Chapter 20

A review of research on the influence of English as a Lingua Franca on English Language Teaching

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Abstract

In this chapter, a selection of studies on English as a lingua franca (ELF) and its implications for teaching and learning English are reviewed. The focus is on descriptive studies on ELF, research on learners' perceptions of ELF and teaching and learning in ELF contexts. In this respect, 66 studies published between 2000 and 2018 are summarised. These studies are reviewed in accordance with the description of ELF, students' beliefs and perceptions of ELF, ELF-awareness in English language classrooms. Our aim is to give novice researchers and researchers in the field of ELF and ELT a general idea about what ELF research entails and how it can be related to the teaching and learning of English. In the final section of the chapter, the authors make suggestions concerning future directions in ELF-awareness in ELT research.

Keywords: English as a lingua franca (ELF), students' perceptions of ELF, ELF-aware teaching/learning

1. Introduction

In recent years, extensive research on the pedagogy of English as a lingua franca (ELF) has been influencing the teaching and learning of English in the European contexts and beyond. This has created an opportunity for teachers and learners to conceptualize teaching/learning English from a critical perspective – i.e. as a tool for intra/inter-cultural communication in different world contexts. In their introduction to the 'The Routledge Handbook of English as a Lingua Franca', Jenkins, Baker and Dewey (2017) indicated that ELF research has been attracting the attention of scholars from many different but related fields of study for more than two decades. Since Kachru's (1985) geographical categorization of English in mid-1980s, in the inner, outer and expanding circle contexts, research on the codification of English, as well as its pedagogical implications, have been extensively carried out. In that respect, researchers designed studies that focused on teachers' perspectives on how to integrate a critical perspective into English language teaching (ELT) (Bayyurt

and Sifakis, 2015a, 2015b). As Bayyurt and Sifakis (2015a, 2015b) and Sifakis (2014) suggested the involvement of an ELF perspective in ELT can be considered as an opportunity for teachers and learners to conceptualize English through ELF lenses and be more successful in their English language use. In other words, they revise their views about teaching, learning and using a language that is not a foreign language anymore, but a global one, and focus on the actual use of English rather than its structural properties (Bayyurt and Sifakis, 2015a, 2015b, 2017; Rose and Galloway, 2019; Sifakis, 2014). Earlier work on ELF has focused on the linguistic characteristics of spoken ELF in various contexts by bi-/multi-lingual users of English (e.g. Cogo and Dewey, 2012; Firth, 1996; Gilner, 2016; Pitzl, 2012); the cognitive dimensions of ELF (e.g. Alptekin, 2013; Hall, 2013; Mackenzie, 2014; Mauranen, 2012; Vetchinnikova, 2015); a collection of ELF corpora – i.e. VOICE, ELFA and ACE – in European and Asian contexts (e.g. Kirkpatrick 2010; Mauranen, 2012; Seidlhofer, 2011); and pedagogical aspects of ELF – i.e. teaching and learning English in the outer/expanding circle contexts, including methodologies and materials used to teach English (e.g. Bayyurt and Sifakis, 2015a, 2015b; Bayyurt, Lopriore and Vettorel, 2018; Guerra and Cavalheiro, 2019; Lopriore and Vettorel, 2019; Sifakis *et al*, 2018; Siqueira and Matos, 2019)

English as a lingua franca has gained importance as an area of scientific enquiry in the late 1990s and early 2000s. The pioneers of the field – i.e. Jennifer Jenkins, Barbara Seidlhofer and Anna Mauranen – have directed the attention of many researchers towards establishing a firm connection of ELF research to already existing theoretical enquiries to highlight the importance of approaching ELF studies from a dynamic research-oriented point of view. Hence, while investigators in Barbara Seildhofer's research team were focusing on eclectic aspects of ELF discourse ranging from a collection of ELF corpora and their linguistic analysis to pedagogy of ELF, researchers in Jennifer Jenkins's research group were concentrating on the pedagogical aspects of ELF as well as its intercultural and cross cultural dimensions, to name a few. As Jenkins (2012) pointed out ELF was "virtually unknown even in applied linguistics/sociolinguistics/World Englishes (WE)" circles when she published her article entitled "Which pronunciation norms and models for English as an International Language?" in the English Language Teaching Journal in 1998. As research on ELF and its implications for ELF pedagogy expanded, researchers in the disciplines of ELF and WE recognized the significance of ELF and its increasing consequences for teaching and learning English.

