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*A Data-based Approach to Teacher Identity Development  
in an ELF Context*

ABSTRACT:

Today, we are living in a world where 80% of verbal exchanges in English do not involve native speakers of English (Graddol, 1997). Besides, in interactions between people who share neither a common language nor a common culture English is used as a lingua franca. This use of English as a lingua franca (ELF) (Jenkins, Cogo and Dewey, 2011) influences not only the identity of learners or users but also and more specifically the identity of English language teachers. As they constantly construct and reconstruct their professional identities along their teacher education and their teaching practices, they are in a search for a definition of identity. In this paper, we aim to find an answer to the following research question: 'How do Turkish pre-service and in-service teachers of English define their identities in relation to ELF?' The participants of the study are pre-service teachers studying at a state university and in-service teachers working in various secondary schools and tertiary educational institutions in Istanbul, Turkey. Qualitative data were gathered from six consenting pre-service teachers who were in their final year of study and six consenting in-service teachers with varying years of teaching experience. All participants were selected by the convenience sampling method (Duff, 2008). After having completed a background questionnaire, they participated in structured interviews, which were digitally recorded and transcribed afterwards. Data derived from the interviews were thematically analyzed (Lemke, 1998; Willis, 2007) and emerging themes related to the research question were categorized. The findings revealed that although both groups of teachers had an awareness of the present status of English as an international lingua franca, they had differing conceptions of the use of English in Turkey; i.e., ELF versus English as foreign language. There was still a consensus among pre-service teachers on their need to model either British or American varieties of English in their English language teaching practice to be accepted as a successful English language teacher. On the contrary, in-service teachers were more open-minded in embracing other varieties of English in their teaching. In sum, the differences between pre-service and in-service teachers in terms of their views of the role of norm-provided native speaker teacher model influenced the way they defined their professional identities.

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## *Introduction*

Today, we are living in a world where 80% of verbal exchanges in English do not involve native speakers of English (Graddol, 1997). Besides, in interactions between people who share neither a common language nor a common culture English is used as a lingua franca. This use of English as a lingua franca (ELF) (Jenkins, Cogo and Dewey, 2011) influences not only the identity of learners or users but also and more specifically the identity of English language teachers. As teachers constantly construct and reconstruct their professional identities along their teacher education and their teaching practices, they are in search for a definition of identity. Unfortunately, teacher education programs are not framed to guide prospective teachers of English in defining themselves legitimately without limiting teacher candidates to a definition of perfect language teacher. Instead, they assume and expect that prospective teachers should comply with the idealized native-speaker norms in their use of English language both in and out of the language classroom (Kamhi-Stein, 2004; Llurda, 2005). These programs fail to notice a particularly complicated issue which is teacher identity and also seem to be unaware of the fact that most of the teachers themselves are speakers of ELF (Pedrazzini and Nava, 2010, 2011).

### *1. Native/non-native teacher dichotomy and teacher identity*

The native/non-native teacher distinction has been a very debated issue. The dominant ideal native speaker teacher model was labelled as the native speaker fallacy by Philipson (1992) more than 20 years ago. Accepting the native-speaker teacher as the ideal language teacher has appeared to create a professional low self-esteem, negative self-perception and identity struggle among teachers from a variety of linguistic backgrounds (Canagarajah, 2005; Moussu and Llurda, 2008; Park, 2012). Many studies showed that non-native teachers perceived themselves as second language (L2) learners who were not able to enter the community of native-speaker teachers, thus not validating their personal and professional identities (Jenkins, 2007; Seidlhofer, 1999; Sifakis and Sougari, 2005). The concept of teacher identity plays a key role for these non-native teachers because they want to be able to legitimately define themselves as good and successful teachers. Therefore they describe themselves as L2-users (Cook, 1999), L2learners, L2-teachers or many more other

sociocultural identities that are dynamic and socially situated in different institutional and interpersonal contexts (Duff and Uchida, 1997). For example, they see themselves as language learners in school related contexts; whereas, they see themselves as language users in out of school interactions (Majanen, 2008). This ambiguity stems from teachers' low self-confidence and confusion.

