).

Because of the nature of their profession-based English learning goals, the obvious need for realization about their professions which sooner or later demands communication with not only native speakers of English but also lots of non-native speakers was realized by all of them.

Furthermore, the study revealed that all of the student participants showed that they did not see the role of accuracy in English as an ultimate goal as long as intelligibility was achieved in communication. In other words, they chose intelligibility over accuracy for a successful communication. The situation is quite similar to the study conducted by Cogo (2010) in which, rather than highlighting accuracy, ELF communication skills, which enable speakers to build meanings for the sake of intelligibility, were promoted by the English learners. A similar conclusion in the study conducted by Xu and Van de Poel (2011) was presented by emphasizing that English is recognized as a highly essential means for intelligibility in international communication by non-native speakers. All ESP students in the study indicated their adherence to the view that the attainment of communicative competence in English was more important than the attainment of linguistic accuracy, which goes in parallel with the claim of Widdowson (1983), in which he put forward the idea that mastering communicative competence, which includes components to clarify a speaker's utterances for achieving intelligibility, is preferred by, especially, non-native speakers to overcome misunderstandings and possible problems in the course of interaction with other speakers.

On the other hand, in their English learning goals, all of the ESP students except for the students from Medical Documentary and Secretaryship department showed that Standard English, which is "conceived of as unmarked, stable and uniform" (Johnston & Lange, 2006, p.192), was not a vital component that needs to be achieved by them. As in the definition of Bex (1993), Standard English is a "correct way of speaking and writing and that this ideal should be enshrined both in reference works and in the utterances of authorities" (p.256). Students from three departments (hospitality management, food and beverage management, and international trade and logistics) stated unequivocally that neither native-like proficiency nor native-like accent were their ultimate goals. They did not place native speaker norms at the core of their English learning goals. The findings are comparable with the study conducted by Calvo-Benzies (2017) in which the ESP

students from different departments (Tourism and Law) were evaluated in order to reveal their preferences for the role of native English aspects in their ESP education such pronunciation, accents, etc., the conclusion of the study indicated that the law students showed great interest in native-like abilities over non-native ones, although the tourism students valued both native-like and non-native competences. Furthermore, by emphasizing that neither native-like proficiency nor native-like accent is their ultimate goal, the ESP students from these three departments challenged the idea of Quirk (1990) which advocated that a single standard, based on either British or American English, should be consistently applied in all nonnative contexts. Because of the reason that these ESP students stated that Standard English has many unnecessary aspects that cannot reflect the real life experiences that they face with, it can be highlighted that their experiences echoed Seidlhofer's (2018) claim which suggested that since Standard English does not indicate the reality of how the language is actually spoken, trying to conform to it for non-native English speakers' is a futile effort which is not going to be recognized as a celebratory effort but rather as a defective manner due to the fact that Standard English insists on ideal standards of proper linguistic behavior rather than representing the language itself. They all wanted to use English communicatively and professionally, regardless of considering the use of Standard English. On the other hand, the students from Medical Documentary and Secretaryship, however, claimed that since their department is related to the medical profession, Standard English should not be disregarded, but rather it should be tried to pay attention to by all of them. The case was found quite similar to the study conducted by Ghobain and Grami (2012) in which the researchers aimed to find out the attitudes of the non-native English students who were in medical departments towards native models of English. Their study indicated that while the students promoted the concept of intelligibility in their ESP education, they seemed to prefer native models and Standard English. In their ESP education, the students in the current study also seemed to prefer inner circle English.

When it came to the ESP students' ultimate goals in ESP lessons, although they indicated slight differences in micro level in the current study, the ability to use and speak English effectively and meaningfully was mostly emphasized. Apart from the three departments, which were hospitality management, food and beverage

management and medical documentary and secretaryship, the ESP students from international trade and logistics highlighted the usage of written English. That situation can be explained as in addition to other aspects, texts are a fundamental aspect of English in Logistic departments in which formularized text, coherent text or technical terms should be written and answered to improve logistic management effectively (Wang & Jiang, 2014). To begin with, the ESP students from Hospitality Management expressed that they wanted to master English to speak and also to be able to solve their possible problems in English in real life. It is no doubt that they echoed one of the basic components of ELF, that is, by including many strategies which aim to manage the language, ELF, as the communicative medium of choice, enables people to solve problems which can occur "in everyday communication, either because they cannot understand others or make themselves understood" (Sherman & Nekvapil, 2018, p.116). The ESP students from the department of food and beverage management, on the other hand, indicated that their ultimate aim in ESP lessons was to be able to use English for the expending circle countries. All of the interviewees expressed that they wanted to live in expending circle countries such as Dubai, France, Korea or in short, they are the countries where English has no official status but it is used as lingua franca, therefore rather than native speakers of English, communicating with non-native speakers of English was their ultimate aim for ESP lessons. By expressing that, they clearly put forward that the characteristics of ELF matched with their fundamental goals for their ESP education. The ESP students from the department of international trade and logistics, however, pointed out the ability to write in English. They stressed the text-based nature of the field, so besides communicating in English, the ability to write was promoted by them. The ESP students from the department of medical documentary and secretaryship emphasized the concept of intelligibility. Specifically, it was seen that not only they wanted to communicate effectively in English but also wanted to use it meaningfully and intelligibly. It was not surprising to observe that the ESP students in the study highlighted the communicative perspective of English since many previous studies indicated the same points. In the non-experimental research conducted by Alhuqbani (2014) in which 223 ESP students were asked to rate the most important skills in their English learning, the results indicated that speaking was rated as the most important skill for them, besides listening. Another research performed by Prachanan

(2012) in which a questionnaire was applied to 40 ESP students in tourism field to reveal their needs, speaking was chosen as the most important skill that they needed to improve. Furthermore, in a similar context, Coskun (2009) conducted a study that the second-grade tourism students were studied to find out their needs to develop a course. The students were studying at a vocational school in Turkey. The researcher used "a needs analysis and an oral interview" to collect data. The study revealed that speaking skills are perceived as the most needed skills at work" (p. 1).