Thus, this chapter aims at identifying and reviewing recent studies on ELF and English language teaching. Primarily, it hopes to provide essential information about these studies, such as the research methodology used, the topics and objectives of the research, and the findings. To do so, it was vital to determine the data collection instruments, the criteria for their selection and

the search items. In the following sections, these issues will be presented in detail.

2. Methodology

In this section, the selection criteria and the methodology for reviewing research papers on ELF, perceptions of ELF and its implications for an ELF-aware pedagogy will be presented. The literature review data were compiled from two major abstract/article/citation database. The first one was the abstract and citation database of peer-reviewed literature SCOPUS, and he second one was the online library of education research and information Education Resources Information Center (ERIC). Then, the following selection criteria of studies were established to categorize and summarize the selected articles. They had to be published in and after 2000 and written in English. Moreover, the selection could only include scientific articles and conference proceedings published in refereed academic journals, books and book chapters, while excluding book reviews, letters, responses, commentaries, editorial materials and unpublished PhD dissertations.

In the ERIC database, the following key terms were used to search for the key studies in line with the focus of this review:

- "English as a Lingua Franca" + "English language teaching";
- "English as a Lingua Franca" + "English language teaching" + ELF + ELT;
- "English as a Lingua Franca" + "language teaching" + English;
- "English as a Lingua Franca" + "language teaching" + English + ELF + ELT;
- "English as a Lingua Franca" + "language teaching" + English + ELF.

The use of the above search items led to a total of 840 studies in the ERIC database.

Moreover, the keywords "English as a Lingua Franca" + ELT were used in the SCOPUS database, resulting in 180 citations. After careful examination of the studies identified in the databases search, the first corpus of analysis was determined with 122 studies. However, due to the limitations of retrieving data from the studies and the overall purpose of this chapter, which is to find the most illustrative and significant areas of research in the field of ELF/ELT along the last two decades, the final corpus of this review consisted of 66 studies.

3. Major Topics of Research Conducted on ELF

Once the corpus of this study was identified and analysed, three main areas of research were recognized: (a) descriptive studies on ELF (25 studies); (b) students' perceptions of ELF (25 studies); and (c) teaching and learning in ELF contexts (16 studies).

3.1. Descriptive studies on ELF

After a thorough analysis of the selected papers, it was observed that the majority of studies focused on descriptive research. More specifically, the main aim of these studies was to identify the forms and functions of ELF communication. Björkman's (2014) study focused on identifying the communicative strategies used to ensure effective communication in ELF interactions. The participants of the study were university students, who took part in group activities in an academic context. Her aim was to provide a framework for the functions of the communicative strategies employed during these activities. Similarly, Hanamoto (2016) analysed verbal and non-verbal communicative strategies used in order to solve problems in understanding by students with low proficiency from Japan, Malaysia and Saudi Arabia in ELF interactions in a Japanese university. Kennedy's (2017) study also focused on communication strategies used in ELF interactions through the analyses of both the communicative goal of the interactions and the students' thoughts and feelings about the communicative exchanges. Another pragmatic aspect of ELF interactions was analysed by Kappa (2016), who investigated the overly affiliative interpretations across several contexts and combinations of interlocutors, while identifying the role of laughter whenever there was divergence among the interlocutors.

Focusing on the written production of Chinese university students, Ren (2016) analysed the pragmatic strategies used to solve problems in understanding in ELF emails. Kaur (2017) also investigated misunderstandings in ELF communication when she analysed the role of ambiguity in triggering miscommunication and how speakers dealt with the need to increase the explicitness of their communicative purpose. In an earlier study, Kaur (2012) focused on the use of repetition as a major interactional practice employed to pre-empty and solve understanding problems in ELF interactions. In a similar study, Weirong (2017) analysed the functions of ELF communication and compared the features of the discourse marker 'so' in ELF interactions and its occurrence in L1 English speakers' talk. Also focusing on specific forms of language use, Hall, Joyce and Robson (2017) conducted a study on the post-instruction acquisition of lexical-grammatical knowledge, more specifically the use of 'can you/could you' in email requests of an interlocutor in business