Identity, as a construct, has been defined in various ways. Varghese *et al.* (2005: 35) define identity as «multiple, shifting and in conflict; crucially related to social, cultural, and political context as well as being constructed, maintained and negotiated primarily through discourse». Like language itself, identity is also a social concept and it is socially constructed (Joseph, 2004). To have deeper insights about teacher development, teacher identity is an area that requires investigation.

Olsen (2008) asserts that teacher identity is a useful research frame as it treats teachers as whole-persons and draws attention to the holistic, shifting, and contextually situated nature of teacher development. Seeing teachers from the whole person lens entails the acceptance of the personal and social struggle they go through in different contexts in such a globalized and changing society (Olsen, 2008). As teachers encounter various social contexts, they continuously construct and co-construct their identities in relation to other native and non-native colleagues, workplace characteristics, teaching objectives and methodologies. As it is obvious, the construction of the professional self is a hard and a long-lasting process because it involves cognitive development, technical knowledge, and social existence. Teachers are involved in an ongoing process of identity formation both on a persona and professional level and their identities are in flux all the time (Jia, 2011).

## *2. ELF identities as an option*

Non-native teachers feel ambiguous and indecisive in terms of defining their professional identities. They need to be able to define their professional identities not as a deficit one in comparison to those of native teachers but as a legitimate, equal one who can claim ownership of the language. At this point, ELF identities (Seidlhofer, 2011) is a concept and an option to embrace (Llurda, 2015). There have been many studies conducted on ELF and teacher identity although the term ELF is not used. In many of them, non-native teachers of English compared themselves to their native-speaker colleagues and felt they were deficient and

unable to enter the native-speaker community (Seidlhofer, 1999; Sifakis and Sougari, 2005; Jenkins, 2007). Consequently, this has affected their professional identities negatively (Bayyurt and Akcan, 2015).

In fact, ELF «opens up entirely new options for the way the world's majority of English teachers can perceive and define themselves» (Seidlhofer, 2011: 152). Non-native teachers as well as L2 learners prefer a community of L2-users instead of imagined communities of native-speaker teachers (Pavlenko, 2003). Thus, non-native teachers of English can negotiate and renegotiate their professional (and linguistic) identities towards more favorable ones (Jenkins, 2006). Comparing and contrasting native and non-native teachers has been a traditional trend, which should be avoided. Non-native teachers feel more empowered when they can accept that English belongs to everyone from different national, cultural and ethnic backgrounds. This acceptance, in return, makes non-native teachers more confident and secure (Seidlhofer, 1999). Therefore, a detailed and informed model of ELF should be provided for teacher education programs. There have been some recent attempts in teacher education programs in terms of raising awareness, increasing self-esteem and self-confidence (Barratt, 2010; Bayyurt and Sifakis, 2015).

### *3. Teacher identity development through data-based tasks*

Teacher identity development has been investigated in many ways such as the use of focal group interviews, individual interviews, or journal entries (Clarke, 2008; Olsen, 2008; Pavlenko, 2003). In addition to these techniques, data from English language teaching (ELT) classroom research has been used as a means of teacher development activities. The term 'data' refers to «descriptions of ELT lessons and interviews in which teachers talk about their work» (Borg, 1998: 273). Borg used data-based teacher development activities and found out that such activities had implications on three major aspects, which were «reflective practice, teachers' beliefs, and the scope of research on teaching». We believe that using data-based tasks works as a useful tool to look at how teachers' discursively construct identities. In the present study, we focus on the implications of such activities on teacher identity development. The data-based tasks provided us with the opportunity to find out how participants developed understandings of and for themselves as teachers based on given situations. Furthermore, using real classroom data demonstrated that teachers' thinking about other teachers' concerns and trying to interpret them meaningfully would

help teacher education programs, as also suggested by Olsen (2008). Encouraging participant teachers to comment on the ELF-related situations that a classroom teacher experienced or is likely to experience gave us an idea about how these teachers defined themselves. While completing the tasks, teachers looked at themselves from an analytical lens, similar to Borg's (1998) findings.