In the matter of the ESP students' views about the evaluation of their English knowledge in ESP lessons, regardless of their departments, all of the ESP students in the study stated that their ESP evaluation should be based on communicative skills rather than conventional written or multiple-choice exams. It would be appropriate to say that the goal of any ESP education should be to enable learners to use their potential to handle communication in the target situation (Hutchinson & Waters, 1984). Therefore, when someone talks about the tenets of ESP education, it would be wrong to mention communicative competence in the evaluation of the English knowledge of students. Besides communicative evaluations, translanguaging practices were mentioned in the department of hospitality management. It was suggested that in addition to linguistic strategies, paralinguistic or extra-linguistic, such as facial expressions, hand gestures, bodily movements and stances, and many more (e.g. Kress 2010, Kress & van Leeuwen, 2006) should be included in the evaluation of their English knowledge because they were aware that when someone interact with another one, various meaning-making activities must be employed for the purpose of sharing information, expressing what they want, making conclusions or promoting agreements. Translanguaging practice is one of the most widely used strategies that ELF users employ when they want to make specific meaning according to the study conducted by Batziakas (2016), in which the researcher intended to reveal meaning-making strategies of ELF users by conducting interviews with the students from different background and cultures. On the other hand, by mentioning "real use of English", the ESP students emphasized an evaluation type that included authentic use of English. Many scholars have actually highlighted the authenticity of ESP education (see Safont & Esteve, 2004; Benavent, 2011). As Cañado and Esteban (2005) put it forward, "the teaching of ESP has some distinctive features which merit special attention, as is the case with authenticity". As the

literature indicates the importance of authenticity in ESP education, the ESP students' demands for including sections regarding authentic language use in exams should be taken into consideration by the ESP instructors. Moreover, the ESP students from the department of Medical documentary and secretaryship indicated that for their evaluation of English, professional situation-based evaluation questions or tasks should be asked to them rather than classic multiple-choice questions in ESP lessons.

After the ESP students' ELF-awareness, the perceptions of the instructors of the selected ESP departments towards ELF were analyzed through the semi-structured interviews. The significance of ESP instructors lies in that as the one who is generally an experienced ESL instructor, an ESP instructor can "exploit his/her background knowledge and adapt the teaching skills he/she has already learned to conduct the ESP class" (Far, 2008, p. 7). The analysis revealed crucial findings which could explain the long-standing problems existing in ESP field. Initially, the semi-structured interview with the ESP instructor in the department of Hospitality Management department (HM-Ins) revealed that HM-Ins has two major goals in his ESP lessons: the first one was related to speaking in English and the second one was related to writing in English professionally. In the concept of ESP, it would not be inappropriate to assume that professional communication is focused and promoted (Robinson, 1991). As Li and Pey (2015) explained, being able to communicate effectively using professional content is one of the major goals of any ESP lesson. In a similar manner, the instructor of the department (FaB-Ins) stated that his main objective of ESP teaching was to equip with his students' necessary profession-related skills (vocabulary and job-related terms). The idea of FaB-Inst matched with the basic goal of ESP, which is that ESP is a specific-learner-centered language instruction. FaB-Inst emphasis on the field-related issue in ESP is a response to the "specific learner" characteristic of ESP. The ESP instructor of international trade and logistics (ITaL-Inst), on the other hand, expressed that his ultimate aim was to give his students field-related knowledge by highlighting the issue that being intelligible while communicating with foreigners is the primary skill that they should equip themselves with rather than being accurate or having a native-like accent. It was observed that ITaL-Inst was quite well aware of the concept of ELF. By disregarding native speaker norms which were considered as a central component of

successful communication in an outdated idea (Harding & McNamara, 2017), it was emphasized that rather than focusing on accuracy in English, ESP students should learn how to be intelligible and how to perform intelligible acts. When it comes to the instructor of medical documentary and secretaryship department, she (MaS-Inst) emphasized that her ultimate aim for her students was to enable them to recognize and understand the utterances from a speaker not necessarily from English-speaking countries but also from different cultures or countries. MaS-Inst also paid attention to vocabulary and phrases that are related to their professional field. Field-content related knowledge was also highlighted by her for his ESP lessons. While practice or hands-on based goals were promoted by her, she also indicated that accuracy should be emphasized only when it affects what they are intended to mean.