interactions with international colleagues – i.e. ELF communication. A similar study was conducted by Ji (2016), who examined non-standard lexicogrammatical features of ELF, such as non-standard use of prepositions, the omission of subjects, objects and copular verbs, grammatical disagreement, and similar, by Chinese speakers in China-ASEAN communication contexts. Through a corpus-based study, Wang (2017) investigated the effects of genre (i.e. lectures and seminars) and inter-disciplinary variation (i.e. Medicine, Social Sciences, Natural Sciences) on spoken ELFA (Academic Lingua Franca English), from the perspective of recurrent word combinations (four-word lexical bundles, such as 'I don't know if'). A similar study by Timyam (2018) examined how the use of verbal inflectional suffixes (present tense -s, past tense -ed and progressive -ing) by Thai learners of English deviated from native norms. Finally, Pitzl (2016) observed the creative use and variation of idioms in ELF interactions as features of transient language contact and of multilingual creativity.

Several other studies aimed at identifying phonological features of ELF interactions. O´Neal (2015a, 2015b) examined the relationship between consonant articulation and intelligibility. In both studies, he identified how consonant deletion, consonant insertion and consonant elision in cluster articulation (lexeme-initial, lexeme-medial, and lexeme-final) may affect mutual intelligibility in ELF interactions among Japanese university students. Matsumoto (2011) also focused on phonological issues of ELF by investigating how graduate non-native speakers of ELF in the USA successfully negotiated meaning in spite of possessing different accents. Other studies investigated to what extent sociolinguistic issues, such as, identity construction could be related to English language learners'/users' attitudes towards their accents in ELF communication. For instance, Sung (2016a) examined Hong Kong university students' accent preferences (i.e. native-like or having a local accent) based on identity-related and practical reasons. In his study, Sung also identified issues of intelligibility as the subjects' major considerations in their preference of accents. Likewise, Jenks (2013) analysed how participants in intercultural voice-based chat rooms gave and responded to compliments in relation to their language proficiency, accent and pronunciation, thus co-constructing their 'non-native' identities.

Another trend in ELF studies focused on written academic research articles. For example, Martinez (2018) compared corpora of native and non-native research articles in order to find ELF-based features in academic publications. Similarly, Farley (2018) compared articles written by native and non-native speakers and identified the types of changes that occurred in non-native

research articles so that they could be accepted for publication (i.e. justification for research, use of citations, structure of discussion, non-standard usage, etc.).

One central issue found in ELF research has to do with the role of the native speaker in intercultural communicative exchanges. Drljača Margić (2017) observed the behaviour of native speakers in ELF interactions, more specifically, how they accommodated their English when communicating with non-native speakers of English and what their attitude was towards language accommodation. Furthermore, Kimura (2017) perceived the linguistic identities in a dyadic institutional ELF interaction in the USA (a native speaker of British English and a native speaker of Arabic) so as to identify any discrepancy in terms of demonstrated linguistic superiority or cooperative orientations towards communicative effectiveness. Surveying a similar context, Björkman (2017) investigated possible power asymmetries in PhD supervision meetings. This study assessed linguistic competence and content knowledge as factors which could lessen the occurrence of power asymmetry between supervisors and supervisees in ELF interactions.

Finally, some other studies on ELF have aimed at conceptualizing ELF as legitimate discursive expressions of a community. To do so, Motschenbacher (2013) analysed several linguistic levels of English language – or ELF – use in Eurovison Song Contest press conferences, such as code-choice practices, participants' metalinguistic comments on the use of ELF, complimenting behaviour and relativisation patterns. Another study which sought to conceptualize the legitimacy of ELF was proposed by Ishikawa (2016), who suggested that ELF theories seem to be more effective than the World Englishes paradigm to legitimate the English spoken by a large number of Asians.

3.2. Students' perceptions of ELF

Remarkably, a large number of recent studies on ELF examined in this chapter aimed at identifying learners' perceptions, attitudes and beliefs towards ELF. The perception of Taiwanese students of the international scope of English as opposed to the view of the language associated with English-speaking countries and the consequences these different viewpoints bring to the classroom were observed by Seilhamer (2012). Carréra Szundy (2017) carried out a similar study through the analysis of Brazilian undergraduate students' points of view regarding language ideologies on ELF, in general, and on ELF in academic writing literacy events, in particular. Focusing on Japanese university students, Ishikawa (2017) identified their conflicting though mostly

positive attitudes towards ELF. More specifically, Ploywattanawong and Trakulkasemsuk (2014) also analysed Thai graduate students' attitudes towards the acceptability and understandability of ELF interactions. Some other studies explored learners' beliefs towards ELF within the context of study abroad experiences (Fang and Baker, 2018; Kaypak and Ortaçtepe, 2014).