In this paper, we have tried to find an answer to the following research question: 'How do Turkish pre-service and in-service teachers of English define their identities in relation to ELF?' The study aimed at examining the communication of teacher identity through teachers' reflections with respect to what they are currently doing or what they will do in their English language practice. The study aimed at exploring how participating teachers would define themselves as language teachers. While trying to gather their definitions of themselves, the study also attempted to investigate how the teachers would reflect upon data-based tasks which were used to raise their awareness on language variation (Pedrazzini and Nava, 2013). To the best of our knowledge, there are few studies, if not any, on teacher identity in Turkish socio-cultural context (Bayyurt and Ersin, 2012). Therefore, the present study is an attempt to fill the current gap in the field.

#### *4. Methodology*

Six consenting pre-service teachers (PTs) and six consenting in-service teachers participated in the study. PTs were in their final year of four-year study at a state university and in-service teachers were working in various secondary schools and tertiary educational institutions in Istanbul, Turkey. The study took place in the spring semester of 2013-2014 academic year.

All PTs were female and 22 years old. All of them were highly motivated to become teachers of English as a foreign/second language and were looking forward to graduating. Two reasons affected PTs in their choice of university study. They chose the Department of ELT as their major firstly and mainly because they liked English. Secondly, they were positively influenced by their own English language teachers while they were first learning English.

As mentioned earlier, six in-service teachers took part in the study. Five of them were female and the remaining one was male with ages ranging between 30 and 59. They had differing teaching experiences varying from 7 to 25 years. Three of the in-service teachers graduated from the

Department of English Language and Literature and the rest from the Department of ELT from various universities in Turkey. All of them had a master's degree (one in English Language and Literature and five in ELT) and all of them were PhD candidates at the time of the study. All decided to become teachers because they graduated from the related departments and they were motivated to keep teaching.

All the participants were selected through the convenience sampling method (Duff, 2008).

#### *4.1 Data collection procedure*

Data were gathered through two different data collection tools; that is, a background questionnaire and structured interviews. All the data were collected in Turkish, the mother tongue of both the participants and the researchers, which allowed the participants to express themselves as fully as possible. Interviews were conducted at a time and location convenient for the participants. In order to avoid the loss of any valuable data, interviews were digitally audio-recorded and later transcribed by the researchers. Each interview lasted approximately from 15 to 30 minutes.

The aim of the background questionnaire was to collect demographic information from the participants. The aim of the interviews was to find out how Turkish teachers of English define ELF in relation to their teaching context, how they define the ideal English teacher in comparison to their own use of English, how they define teacher identity and how they comment on the current status of English on teaching and learning it through a data-based approach. Data-based tasks guided the participant teachers to comment on different varieties of English, distinctive features of ELF, and the variety of English they actually use and teach in their emergent teaching contexts or will use and teach in their future teaching contexts upon graduation.

To be more precise, the following two data-based tasks (Pedrazzini and Nava, 2013) were used in the interviews. In the first one, the participants were asked to read what a teacher of English (T) said in a discussion about which English should be adopted as a teaching model. Then, the participants were asked how they would answer this teacher's question with regard to their hypothetical or current students. The excerpt was as follows:

«T [...] On what basis do you say ok ok I'm going to follow the guidelines of American English or British English or whatever so: (.) you simply can't say that one is superior to the other or you can also ask yourself a:hm what would all my students need more? So

will they be exposed to a British environment or often will they be exposed to an American environment etc. etc. [...]»

For the second data-based task, we told the participants that they had an option of using a new course book featuring recorded materials with different English accents (British English, American English, Indian English, West African English, etc.). We asked them if they would be happy to use this course book in their future or current classrooms. Additionally, we asked what reactions they would expect from their future or current students. Lastly, we asked the participants how they would introduce these materials, in case they planned to use them.

In short, the interviews aimed at finding out how the consenting participants identify themselves through their discourses.

#### *4.2 Data analysis*

The method of thematic analysis (Lemke, 1998; Willis, 2007) was used in order to analyze the data. The answers emerging from the data were thematically categorized and coded. Then, themes that were related to the research question were identified.