When it came to the role of standard English in the ESP instructors' ESP teaching goals, it was observed that there were different views among them. As the advocators of the EFL perspective in which teaching and testing English is based on NS linguistic and cultural targets (Cogo & Dewey 2012, p.19), HM-Inst and FaB-Inst stated that Standard English was the concept that they tried to follow and to achieve in their ESP lessons as much as possible. It was obvious that these two instructors "adopt unrealistically perfectionist approaches" in which that attitude "betrays a remarkable level of cognitive dissonance" of their learners (Swan, 2012, p.383). As Swan continues, in the classrooms where this kind of attitude is adapted, unsuccessful language teaching and learning occur due to the fact that lots of students give up trying since their instructors have unattainable standards of accuracy which deny the reality of language learning and use. Moreover, FaB-Inst focused mainly on to native speakers of English by emphasizing only speakers from the USA and UK while explaining the types of speakers that his students will face in their future professions. It was undoubtedly clear that FaB-Inst was not even aware of the current status of English that "English, as a globalized phenomenon, is currently used by diverse speakers from different linguistic and cultural backgrounds around the globe. As a global language, English no longer has traditional assumed linguistic boundaries and functions as an international lingua franca" (Galloway & Rose, 2013, p.231) and "globalization has had a profound influence on the spread of English in the past twenty to thirty years and "[t]he result of this rapid spread has meant that speakers of English who learn and use it as an additional language to their own

mother tongues now considerably outnumber those who speak English as their L1" (Alsagoff, 2012, p.109). These instructors' positions towards Standard English have a degrading impact on their students' English learning, as it was briefly explained in the study of Xu and Van de Poel (2011). They stated that:

> These attitudes towards Standard English and native speakers mirror a sense of ambivalence inside themselves. As a consequence, the students may experience a lack of confidence and even a sense of struggle with finding their identities as non-native English speakers… an over-emphasis on the near-native goal of learning does seem to contradict the lingua franca status of English and may compromise learners' identities as legitimate users of ELF. (p.272).

Unlike these two instructors, Ital-Inst and MDaS-Inst indicated great awareness of ELF although the rate of ELF awareness between them was not the same. Ital-Inst stated that Standard English is only used by those who make up only 12 percent of the total English-speaking population. Therefore, following or trying to achieve Standard English principles was regarded by him as a futile and unrealistic aim. The perception of Ital-Inst towards ELF was observed as the most current perception about the status of English today. He not only supported the ELF viewpoint in his ESP lessons, but he also clarified his perception by providing empirical data about English users today. On the other hand, MDaS-Inst indicated her awareness of ELF, although to a lesser extent. While MCaS-Inst was aware of some characteristics of ELF to the same degree, it cannot be said that MCaS-Inst ELF awareness was as sharp as ITaL-Ins' awareness. Nevertheless, MCaS-Inst articulated crucial points in her ESP teaching method that match up with ELF concepts. MCaS-Inst highlighted that she valued her ESP students' meaning making process considerably and they were encouraged to build their meaning making processes effectively without interfering them. That is, even if they made mistakes in their meaning construction process which did not impact on what they wanted to convey, she did not correct these mistakes, rather, they were prized once they wanted to say what they wanted to. It can be said that MDaS-Inst stressed meaning-based

practices rather than trying to achieve accuracy in English. It is no doubt that "the focus of ELF is the situated practices that lead to meaning making" (Kimura & Canagarajah, 2018, p.307). The statement of MDaS-Inst which was that English grammar was regarded as a tool to initiate her students' English use to convey what they have in their minds, rather than the ultimate goal in her ESP teaching, can also support her position about intelligible-or-accuracy matter. Because MDaS-Inst promoted pragmatic strategies such as negotiations and cooperative behavior in the construction of meaning for her ESP students (Pitzl, 2005), it can be said that she regarded her students as future ELF users who will experience intercultural communication with a diverse range of speakers from different cultures or nations, rather than necessarily native English speakers. Furthermore, she emphasized that since their ESP students reside in a touristic region, their exposure to different English dialects and accents, other than native ones, should be taken into consideration constantly. She also indicated a great deal of awareness about her ESP students' target speakers, that is to say, not only the native English speakers from the UK or USA but the non-native speakers who are from different cultures or nationalities will be the ones that her students will face in their future professional life. These two instructors' perceptions towards ELF concur with the study of Ranta (2010), who applied a questionnaire to 34 non-native teachers of English, in which he revealed their views on the teaching targets and practical goals underpinning their use of English inside and outside school. The results indicated that they were well aware of ELF and valued the diversity of English spoken and used.

For the study reported here, all of the ESP students indicated that they were well aware about ELF concepts and ready to adapt to the changing needs of ELF usage in a globalized society, which echoes the study of Galloway and Rose (2013, p. 233) in which bilingual business major students and ESP instructors were analyzed to reveal their perceptions towards ELF. In their study, the student participants considerably valued some strategies related to ELF, such as communicative and negotiation, over native-like linguistic competence. While the student participants promoted and highlighted ELF characteristics for their ESP education, it cannot be said that there was a consensus among the ESP instructors in the study. Although half of the ESP instructors in the study (the ESP instructors in the departments of hospitality management and food and beverage management) indicated that they still

followed the traditional EFL perception in which native speaker norms were highly promoted and native-like competence was placed at the top of their ESP teaching process, the other half of the ESP instructors (the ESP instructor from international trade and logistics and medical documentary and secretaryship) indicated great awareness to ELF concept and they tried to use this awareness to shape their ESP lessons. Since the study revealed that ELF concept was not fully recognized and valued by half of the ESP instructors, it was obvious that there was an existing gap between the ESP students and the ESP instructor regarding their ELF-awareness. That situation in the study matches with the similar study conducted by Galloway and Rose (2013) in which the ESP instructors and the ESP students were examined to find out their attitudes towards ELF. The study concluded that the students were considerably aware of their probable future usage of English in lingua franca settings, while the instructors showed an adherence to traditional native speaker norms and models and they assumed that "the students would adhere to traditional native English speaker stereotypes" as well. Furthermore, they highlighted the successes of the curriculum in adapting to students' future ELF needs for the globalized business world and also stressed that teachers and the curriculum are still unable to respond to students who are striving to meet these future needs. Moreover, the existing gap between the ESP instructors and the ESP students in terms of ELF indicated a contrast between the current status of English today and what kind of English they wanted to teach. Ranta (2010) and Murray (2003) put forward that today, there is a clear perceived difference and contrast between 'real world English' (that the students encounter and use) and 'school English' (that the students learn or aspire to learn) which was also seen in the study. This contrast is apparently a testimony to the much recognized but largely debated gap between ideological perceptions and sociolinguistic realities and the actual learning/teaching practice. Furthermore, they concluded that to minimize this gap, proponents of the ELF movement call for a change in the educational authorities' and test planners' views of language (e.g. Canagarajah, 2007; Modiano, 2009). When there is no match between the ESP instructors and the ESP students in terms of their perceptions towards ELF, how can we expect a successful ESP education. As Alibakhshi, Ali, and Padiz (2011) put it forward, a common interest between teacher and learner leads to meaningful