Mystkowska-Wiertelak and Bielak (2014) proposed a distinct perspective when they examined Polish university students' awareness of ELF and their aims of following a native speaker target when learning English. In the same way, Polish secondary school students' preferences for adopting native and non-native models were analysed by Szymańska-Tworek (2013). Moreover, Xu and Van De Poel (2011) analysed Flemish university students' attitudes towards ELF, in general, and the nativeness/non-nativeness paradigm, in particular, based on their own experiences of language use in and outside the language classroom. The attitudes of university language learners in different ESP contexts towards ELF and ENL varieties were examined by Csizér and Kontra (2012). Using online communication activities between non-native speakers, Ke and Suzuki (2011) and Ke and Cahyani (2014) investigated Taiwanese learners' perceptions of ELF, the role of English, normative approaches to English language use and native speakers, as well as their identity as English language users.

Several other studies have focused on the learners' evolving identities within the ELF paradigm. Ke (2016) analysed how taking part in an online intercultural exchange with Japanese students influenced Taiwanese university students' linguistic identities. In a similar vein, Sung (2014a, 2014b) explored university students' perceptions of their affiliations with their local and global identities when interacting with people from different cultural backgrounds and first languages in Hong Kong. In another study that analysed identity issue in a multilingual and multicultural university in Hong Kong, Gu, Patkin and Kirkpatrick (2014) explored the negotiation of power relations and the creation of new relationships within ELF interactions. In addition to these studies, several others attempted to draw a relationship between students' identity constructions and their accent preferences in multilingual/multicultural contexts. Sung (2014c, 2014d, 2016b) provided examples of such studies by exploring university students' perceptions of their preferred identities and their fondness for accents in ELF interactions in a Hong Kong university setting.

Analysing students' attitudes towards native and non-native accents was also the aim of a number of studies on ELF. Stanojević, Borenić and Smojver (2012) explored the attitudes of Croatian speakers of ELF towards native and non-

native accents. Stanojević and Smojver (2011) had previously conducted a similar study on Croatian university students' attitudes towards their foreign accent, more specifically looking at how gender, their regional pride, and English proficiency played a role in their views of their learning goals, their language production and of non-native speakers. Also, Ren, Chen and Lin (2016) investigated mainland Chinese and Taiwanese students' attitudes towards phonological features of ELF. The subjects in this study expressed their opinions about following a native-target model of pronunciation as opposed to accepting their own local accents of English.

In a similar study, Devrim and Bayyurt (2010) investigated high school students' perspectives on native and non-native teachers and their use of English – e.g. their accents – in EFL classrooms in different regions of Turkey. They indicated that students' awareness of English as an International Language (EIL) or World Englishes could be helpful for the learners to be successful as English language users in their future encounters in English speaking contexts. Although Devrim and Bayyurt did not mention ELF in their study, EIL and ELF were identical constructs in their conceptualization of ELT. Finally, some other studies required students to react to different native and non-native accents: Hendriks, van Meurs and de Groot (2017) had multicultural students (French, German and Spanish) listen to samples of recorded speech with different degrees of accentedness (strong, slight and native), while Sung (2016c) examined second language students' reactions to being exposed to different accents of native and non-native English language speakers and the pedagogical implications of such practice.