#### *4.3 Results*

The results of the study revealed interesting findings. Both pre-service and in-service teachers defined ELF as a ‘common language’ that was accepted in the world. They additionally defined English as a ‘language for communication’ in the countries where different languages were spoken, especially among people coming from different linguistic and cultural backgrounds. When asked to choose the best possible option among the given ones (ELF, English as an International language (EIL), EFL, English as a second language (ESL) or English as an additional language) to define their teaching context, all pre-service teachers chose EFL whereas all of the in-service teachers declared that it was an ELF setting.

For the question that asked participants to order four different definitions of an ideal English teacher from the most important to the least important, all PTs chose the one that said the ideal English teacher is the one who is ‘a native speaker with a pedagogical formation certificate’ as the most important one; in contrast, all in-service teachers chose the option that said the one who is ‘a non-native speaker with a pedagogical formation certificate’.

For another question in which the options were offered to make the



participants choose or define their own use of English, the answers that PTs gave varied but most of the in-service teachers (four of them) defined it as being 'near-native like'. Two of the PTs said it was like 'near-native', two 'non-native' and the last two chose 'other' but with a native-speaker reference, meaning they did not feel confident enough to choose 'near-native like' directly and explicitly. Instead, they gave some additional explanations or even 'excuses'. The following quotation might illustrate the point better: «I'm not fluent but I can derive the unknown words from context like a native speaker» (PT1).

When asked to define teacher identity, only one PT gave a more essentialist definition but almost all of the in-service teachers gave such definitions. Essentialist definitions emphasized fixed and set qualities such as gender, nationality, linguistic background, attitudes, beliefs, race, etc. Most of the PTs defined teacher identity as being innovative, self-critical, competent in terms of technological advancements and cultural issues, paying attention to students' needs, guiding, and improving himself all the time.

Answers to the question about the participants' opinion on the effect of the current status of English on teaching and learning of English were as follows. PTs emphasized mostly the developments of new methods and techniques such as the use of technology in the classrooms while in-service teachers highlighted that even though the importance of interaction and intercultural communication increased, new issues such as whose or which English to teach emerged. They all added that the standardized use of English or the Received Pronunciation (RP) is not the concern for the teachers and/or interlocutors any more. Both groups agreed upon the increasing importance of learning English and the rapid spread of English education as a result of the current status of English as a global and an international language.

Next, participant teachers were given a quotation uttered by an English language teacher in a discussion entitled what English to adopt as a teaching model. The teacher's expression reflected his ambiguity. He was lost and unclear and obviously did not know what guidelines to follow: American English or British English? He was desperately looking for an answer. Participant teachers were asked to help out the teacher and answer his question by considering their own students. Most of the PTs said that in their teaching they would adopt the English model based on their students' needs, differences between American and British accents should be taught because neither is superior than the other and a mixture of these two accents should be taught because they wouldn't know in what



contexts their students participate. Unlike the PTs, most of the in-service teachers said that different varieties of English in addition to British and American varieties should be shown to the students and in intercultural communication contexts, the adopted English does not matter and the difference between the accents is less clear both in educational contexts and among the users. The following quote by an in-service teacher will demonstrate the point better:

«My students being in an American or a British context is not important. I'd tell them that English is now an international language; therefore, it cannot belong to one region or culture. As a matter of fact, the language that they'll learn is a language that the whole world uses to communicate. It shows even some 'local' changes or varieties» (T1).

Lastly, the participant teachers were given a situation and what they would do in such a situation. The situation was having the option of using a course book including recorded materials with different English accents such as Indian and West African English in addition to British and American accents. Then, teachers were asked if they would use this course book with their students in the classroom. Three of the PTs answered positively but the rest answered negatively. One negative answer is as follows:

«No, I wouldn't use such materials. This situation might make my students confused and it might result in their using incorrect accents. I think my students would agree with me. I'd present the materials by eliminating them [accents that are not British or American]» (PT2).

On the contrary, all in-service teachers gave an affirmative answer saying that this would prepare their students to the outside world where English is *really* spoken. One affirmative answer is helpful in clarifying the point:

«Yes, of course. I'd start by asking [my students] to what extent different varieties of spoken English in the world are intelligible to them by the help of these listening texts» (T3).

To sum up, the following tables present the abovementioned results to clarify the bigger picture (see [Table 1](#) and [Table 2](#)).