interaction and communication, which consequently turns into learning. Yet, this common interest was not seen in the study.

5.1.2. Discussion of the Findings of RQ 2: To what extent do the ESP teaching materials match with the characteristics of ELF? This research question aimed at finding ELF features in the ESP materials used in the selected lessons. 4 ESP books and their audio tracks were analyzed. The materials were analyzed under 4 sections, which were audio scripts, dialogues, reading texts and vocabulary. Each section was analyzed to reveal different aspects that are related to the ELF concept. The thorough document analysis of the materials used in the ESP lessons indicated that the ESP materials strongly introduced native English speakers as representatives of English users, and a dominance of native-speaker norms in the language. A lack of ELF-informed activities and elements were analyzed, and a limited representation of NNES was revealed in listening tracks. After the document analysis of the ESP materials, a focus group interview was applied to the ESP students in each ESP department in order to support the document analysis done by the researcher and determine whether their perceptions of the ESP materials revealed any elements related to ELF. The focus group interviews, moreover, highly echoed the findings of the document analysis that they expressed that the ESP materials did focus on the communicative use of English and English usage in the coursebooks reflected only native use of English which was not realistic to fulfill their needs seen in their ESP education.

According to Schmidt, McKnight, and Raizen (1997), textbooks are critical in making the transition from intentions and goals to classroom activities. They do so by making knowledge available, structuring it, and organizing learning challenges in a way that students will find engaging. According to Suzani (2007, p.1), course books and instructional materials play an important part in any educational endeavor. Sheldon (1988, p. 273), on the other hand, says that "the choice of a course book implies an executive educational decision involving significant professional, financial, and even political involvement." Choosing a textbook for a course, however, appears to be a demanding and sometimes overwhelming task for both program managers and teachers. Nevertheless, the ESP literature lacks of studies about the evaluation of ESP materials regarding ELF. Despite the importance of this topic, there appears to be little research on the prevalence of the resources that are

used in the ESP field. This paucity of study may appear odd given that, as Matsuda (2017) emphasizes, enhancing exposure to and boosting awareness of varied forms and functions of English inside the classroom is one of the specific pedagogic recommendations that approaches like ELF offer. When the reading texts in 4 ESP coursebooks that belong to the selected 4 ESP departments were analyzed to see whether they included multicultural idioms and phrases, it was seen that none of them reflected any multicultural elements that might introduce different cultures' features other than English. Likewise, the dialogues presented in all of the ESP coursebooks did not include any pragmatic strategies that the speakers employ to negotiate a communication breakdown or a misunderstanding about an issue which occur in ELF communications a lot. Since English use in these dialogues, regardless of the ESP departments, reflected a native-like control, it was not challenging to state that the dialogues of all of the ESP coursebooks did not have any concern about introducing ELF talk to their readers. In the same manner as in the previous analysis, the vocabulary practices in all of the ESP coursebooks in the study did not indicate any multicultural or multilingual words. Since the absence of multicultural elements in reading texts, dialogues and vocabulary existed dramatically in all of the ESP coursebooks, it was obvious that the written practices in the 4 ESP coursebooks did not have any goals to introduce English as a lingua franca to their readers rather than presenting standard English, which is used by native speakers. The focus group interviews with the ESP students also confirmed the document analysis done by the researcher. The results of the focus group interviews indicated that all of the ESP students, without any exceptions, highlighted that the ESP coursebooks focused on reading, writing and especially vocabulary in English rather than speaking in English. The lack of communicative practices was undoubtedly reflected in all of the ESP students. Therefore, the ESP coursebooks fell short of compensating for the communicative needs of the ESP students in all ESP departments. The importance of basic language skills such as reading, writing and communicating should be emphasized in ESP education. The goal should also be to increase the pupils' ability to use technical and specialized words communicatively with other native and non-native speakers of English. Furthermore, it is critical that students obtain a comprehensive understanding of their profession or subject of study as a result of working through the course. This situation regarding the ESP coursebooks, however,

remained because Standard versions of English are still prioritized. Bayyurt and Sifakis (2017) pointed out that "curricula and textbooks continue to support a more traditional perspective of teaching and learning English" (p. 5). The same conclusion about ESP coursebooks was made by the research conducted by Tomlinson and Masuhara (2013), which demonstrated a preference toward NES as representative of English users in their coursebook analyses. This NES perspective, however, can influence learners' perceptions of English ownership and lead to a narrow view of the language, which may not sufficiently equip students to utilize English with other nonnative speakers of English in the future (Matsuda 2002, p. 19). Moreover, as another ESP coursebook evaluation regarding the ELF concept echoed the same results, the study of Si (2019) in which a series of ESP coursebooks used in the Chinese context were analyzed and the conclusion was that a dominance of native-speaker Standard English in language exposure, a lack of ELF-informed activities, and a limited representation of non-native English culture were presented.