3.3. Teaching and Learning in ELF Contexts: ELF-aware ELT

Another relevant area of research identified in the studies analysed in this chapter was the pedagogical implications of ELF in the language classroom. Murray (2012) proposed a framework based on three types of strategies so as to allow students to develop pragmatic competence in ELF communication. Aiming at language teacher education and development, Dewey (2014) discussed the consequences of incorporating an ELF perspective in English language classrooms. In his study, he suggested the adoption of a critical approach to language pedagogy and professional development based on practitioner-oriented research. The focus of the study was on the development of materials and tasks that reflected the use of English in ELF interactions. Kohn (2018) has recently proposed a social constructivist approach to understand ELF competence development. He suggested that teachers should be able to distinguish a 'strict' quasi-behaviouristic target language orientation

from an 'open' social constructivist target language orientation. He further illustrated that speaker satisfaction should be the yardstick for success in ELF communication. In addition, Kohn provided pedagogical case studies that employed video and chat exchanges to support the idea that acceptance and ownership of ELF use allows learners to develop their own non-native speaker identity. Proposing a pedagogical model of teaching English based on an approach of situated teacher praxis, Doğancay-Aktuna and Hardman (2018) suggested that teachers should rely on contextual needs for their pedagogical decisions on integrating a global Englishes perspective into their language classrooms. However, the authors stated that this can only be done after a careful consideration of the theoretical concepts underlying the development and use of global Englishes. Sifakis (2009) recommended an ELF curriculum based on the necessary skills for successful communication among non-native speakers. He also highlighted some challenges faced by EFL teachers in Greece and later provided an overview of the strengths of an ELF curriculum and its implications for teacher education.

In a similar vein, Bayyurt and Sifakis (2015a, 2015b) designed an ELF-aware teacher education model based on Sifakis's (2007) article on training EIL teachers and revealed that this kind of an approach gave more self-confidence to EFL teachers who for the first time in their lives heard about the merits of being a non-native English language teacher in the EFL classrooms (for a more detailed description of studies on ELF-awareness in language teacher education, see Kurt, Cavalheiro and Pereira, in this volume). Chan (2013, 2016) investigated the suitability of a World Englishes and ELF pedagogical pronunciation model in Hong Kong from a sociolinguistic perspective. The author suggested that a thorough analysis of the sociolinguistic, sociopolitical and socioeconomic context in Hong Kong becomes necessary before any attempt of implementing an ELF model is made. Hino (2018) proposed a paradigm of English as an International Language education which encompassed a joint World Englishes and ELF perspective in order to enable non-native users of English in the Expanding Circle context to communicate successfully in international exchanges.

Studies that have investigated the changes in English language teaching from an ELF perspective have also aimed at analysing and proposing different ways of using textbooks. Takahashi (2014) suggested that materials should reflect the actual needs of language learners considering the global role of English and its role as a lingua franca. However, Takahashi emphasized that, in current ELT materials, an ELF approach may not be evident. Therefore, it is important to highlight the significance of incorporating an ELF perspective in ELT materials

is vital for successful ELF communication. Yu (2018) has very recently proposed that although researchers have suggested ways to adopt an ELF-aware lingua-cultural approach to using and developing materials and activities, there has been little empirical evidence that shows these attempts have had an impact in the ELT classroom. This study aimed at verifying how native speaker-oriented materials were used in the EFL classrooms and further explored to what extent these materials and activities reflected ELF-awareness in ELT. Vettorel's (2018) study also aimed at verifying whether ELT materials that are used in Italian secondary schools included activities that raised ELF-awareness and promoted the use of communication strategies in intercultural encounters. According to Vettorel, communication strategies play a vital role in ELF communication and in such intercultural encounters, the interlocutors constantly negotiate and co-construct meaning through the use of several pragmatic strategies.

Investigation into the practices and perceptions of an ELF-based pedagogical perspective could also be found in Soruç's (2015) study, which surveyed 45 non-native English speaking teachers from 5 different expanding circle countries so as to observe their preference of an ENL or an ELF approach in ELT. Aiming at portraying an accurate real-life use of English in international communication, Jim (2018) examined first-hand experiences of several users of English in Hong Kong showing a diversity of contexts, problems and solutions for language use. Focusing on pre-service teachers' perceptions of teaching pronunciation, Lim (2016) investigated teachers' awareness of their own pronunciation, the perceived aims of teaching pronunciation, their approaches to pronunciation instruction and their attitudes towards ASEAN (Association of Southeast Asian Nations) ELF. Björkman (2011), on the other hand, proposed that the findings of ELF research be taken into account and integrated into EAP curriculum and testing. Acknowledging that ELF research has had significant implications for EAP instruction and testing, Björkman stated that, in order to provide a pluralistic and realistic perspective of the current use of English, the norms and standards employed in EAP should consider ELF usage. Finally, Reynolds and Yu (2018) reported on the results of the implementation of a learner-centred communicative ELF-based curriculum in a Taiwanese university administrative staff training program.