*Table 1 – Results of the study: similar comments given by both PTs and in-service teachers*

PTs and in-service teachers
<ol style="list-style-type: none"> <li>1. Similar definition of ELF</li> <li>2. No ‘whole-persons’ definition of teacher identity</li> <li>3. Similar perceptions about the increased importance of English as a result of its rapid spread</li> </ol>

*Table 2 – Results of the study: differing comments between PTs and in-service teachers*

PTs	In-service teachers
Turkey as EFL context Ideal language teacher: native speaker with a pedagogical formation certificate	Turkey as ELF context Ideal language teacher: non-native speaker with a pedagogical formation certificate
Description of their own English: for most of them ‘non-native like’	Description of their own English: for all of them ‘near-native like’
Teacher identity: being innovative, self-critical, competent in the use of technology	Teacher identity: essentialist
Effects of current status of English: technology-related techniques and procedures in the classroom	Effects of current status of English: whose English to teach, how to teach skills such as speaking, what techniques to use
Teaching accents in English: American, British, or both	Teaching accents in English: all varieties
Presentation of different varieties in the classroom: for half of them ‘yes’, for the other half ‘no’	Presentation of different varieties in the classroom: for all of them ‘yes’

All in all, findings confirmed to the effectiveness of data-based task methodology (Borg, 1998) in raising the awareness of participant teachers on identity and ELF and these will be discussed in detail in the following section.

## 5. Discussion

The results have indicated that the participant teachers’ definition of ELF resembled earlier definitions of ELF as defined by theorists in the field (Jenkins, Cogo and Dewey, 2011). However, all of the PTs overlooked the fact that Turkey is an ELF setting, since they defined it as EFL setting. In contrast, all in-service teachers were aware of the fact that Turkey was

an ELF context. Surprisingly enough, PTs appeared to have the conventional view of their teaching context and they located it in the expanding circle complying with the traditional Kachruvian circles (Kachru, 1982). Although English in the expanding circle used to be defined as EFL, now it can be defined as the lingua franca among users with diverse linguistic and cultural backgrounds for a number of purposes, for example, business and education (Park, 2012). Our line of thinking is parallel to that of Park in that Turkey can be considered an ELF setting since English is used in business, education and similar domains.

All PTs' definition of ideal teacher consisted of a native speaker model of English so it could be linked to the misleading assumption of teacher education program that they were attending (Kamhi-Stein, 2004; Llorca, 2005). In most of the courses, ideal teacher model is presented to PTs while ELF use of English is only mentioned in only one course based on the course contents of the program that the PTs were attending at the time of the study <<http://yidio.acf.marmara.edu.tr/lisans-programi/ders-icerikleri/>> (last access 08.02.2016). As a result of our informal interviews with the instructor who offers this course; that is, *Approaches to English Language Teaching I*, it was found out that only two or three paragraphs are dedicated to ELF in the chapter based on the sociocultural factors of English learning and teaching. On the contrary, for in-service teachers, non-native teachers were the ideal teachers. This could be the result of master's programs that they already completed or the doctoral studies that they were pursuing at the time of the study. Not all but some doctoral programs in Turkey recently started to include courses to address issues related to ELF, World Englishes and so forth. When checked with the background information questionnaire, it was seen that all of the in-service teachers were attending such a doctoral program. One of the researchers of this article is the instructor who offers one of the area electives <[http://fled.boun.edu.tr/home/?page\\_id=38#Doctor%20of%20Philosophy%20Program](http://fled.boun.edu.tr/home/?page_id=38#Doctor%20of%20Philosophy%20Program)> (last access 08.02.2016) and she herself includes ELF-related issues to raise the graduate students' awareness. Yet, all participating teachers, both prospective and in-service, emphasized the importance of being certified and professional in the field. For them, either native or non-native, a teacher should be trained on the necessary skills, methods and approaches to be able to teach English properly. Pedagogical knowledge as well as content knowledge that can be acquired through undergraduate studies is of utmost importance for them. To wrap up, both groups believed that it was necessary for a person to hold a legal pedagogical formation certificate to be qualified as an ideal language teacher. Even

though this is the case, for PTs the ideal teacher is a native speaker whereas for in-service teachers being a native speaker is neither an obligation nor a necessary attribution. This, once more, highlights the importance of the content of teacher education and training programs as these programs clearly shape the perspectives of teacher candidates. The mentioned programs help teacher candidates and teachers either construct or co-construct their views about native/non-native speaker dichotomy or 'fallacy' as Philipson (1992) called it.