The audio tracks, on the other hand, were examined to determine whether they contained interactions between NES and NNES or NNES and NNES. The results indicated that except from the listening tracks in the ESP coursebook in the department of international trade and logistics, all interactions between speakers in all listening tracks were between NES and NES. By using Standard English in their interaction, they did not represent any communication among NNESs. The listening tracks in the ESP coursebook used in international trade and logistics department included many interactions between NES and NNES, and these interactions exceeded the interactions between NES and NES, although there was not any interaction between NNES and NNES in the tracks analyzed. The situation of these tracks used in the ESP lessons in the selected departments in the study showed that the majority of the representatives of English users were native English speakers in the audio tracks. The non-native English speakers' representations in these audio tracks only constitute 10% of all of the audio tracks. 90% of the interactions in the audio tracks occur between NES and NES. The ESP students in the focus group interviews also supported the situation of the lack of representation of NNESs in audio tracks by stating that due to the fact that the majority of the audio tracks (90%) only include NESs as the representatives of the interactions, they did not completely reflect their experiences with especially NNESs which they had most often in their real life. This

analysis matched with the study of Kopperoinen (2011), who examined several ESP textbooks used in Finland and found that non-native speakers were present in only 3% of the total listening materials in one group of textbooks assessed. Another comprehensive study was conducted by Calvo-Benzies (2017) who investigated native and non-native speakers of English accents used in the audio material accompanying 6 ESP textbooks. She concluded that the ESP textbooks continue to feature far more material with native speakers as models. Non-native speakers, on the other hand, appear less frequently and, when they do, they usually interact with native speakers; there are relatively few recordings where solely non-native speakers are heard. Nevertheless, it is crucial to understand that English language teachers, both native and nonnative speakers, must be aware of the various varieties of English that they and their students are likely to encounter in and out of the classroom, and they must teach their students sociolinguistics tools to help them navigate between Englishes (Dogancay and Hardman, 2017, p. 19).

5.1.3. Discussion of the Findings of RQ 3: To what extent do the pragmatic strategies employed by Turkish ESP students and ESP instructors reflect the ELF communication? This question sought to discover the pragmatic strategies of both students and instructors that correspond to the pragmatic strategies seen in ELF communication used in ESP lessons. As Mauranen (2006) claimed, for someone who knows how and when to employ the pragmatic strategies effectively, it is not challenging to become a more proficient ELF user who can understand and find ways rapidly to avoid possible breakdowns or misunderstandings in communications that might be seen during an international interaction. Since ESP students are considered and also should be educated as international speakers which was explained briefly in the identification of the fundamentals of ESP by Johns and Dudley-Evans (1991), it would not be inappropriate to expect the ESP students in the current study to employ the pragmatic strategies which are related to ELF communication. As a result of the conversation analysis (CA) of the recordings of the 4-week long classroom observations for each department in the study, first, the pragmatic strategies of the students related to ELF pragmatics were extracted by taking excerpts Then, the pragmatic strategies employed by the instructors which were related to ELF pragmatics were analyzed via CA.

The findings of the study indicated that the ESP students, regardless of their departments, employed many pragmatic strategies seen in ELF communication, even in the departments where their instructors were not aware of ELF and indicated obstacles for their meaning construction processes in the course of their interactions with others. For the "Hospitality Management" department, the pragmatic strategies of the students indicated that they took advantage of discourse markers, repetitions, self-initiated repair, and code-switching strategies. For the department of "Food and Beverage Management", self-initiated repairs, co-construction of utterances and code-switching were observed as the pragmatic strategies related to ELF employed by the students in their ESP lessons. In the department of "International trade and logistics", many pragmatic strategies employed by the students which were related to ELF talk such as co-construction of utterances, self-initiated repairs, discourse markers and code-switching pragmatic strategies were observed. In the department of "Medical documentary and Secretaryship", it was found that the students employed code-switching, co-construction of utterance, repetition and discourse markers pragmatic strategies in their ESP lessons.

To begin with, considering the repetition strategy, "which has been identified as a widely used multifunctional procedure that facilitates the production, comprehension, and interaction processes in communication, has been shown to play a crucial role both in pre-empting and resolving understanding problems" in ELF talk (Kaur, 2012, p. 593), the ESP students in the study employed the repetition strategy in their interaction with both their instructor and their classmates. It was observed that they employed repetition to indicate their agreement and alignment to the other speaker as well as to a signal for misunderstanding. This usage of repetition strategies in the study matches with the study conducted by Wilson (2018). In the study of House (2010), it was found that repetition, which is known as "Represents", is generally employed to solve potential communication problems. The same use of repetition strategy was seen in the study conducted by Mauranen (2012) in which the participants of the study used repetitions to emphasize their agreement, thus making their message more explicit. Simply using other agreement tokens, such as "yes" or "yeah" did not have the same effect. Cogo (2009), for instance, observes how participants use accommodation strategies like repetition and code switching as a means of making what they say more intelligible to their interlocutor. In addition to

facilitating communication, these convergence strategies also signal cooperation and solidarity and allow participants to ‘‘reduce’’ the existing ‘‘differences in the interest of wider communication with other people’’(Seidlhofer, 2009, p.196).