4. Research Methods used in ELF Studies

As far as the descriptive studies on ELF are concerned, the vast majority made use of qualitative research methods and tools. For example, Björkman (2014) analysed student talk in group work that took place in content courses

in detail. As a result of her analysis, she developed a framework of communication strategies in ELF interactions in university context. In another study, Hanamoto (2016) carried out a sequential analysis of verbal and non-verbal communicative strategies in interactive exchanges. Similar studies using qualitative methods can be listed as follows:

- video recordings of sharing information paired tasks and analysis of transcripts to identify the communicative strategies used (Kennedy, 2017);

- sequential analysis of audio-recorded conversations (Kappa, 2016);

- conversation-analytic procedures to identify understanding and clarity enhancing procedures (Kaur, 2017);

- conversation-analytic procedures in audio-recorded ELF conversations (Kaur, 2012);

- conversation-analytic method to examine a corpus of spoken interactions for phonological modifications (O'Neal, 2015a, 2015b);

- conversation-analytic study in a dyadic interaction (Kimura, 2017);

- conversation-analytic procedures to examine a corpus of recorded and transcribed naturally occurring speech followed by ethnographic interviews (Björkman, 2017);

- qualitative sequential analysis of face-to-face interactions (Matsumoto, 2011);

- use of Buysse's (2012) meta-functional theory of discourse markers to analyse the functions of 'so' in ELF and in native speech (Weirong, 2017);

- quantitative analysis of a corpus of transcribed academic lingua franca English (Wang, 2017);

- qualitative analysis of data collected from interviews (Sung, 2016a);

- membership categorization analysis of a corpus of voice-based chat rooms (Jenks, 2013);

- documents analysis of pragmatic strategies used in emails (Ren, 2016);

- analysis of academic writing of the use of verbal inflectional suffixes (Timyam, 2018);

- comparison between native and non-native English articles published in international journals (Farley, 2018; Martinez, 2018).

However, studies which investigated students' attitudes and perceptions of ELF were mostly built upon quantitative data collection tools, sometimes adopting a mixed method approach utilising both qualitative and quantitative tools to increase the reliability and validity as well as the generalizability of the results of their studies. Some of these studies utilizing quantitative and mixed (both quantitative and qualitative) data collection tools and their data collection tool(s) can be listed as follows:

- questionnaires (Csizér and Kontra, 2012; Ren, Chen and Lin, 2016; Szymańska-Tworek, 2013; Xu and Van De Poel, 2011);

- questionnaires and interviews (Ishikawa, 2017; Sung, 2016c);

- questionnaires and journals (Kaypak and Ortaçtepe, 2014);

- questionnaires, students' correspondence records, messages in forums, students' reflections and interviews (Ke and Chyani, 2014);

- questionnaires, messages in forums and students' reflections (Ke and Suzuki, 2011);

- surveys, interviews, diary study (Stanojević, Borenić and Smojver, 2012);

- qualitative analysis of Moodle interactions (Carréra Szundy, 2017);

- reactions to accents or language use (Hendricks, van Meurs and de Groot, 2017; Ploywattanawong and Trakulkasemsuk, 2014);

- qualitative analysis of face-to-face and email interviews and focus groups (Fang and Baker, 2018);

- interviews (Ke, 2016; Sung, 2014a, 2014b, 2014c, 2014d);

- written narratives (Sung, 2016b).

Finally, research focusing on the implications of an ELF-aware/ELF-informed pedagogy were mainly report articles which described original data aiming at stimulating further discussion and investigation in this field, or opinion articles that commented on the strengths and weaknesses of an ELF-aware/ELF-informed pedagogy such as the pedagogical implications of an ELF approach, propositions of materials and strategies, or professional development (Björkman, 2011; Chan, 2013; Dewey, 2014; Doğançay-Aktuna and Hardman, 2018; Kohn, 2018; Murray, 2012; Sifakis, 2009). Moreover, some studies attempted to discuss the suitability of an ELF-oriented pedagogical

model based on language users' attitudes identified in questionnaires and interviews (Chan, 2016) or examples of classroom practices (Hino, 2018). Studies that focused on textbook analysis (Takahashi, 2014; Vettorel, 2018) could also supplement data from questionnaires, classroom observations and interviews (Yu, 2018) in order to conduct an ethnographic inquiry into classroom practice. Conversely, studies that aimed at identifying attitudes towards ELF employed both quantitative and qualitative tools: questionnaires and interviews (Soruç, 2015), reflection reports and questionnaires (Reynolds and Yu, 2018), interviews (Jim, 2018), or interviews and classroom observations (Lim, 2016).