Similar to the findings of Pedrazzini and Nava (2013), almost all PTs (four out of six) shaped their professional identities in reference to native-speaker norms indicating that they were not aware that they were ELF users themselves, as discussed above. PTs' lack of ELF-awareness could be related to the curricula of teacher education programs since they lack pedagogical implications of ELF (Bayyurt and Sifakis, 2015). Sifakis and Bayyurt (2015: 471) asserted a comprehensive teacher education program involving «interested teachers in a critical reorientation of their beliefs toward English language teaching, learning and communication. This transformative framework informs what we call the 'ELF-aware' teacher education component». The results of the researchers' project showed that participant teachers' engagement with ELF-related issues helped raise their confidence as non-native speaking communicators and teachers.

When their definition of teacher identity was asked, most of the in-service teachers' definition of teacher identity had something to do with a more essentialist view of identity with a capital 'I'. They viewed it as something fixed, set and attributed. Essentialist views about what teacher identity is and what it means have tendency to look at it in terms of «wholeness, stability, a core identity, belongingness and homogeneity» (Le Ha, 2008: 12). PTs, on the other hand, focused more on the technical and cognitive aspect of teachers such as being equipped with technological skills and innovative ideas. Teacher identity definitions derived from both groups lacked the emphasis on the practices that concern the teacher as a whole person (Britzman, 2003; Olsen, 2008). Olsen (2008: 5) expressed that teacher identity framework «treats teachers as whole persons in and across social contexts who continually reconstruct their views of themselves in relation to others, workplace characteristics, professional purposes, and cultures of teaching». Neither group mentioned the situatedness of professional identities that are dynamic and open to change in relation to factors such as power relations, positioning with regard to others, social situations, and even inner conversations. Similarly, neither group demonstrated to have a non-essentialist view of teacher identity that involves becoming rather than being (Le Ha, 2008).

Additionally, when the current status of English and its effects on teaching and learning was discussed, it was seen that most of the PTs were more unaware on the teaching aspect of the ELF-informed or ELF-aware teaching of English language (Bayyurt and Sifakis, 2015; Seidlhofer, 2011; Sifakis and Bayyurt, 2015). Instead, their answers included innovations that entered the classrooms, supporting their definition of teacher identity. They expressed that the new methods and technology-related activities emerged as a result of the current status of English. For example, the use of blogs or wikispaces became more common teaching tools. Therefore, for them, teachers should keep up with the pace of these developments as part of their professional identities. Both groups acknowledged the rapid spread of English and said that this inevitable spread turned English into a *lingua franca*. However, in-service teachers' reactions and concerns demonstrated that they were more informed about the implications of the current status of English, especially in formal teaching settings, such as teaching pronunciation and teaching speaking. PTs had a narrower understanding of the current status of English delimiting it to the advancements and innovations in classroom techniques and procedures whereas in-service teachers looked from a broader perspective. For in-service teachers, how the ELF status of English affected classroom teaching, how some skills should be taught differently, whose English to teach, what techniques should be replaced with which ones were the main concerns. They tried to find answers to these questions as they thought aloud. This shows that understanding the ELF status of English is somewhat vague among PTs, again leading to the necessity of a more ELF-aware teacher education (Bayyurt and Sifakis, 2015).

Furthermore, most of the PTs adopted either American or British accents, or both, as a teaching model but not any other varieties in a given situation. They seemed to be indifferent to the other varieties of English other than American or British accents. Similar to the findings of Pedrazzini and Nava's study (2013), PTs in this study had worries about teaching their students incorrect pronunciation in English, which might result in their students' picking up the incorrect accent. Therefore, they were less eager to introduce different varieties of English to their English language learners. This shows that they cannot come up with another alternative yet. They were still operating under native-speaker norms. On the other hand, in-service teachers in the present study, unlike the ones in Pedrazzini and Nava (2013), did not mention any worries about their students' picking up wrong instances of language if exposed to different varieties of English.