Furthermore, besides the repetition strategy, discourse markers were utilized by most of the ESP students in their utterances. Cogo and House (2018) explained discourse markers as one of the interactional management items which “express meanings of information management and also mark interpersonal relations between interlocutors. They range from very short, fixed expressions to longer units of more or less variable sequence” (p.215). In the context of ELF communication, discourse markers are utilized by ELF users and they attribute different functions to them such as formulating difficulties and coherence relations in their own turns (House, 2009, p.215). In the study, it was observed that the ESP students utilized discourse markers to rearrange their formulations for their utterances. The use of discourse markers by the ESP students in the study matched with the usage in the study conducted by Cogo (2018) in which discourse markers were “used whenever the speaker is momentarily “incoherent”, fumbles for the appropriate formulation, and tries to repair her misstep using you know as a signal revealing planning difficulties” (p. 216).

Self-initiated repair strategy was another strategy that the ESP students employed considerably. According to Schegloff et al. (1990), repair is a ‘‘self-righting mechanism’’ that points out ‘‘recurrent problems in speaking, hearing and understanding’’ (p. 31). Mauranen (2017) suggested that self-repair forms an ‘‘explicitness strategy’’ that enables speakers to develop the clarity of their utterances. It supports the comprehensibility of speech and in turn it promotes to successful communicative outcomes. Wong (2000) explained that when there are linguistic or cultural differences among the participants in an interaction, repair can be regarded as an even more vital role as they need to overcome troubles in speaking, hearing and understanding in conversations. When resolving a possible problem, self-initiated repair is "the most difficult category of repair to recognize as negotiated contact since the speaker does not visibly confer with the auditor." However, because participants in interactions are motivated by a desire to understand and be understood, a speaker's decision to "frame and redo concepts that are potential trouble sources for the auditor" (Schwartz, 1980) may be interpreted as motivated by a desire to be intelligible in order to facilitate understanding for the recipient."

(p.141). Self-repair is a powerful self-regulating process that allows the speaker to not only fix linguistic and factual errors, but also to make speech more specific, explicit, and clear. It's been stated that establishing the precise purpose of a repair move is difficult (Mauranen, 2006; Schwartz, 1980). This is largely true, as self-repair maneuvers can be used for a variety of reasons at the same time, such as "gaining extra planning time" (Mauranen, 2006, p.147). The lack of verbal interlocutor input in immediate self-repair, which is normally present in speaker-recipient meaning negotiation, makes it difficult to define the precise purpose of lexical replacement or insertion in the speaker's utterance. The excerpts in the study, on the other hand, showed a propensity to move from the general to the specific, and from imprecise to explicit. This shows that the item inserted or replaced is not chosen at random, but rather is motivated by the ESP students' goal to improve communicative clarity. Self-repairs cause statements to appear more explicit, precise, and potentially more comprehensible, which may contribute to enhanced comprehensibility on the recipient's part. The students negotiated what he or she said, keeping in mind the demand for understanding on the part of the auditor even in the absence of explicit interlocutor input.

The combined creation of utterances by participants is another effective approach for meaning negotiation which was utilized by the ESP students in the study. They employed this strategy constantly to build their utterances in way that their intended meaning was achieved without meaning loss. A co-construction technique like this promotes unity and consensus. In the face of linguacultural variations, the Hamburg ELF data (House, 2010) provides a robust and consistent showing of unanimity. The attempts of participants to negotiate what one of them wants to say may result in a sense of community and group identity. When the ESP students' co-construction of utterances strategies were analyzed, it was seen that they appear to be utilized as an egalitarian tool here (see Cogo, 2010). Speakers frequently debate their meanings and routinely support and commend one another. In this light, it is a set of expertly deployed strategic resources that permit mutually built understanding, where participants may be observed in the deployment of their strategic capacity in interaction, rather than lack of competence.

The last pragmatic strategy that the ESP students employed a great deal of was code-switching as a multilingual resource. Numan and Carter (2001) defined code-

switching as “a phenomenon of switching from one language to another in the same discourse” (p. 275). The relationship between code-switching and ELF talk is quite obvious, as House (2016) explained; unlike popular belief, ELF conversation is not solely in English; it frequently incorporates elements from other languages, most commonly from ELF users' native tongues. When interactants share an L1, such reliance on speakers' L1 is, of course, common. In routinized aspects of an encounter, such as small talk, opening and closing phases, as well as at topic borders, code-switching into the L1 occurs frequently. Since the context of the study was based on purely EFL participants who shared the same L1, the ESP students’ code-switching strategy indicated that they were well aware that in order to clarify themselves, they could take advantage of their L1 whenever it was possible, as in ELF talk among ELF users. They prioritized meaning over perfect English usage in order to have a successful conversation and interaction. This situation indicated a contrast to the comprehensive study conducted by Dehrap (2002) whose goal was to describe and assess the usage of language alternation and the impact it had in 4 ESP classrooms at Kuwait's College of Business Studies (CBS), with a focus on the college's Business English courses. In his study, code-switching by the ESP students was observed rarely in his classroom observations. Only a few phrasal and sentence code-switching were analyzed. He concluded the types of code-switching were single-word code-switching, phrasal code-switching and sentence code-switching.