5. Findings of the ELF Studies

This section will briefly report on some of the most relevant findings of the studies on ELF mentioned in section 3. The structure of the presentation of these findings will follow the identification of the three main areas of research observed in the analysis of the studies compiled for this chapter: (a) descriptive studies on ELF, (b) students' perceptions of ELF; and (c) teaching and learning in ELF contexts.

Regarding the descriptive studies on ELF, Björkman (2014) listed the strategies frequently employed in ELF interactions: explicitness strategies, comprehension checks, confirmation checks and clarification requests. As for the communication strategies used when there are problems in hearing or understanding, Hanamoto (2016) explained that interlocutors employed multimodal resources other than language, i.e. verbal and non-verbal strategies, while also engaging in collaborative co-construction in ELF interactions. Moreover, Kennedy (2017) identified 11 different strategy types employed in ELF communication. The findings of the study revealed that different strategies were used among the participants who achieved a shared goal as compared to the ones who did not. Ren (2016) provided the strategies used by Chinese university students when dealing with misunderstandings in written ELF interactions (e.g. e-mails). They made metalinguistic comments, and pointed out misunderstandings by asking focused questions and adding metalinguistic comments. In Kaur's research on ELF interactions, when dealing with ambiguity, speakers enhanced the clarity of their message by using illustrations, descriptions, definitions, and comparison of similarity or dissimilarity (Kaur, 2017), repeating their speech, and by employing parallel phrasing, key word repetition, combined repetition and repaired repetition (Kaur, 2012). Furthermore, Weirong (2017) concluded that Asian ELF speakers used more tokens of 'so' than native speakers, especially when marking results, making conclusions, holding the floor, marking summary, opening a new section of discourse, and in shift-back and elaboration. Martinez

(2018) found out that research articles written by non-native speakers displayed a number of lexical items which were used considerably less by native speakers, if at all. Similarly, Ji (2016) observed that non-standard forms, such as lexical innovations; omission of subjects, objects and copular verbs; and grammatical disagreement, among others, existed systematically in high distance social talk by Chinese ELF speakers with high English language proficiency. Timyam (2018) explained that deviations in verbal inflectional suffixes among Thai advanced and upper-intermediate level ELF speakers were due to linguistic and functional causes. In his analyses of phonological modifications and intelligibility in ELF, O'Neal (2015a, 2015b) suggested that consonant elision in consonant clusters could diminish intelligibility and inserting an elided consonant into an unintelligible word could help re-establish intelligibility. Examining learners' perceptions of the relationship between accent and identity in ELF communication, Sung (2016b) found out that such link was extremely complex and that the interlocutors' preferences seemed to be made in relation to practical and identity-based reasons – i.e., to express their identity as competent users of English or to associate themselves with their lingua-cultural identities away from native speaker norms. Finally, Drljača Margić (2017) reported that native speakers made adjustments, such as enunciating clearly, using fewer idioms and speaking more slowly, when talking to non-native speakers so as to promote mutual intelligibility, show courtesy or help the interlocutors improve their English language skills.

   When considering studies which attempted to depict learners' attitudes and beliefs towards ELF, Carréra-Szundy (2017) clarified how Brazilian undergraduate students entextualized ELF language ideologies to (re/de)construct or reinforce "native-speakerism" in ELT. Moreover, Ishikawa (2017) noticed significant contradictions in Japanese students' attitudes towards their English although they showed appreciation towards ELF perspectives. On the other hand, Mystkowska-Wiertelak and Bielak (2014) observed that although many Polish students still strived to become native-like, the model of a successful bilingual was gaining grounds. In Ploywattanawong and Trakulkasemsuk's (2014) study on graduate students' attitudes towards ELF at a higher education institution in Thailand, the authors concluded that the features of ASEAN ELF that deviated from Standard English did not pose any threat to communication among the university students. Although this was the case, these features were neither accepted nor rejected by the participants of the study. Examining an ELF perspective in study abroad programs in China, Fang and Baker (2018) revealed that Chinese students believed they gained more understanding and awareness of intercultural citizenship outside the classroom. Also examining a study abroad context, Kaypak and Ortaçtepe (2014) reported that although Turkish exchange students changed their perspective from accuracy to intelligibility as a result of their exposure to ELF