In short, as discussed, the participant teachers had some understanding and acceptance of ELF at a theoretical level. However, working with data-based tasks showed that especially pre-service teachers shaped their professional identities in reference to a 'native speaker' model of English. It can be concluded that pre-service teachers will be training future ELF users according to a national view of English language teaching that takes the native speaker to be the present and future exemplar of English expression. As in-service teachers' answers explicitly indicated, being enrolled in a doctoral program that offers a course focusing on information and evaluation of ELF-aware pedagogy makes a difference in the perceptions of teachers. They were more informed and in return were more open to introducing other variables to their students. Additionally, their discourses revealed that they acknowledged that ELF offered new identity options for them professionally even though their definition of teacher identity still lacked non-essentialist, whole person, dynamic, and multifaceted aspects.

### *6. Implications*

The study has led to pedagogic implications about ELF in the area of teacher education. Teacher training programs such as Departments of ELT can contain more courses introducing different varieties of English, courses on ELF-awareness instead of emphasizing the native speaker teacher norms (Jenkins, 2007; Bayyurt and Sifakis, 2015). This would help non-native prospective teachers construct a new and a legitimate professional identity. Pre- and in-service teacher training programs should be organized to present and to familiarize practicing teachers with the new issues such as ELF. They should be shown how to reframe their current activities instead of replacing them. Bayyurt and Sifakis's (2005) pilot implementation of in-service ELF-aware teacher education program which involved teachers in reviewing the ELF literature, reflecting on their perceptions about related concerns, and developing ELF-aware lessons for their learners supported the point. Researchers put forward that in-service teachers can integrate ELF-aware instruction to a traditional EFL curriculum. Participating teachers in the project expressed that they strongly believed that their learners could gain from becoming ELF-aware, without this influencing the way EFL is taught in a country like Turkey. As seen, results of this project yielded promising findings. Therefore, a similar ELF-aware teacher education program, or at least one course or an area elective course, can be integrated in pre-service teacher training

programs in Turkey with the hope that this approach will be helpful for the prospective teachers, more importantly their learners, and even their wider social circle.

Additionally, in the beginning, pre-service teachers can be informed that they could start teaching a particular standard variety of English to their beginner level students; however, when the students reach a certain level of higher proficiency in English, they can be presented with ELF-related language teaching materials.

This study opens up a path for further research. It should be noted that this study was not a longitudinal one. It attempted to gather information about teachers' current self-perceptions, their definitions of themselves as professionals, and their discourses as revealed while working with ELF-data presented to them in the interviews. The limited time and scope of this study did not enable us to view teachers' identities as always becoming, as constructed through interaction and negotiation, or as positioned by the discursive practices of society. A further, larger, and a long-term study can be carried out to investigate the issue more deeply.

## *7. Conclusions*

This study aimed to find out how Turkish pre- and in-service teachers of English view themselves, construct their identities in the realm of ELF and how they do so in their discourses by reflecting on some data-based tasks. As Borg (1998) also suggested, data-based activities were used as a useful contribution to teachers' disclosure in this study. Participant teachers acted as if they were data-analysts and reflected more holistically while commenting on other teachers' classroom behaviors, beliefs, and ELF-related concerns. Raising participant teachers' awareness of language variation within a broader perspective such as ELF helped us gain an insight on how they defined themselves as teachers.

This study has led to the conclusion that all of the participant teachers seemed to be aware of the existence of ELF. However, unlike in-service teachers, pre-service teachers would not reflect an ELF-aware approach in their future classroom teaching. Furthermore, pre-service teachers were unaware of ELF as an identity option. We have a strong belief in that among the available identity options for non-native teachers of English in contexts like Turkey, ELF offers a more advantageous and useful alternative compared to the traditional identity options. ELF-aware teacher education instruction has the potential of providing teachers with a framework to



re-orient and transform their convictions. These re-orientations and transformations may result in raising their self-confidence as non-native speakers, communicators, more essentially as prospective or practicing teachers.

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