The ESP instructors’ pragmatic strategies, on the other hand, varied considerably from each other in accordance with their ELF awareness in the study. After the pragmatic strategies related to ELF employed by the ESP instructors were revealed and analyzed by the researcher, in order to find out their intentions of employing them, the excerpts were asked to them. HM-Inst employed code-switching and repetitions as pragmatic strategies related to ELF communication. He stated that for the code-switching strategy, he used code-switching for two specific situations: at times when he sees his ESP students bored or distracted or at times when he needs to mention something important about the lesson such as an important instruction or a grammar rule. He employed repetition considerably. He reflected that he employed repetition at times when he approves or accepts his students’ answers in the lessons. Nevertheless, it was seen that lots of pronunciation corrections for his students’ utterances were seen in the observations. He explained that lest his students

internalize these pronunciation mistakes because of the fact that he does not correct them all at that time, pronunciation mistakes should be corrected immediately. In his ESP lessons, however, FaB-Inst only used the code-switching strategy. When he was asked about his code-switching exception, he stated that he feels ashamed by using his L1 in his ESP lessons, yet, he emphasized the use of it especially when he needs to express something quite important for his ESP students. Apart from the pragmatic strategy employed by the instructor which was only code-switching, the instructor was highly concerned about his students' pronunciation mistakes. Every time he realized a pronunciation mistake made by his students, he rapidly interrupted them and corrected it. He explained his strong focus on his ESP students' pronunciation as an interference which has to be done to prevent his ESP students from internalizing them. ITaL-Inst, on the other hand, employed negotiation strategies, repetition and code-switching strategies as the pragmatic strategies related to ELF talk. In the meaning making processes of the students, they were supported and encouraged by the instructor even at times when their utterances were broken and needed to be reconstructed. As the last ESP instructor, MDaS-Inst used co-construction of utterance, discourse markers, repetition and code-switching strategies in her ESP lessons.

As the most commonly used pragmatic strategy among all of the ESP instructors in the study, code-switching was employed in all ESP departments. The majority of the ESP instructors stated that they employed code-switching when they wanted to emphasize important issues such as an instruction or a grammar subject. This situation mirrored a similar study conducted by Promnath and Tayjasanant (2016) whose aim was to look into code-switching in conversations between teachers and students in ESP classes in order to learn more about the different types and functions of code-switching that are commonly used in the teaching and learning process, as well as to find out what teachers and students think about code-switching in the classroom, especially in English for nursing and tourism classes. They found that code-switching was one of the major strategies in these ESP classes. The majority of the teachers demonstrated positive opinions about code-switching and agreed that code-switching from English to Thai could benefit their classes, as it is one of the most effective strategies for helping their students obtain clear ideas on the subject matter. This strategy not only made the students understand more of the lesson but

also increased their confidence and comfort in the teaching process. The half of the ESP instructors in the study matched with the ESP instructors in the study conducted by Marlina (2019) whose aim was to find out the negotiation of meaning strategies used by ESP teachers in an Indonesian ESP classroom interaction. The researcher concluded that the teacher could not resist employing the repetition strategy as one of the negotiation of meaning strategies.

5.2.Conclusion

The present study significantly contributes to the literature by investigating Turkish ESP classrooms with regard to ELF. The study fundamentally aimed to reveal to what extent Turkish ESP classrooms embraced the ELF concept. In the pursuit of this fundamental aim, the study was constructed around three important research questions: the first one was about both the ESP students' and the ESP instructors' perceptions towards ELF and how different they were from each other, which were investigated by the questionnaire and semi-structured interviews, the second point was to reveal to what extent the ESP materials used in the classrooms match with the characteristics of ELF, which was evaluated by analyzing all ESP documents and audio tracks and finally, the last point was to investigate the pragmatic strategies employed by both the ESP students the ESP instructors. The results indicated that although the ESP students were quite aware of ELF, the ESP instructors indicated a contradiction from each other. That is, while the ESP instructor in the department of International trade and logistic (ITal-Inst) and the ESP instructor in the department of Medical Documentary and Secretaryship (MDaS-Inst) were considerably aware of ELF that they highly emphasized creating a space for their ESP students where they could learn to use English for not only native-speakers of English but also for non-native speakers of English without considering native speaker norms, the ESP instructor in the department of Hospitality Management (HM-Inst) and the ESP instructor in the department of Food and Beverage Management (FaB-Inst) were unaware of ELF. In a nutshell, unlike ITaL-Inst and MDaS-Inst, HM-Inst and FaB-Inst embraced and followed strictly native speaker norms in their ESP lessons where native-like competence of English was tried to be achieved and accuracy in English was regarded as a superior aim over intelligibility. It was undoubtedly obvious that since the ESP students in the departments of

Hospitality management and Food and Beverage management showed great consciousness about regarding English as a Lingua Franca for their ESP education, their ESP instructors did not share the same awareness as they showed. On the other hand, it was revealed that the ESP students in the departments of International trade and logistic and Medical Documentary and Secretaryship shared the same awareness with their ESP instructors regarding ELF. In short, the study revealed that only half of the ESP instructors were aware of ELF and its importance for ESP education, the other half of them followed strictly native speaker models and norms for their ESP lessons, which did not match with their students' ELF awareness and needs.

The ESP materials in the study, on the other hand, indicated a great deficiency in ELF features. Even in the ESP departments conducted by ELF-aware instructors, the chosen ESP coursebooks did not present any ELF elements. For the ESP coursebooks, dialogues, reading texts and vocabulary did not include a single multicultural or multilingual element that could reflect and introduced other cultures for their readers. The audio tracks, however, showed little concern about containing non-native speakers for their speaking interactions. It was revealed that only 10% of the audio tracks include non-native English speakers, while 90% of them are based on native speaker interactions. Regardless of the ESP departments in the study, the analysis of the ESP materials confirmed Bayyurt and Sifakis (2017) who claimed that "curricula and textbooks continue to serve a more traditional perspective of teaching and learning English" since Standard varieties of English are still prioritized (p.5).