interactions, they maintained their commitment towards learning native-speaker norms in the English language classroom. A similar conclusion was reached in Szymańska-Tworek's (2013) study, where students displayed the same kind of conservative attitudes towards Standard English and native speaker norms, and in Xu and Van de Poel's (2011) study, which stated that although Flemish students incorporated an ELF perspective in their intercultural communication encounters on a macro level, they maintained their loyalty to a normative perspective of English language on a micro level. In another study, Csizér and Kontra (2012) observed that besides a prevalent effect of ENL on the participants' beliefs about what communication in English entails, there was a positive reaction towards the impact of an ELF perspective in interactions in English. Reflecting on the students' experience in an online communication context, Ke and Cahyani (2014) found out that learners' tended to give less emphasis to accuracy (or grammaticality) when they adopted an ELF perspective in their written exchanges in English.

Sung (2014a, 2014b, 2014c, 2014d) indicated that English language learners in Hong Kong displayed a range of attitudes towards their local and global identities when engaging in ELF communication. The major findings of these studies highlighted the fact that while some students preferred their local or global identities, others valued their hybrid glocal identities. However, some students were able to report a sense of inferiority while interacting with native speakers together with some degree of ambivalence towards their identities as users and learners of English due to their desire to follow a native-speaker accent model and, at the same time, maintain some features of their own accent so as to display their lingua-cultural identity (2016b). Stanojević and Smojver (2011) and Stanojević, Borenić and Smojver (2012) observed that Croatian ELF users presented divergent attitudes to an identity as ELF users of English showing some tolerance towards a slight accent, though in some cases they had a negative attitude towards what they called 'bad' pronunciation. The Chinese and Taiwanese students in Ren, Chen and Lin's (2016) investigation shared some similar attitudes to pronunciation when they showed preference for native speaker accent although they believed their accents were intelligible and acceptable. In Sung's (2016a) study, Hong Kong university students displayed a somewhat ambivalent attitude towards being exposed to different English accents. While several participants seemed to be aware of the importance of being exposed to native as well as non-native accents of English, there were some concerns about the pedagogical and practical validity of such activities.

Finally, among the studies that examined the pedagogical implications of ELF for ELT, Yu's (2018) investigation into classroom practices conducive to developing an ELF-aware pedagogy concluded that there was still prevalence of native-speaker based textbooks and materials. Regarding teachers' attitudes

towards ELF, Soruç (2015) observed a strong preference for ENL norms among teachers from five different expanding circle countries. Reynolds and Yu (2018) reported on a learner-based communicative ELF-informed curriculum that allowed students to develop a lingua franca ideology of communication. As a consequence, learners improved their communicative competence and willingness to speak English in lingua franca contexts. Finally, several other studies on ELF-awareness and its pedagogical implications did not provide concrete findings as they were mostly aimed at providing models of incorporating global Englishes into the English language classroom, suggesting an ELF curriculum or strategies to develop an ELF framework, or re-examining current methodologies and materials (Björkman, 2011; Chan, 2013, 2016; Dewey, 2014; Doğançay-Aktuna and Hardman, 2018; Hino, 2018; Murray, 2012; Sifakis, 2009; Takahashi, 2014; Vettorel, 2018).

6. Conclusion

In this chapter, selected studies on the involvement of ELF in ELT published over the last two decade—66 studies published between 2000 and 2018— were summarized. These studies were grouped as those regarding descriptive analyses of ELF, students' perceptions and beliefs towards ELF, and pedagogical implications of employing an ELF-aware/ELF-informed perspective in the language classrooms – i.e. teaching and learning in ELF contexts. By providing detailed and useful information about these studies, such as their scope and aims, their research methodologies, and their major findings, we hope to inspire novice and experienced researchers to do further studies on ELF involvement in English language teaching and learning.

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