The last one was about the pragmatics strategies employed by both the ESP students and the ESP instructors. The study revealed that all of the ESP students employed various pragmatic strategies which are well known in ELF communication even in the departments of Hospitality Management and the Food and Beverage Management where the ESP instructors did not share a same awareness in terms of ELF. Furthermore, it was quite fascinating to observe that in these ESP departments conducted by the ESP instructors with the lack of ELF awareness, despite the fact that the ESP students were interfered and demotivated by their ESP instructors whenever they made a spelling mistake or wrong sentence construction while expressing their ideas, they continued to employ various pragmatic strategies such as code-switching, negotiation of meaning and co-construction of utterances. The ESP

instructors' pragmatic strategies, however, did not vary. All of them employed code-switching strategies and repetition as one of negotiation of meaning strategy. It was quite inconsistent to discover that, in addition to the use of code-switching and repetition strategies by ITaL-Inst and MDaS-Inst, who were aware of their promoting impact for their ESP students, FaB-Inst and HM-Inst also employed them in their ESP lessons, despite their embarrassment of employing them, particularly code-switching strategy for their ESP students due to breaking Standard English. They, nevertheless, explained their use of these pragmatic strategies as a situation in which they used them when there was no other choice.

All in all, the study presented significant results about the current situation of Turkish ESP classrooms regarding ELF concept. The results indicated that the ELF concept was not completely embraced and integrated by the ESP instructors, although the ESP students showed exceptional awareness towards ELF and articulated the need for English as ELF for their ESP education. Therefore, an obvious gap was revealed between the ESP students' and the ESP instructors' perceptions of ELF. The ESP materials, on the other hand, indicated poor results which were in favor of Standard English use and following native speaker norms. In addition to the ESP coursebooks, which did not include any multilingual or multicultural elements, the audio tracks showed that only 10% of them have interactions with non-native speakers of English. The majority of them presented interaction among native speakers of English. It was also observed that the ESP students employed a variety of pragmatic strategies seen in ELF talk even in classrooms where the ESP instructors, who strictly followed native speaker norms for their students, tried to interfere in their meaning making processes due to their mistakes. The ESP instructors, however, only employed two pragmatic strategies: code-switching and negotiation of meaning. The study presented significant results about the current situation of Turkish ESP classrooms regarding the ELF concept.

6. Implications

The present study is likely to offer numerous practical implications for researchers, ESP instructors and ESP material/course designers. Firstly, since there was an obvious gap between the ESP students and the ESP instructors in the study, it was worth mentioning that ELF training should be needed to respond to the ESP students' ELF needs before highlighting field training for the ESP instructors. The

study has, thus, highlighted the ELF awareness for the ESP instructors in adapting to students' future ELF needs in a globalized business world that is constantly changing, but it has also highlighted areas where instructors are still playing catch-up to students who are striving to meet these future needs, despite half of the instructors' claimed that achieving native speaker norms should be the fundamental aim for ESP lessons. ELF training for the ESP instructors is not only crucial to realize their students' needs in English use but also vital for introducing pragmatic strategies seen in ELF communication due to the fact that as future ELF users, ESP students should know how to use them and realize their advantage for enhancing intelligibility. In the study, even the ELF-aware instructors were not knowledgeable about how to use and introduce them effectively for their students. Therefore, ELF training should be implemented to ESP instructors. After all, becoming an ELF-aware teacher implies finding strategies to empower one's learners as competent non-native English users, effectively motivating them to become ELF-aware users themselves, as Sifakis and Bayyurt (2018) put it. Once teachers are ELF-aware, they can teach English to students so that they can become proficient and confident ELF-aware users. A new viewpoint of a common language should be properly understood and its pedagogies developed in a changing world where people are in constant movement – i.e. migration as a result of wars, economic and political causes. The ESP materials, on the other hand, were designed according to native speaker norms and they did not have any sections that aimed to show multicultural elements to their readers. Even the ELF-aware instructors selected ESP materials that indicated only native speaker norms due to the lack of ESP materials in the literature. The study revealed that native speaker norms have been still shaping the ESP materials and non-native English speakers are barely represented in the interactions in the audio tracks. Therefore, a special attention should be given by ESP material designers to compensate for this need in ESP materials. It is crucial that any research that considers student opinions on topics like methodology and teaching materials are critical to gaining a better understanding of this field of language education. Teachers should be encouraged to question their students about their preferences in this area, which would benefit both ESP students and instructors. The questions of what activities students enjoy or dislike and why, as well as what areas of English they need, are all likely to contribute to improved educational outcomes.

7. Recommendations for Further Research

The present study puts forward several recommendations for future research in the field. Initially, the study was conducted in 4 ESP departments in Tourism faculty, Faculty of Business Administration and Vocational School of Health Services. Therefore, it can be extended and replicated to other fields which is recommended to be researched. Another research would be quite significant that after giving ELF training to certain ESP instructors and comparing them with the ones who do not get the training in terms of their ESP students' English performance in the lessons.

Furthermore, material development regarding ELF would be highly valuable for ESP lesson since it is really challenging to find a coursebook which embrace the ELF concept . English is becoming increasingly important in science and technology, regarding the necessity for students to meet English's ELF position in recent decades. ELF must be included in the ESP program/course, both in English and in actual learning situations. ESP classes should focus on the learners' communication needs as well as English as it is used around the world as ELF in order to make a link between the learners' classroom and their future employment expectations, so opening up more career prospects.

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APPENDICES