

TURKISH STATE ELEMENTARY ENGLISH LANGUAGE TEACHERS' OPINIONS AND PERCEPTIONS OF THE CHANGES WITHIN 4+4+4 CURRICULUM INNOVATION IN THE LIGHT OF THEIR AWARENESS OF 'ENGLISH AS A LINGUA FRANCA'

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Abstract

The current study aims to investigate Turkish state elementary EFL teachers' opinions and perceptions of the changes within 4+4+4 curriculum innovation in the context of their awareness of 'English as a Lingua Franca'. With the intent of understanding whether new learning model for English has created the anticipated transformation in the field from English teachers' eyes, mixed-methods methodology is followed in the current study. In that interviews were performed following questionnaires, a sequential explanatory design is adopted. The questionnaire was implemented to 167 participants among whom 14 EFL teachers were chosen for semi-structured interviews. Quantitative data obtained from questionnaire survey were analysed via SPSS v.15.0 while content analysis was preferred for semi-structured interviews questions. The findings obtained indicate that despite their familiarity with the fact of globalisation and its impact on English language teaching, Turkish EFL teachers regard 'native speakers' and the related elements as a target supposed to be reached. Having known the ultimate target of the new model is to provide with the use of English for communication, EFL teachers think that redesigned curriculum and coursebooks enable this in turn creating the expected impact compared to the previous periods. However, EFL teachers believe that new model and coursebooks do not serve for the purpose of 'English as a Lingua Franca' in terms of not including various Englishes, listening activities enabling the introduction of different English accents and language activities displaying different uses of English in various cultures.

Keywords: 4+4+4 curriculum innovation, English as a lingua franca, teachers, teaching English as an international language, awareness

1. INTRODUCTION

As the 17th largest economy of the world, Turkey has been cognizant of the fact that the more it has invested in education, the more it becomes developed. In that respect, it would be true to say that growing up 'human capital' who can generate, use and interpret information, technology and other sources to the benefit of themselves and the society is the impetus behind Turkey's target development. With this in mind, many important steps have been taken to redesign current education system such as to make it adaptable to the 'knowledge economy'. That is to say, productivity, analytical thinking, versatility, communication skills on

an international level and using knowledge practically have emerged as the new qualifications expected to be acquired through education. In accordance with this emerging situation have come educational reforms, new methodologies and practices all over the world. It goes without saying that foreign language education has its share from the abovementioned developments given the fact of globalisation and the status of English as a Lingua Franca (ELF)..

Starting its journey as a language of a powerful colonizer, Britain, English served the first and foremost purpose of globalisation which is being economically powerful in transnational borders. The related literature (Crystal, 2003; Graddol, 2006) indicates that the combination of strong historical roots and economic factors facilitated English's work in the way of being global language in other fields as well. On the other hand, Pennycook (2003, p. 521) highlights time independent and non-spatial nature of English language with the term 'linguacape' in order to "capture the relationship between the ways in which some languages are no longer tied to locality or community". Crystal (2000) further goes on to say that "...no one 'owns' English now. Although there was a time when the British 'owned' it, through its historical connection, English is now used in so many places by so many people that it no longer has a single centre of influence".

In this global spread of ELF, Turkey's position is relatively bleak as will be evident from a large body of research concerning the low English proficiency status (British Council & TEPAV, 2013; EPI, 2015). In an overview of the reasons lying behind, "English as a lesson" fallacy leads the way. Concomitant to this, grammar-focused language lessons, teacher-centric classroom activities, teachers' beliefs, experiences and the lack of materials, classroom practices and the failure to meet the needs of students are some of the findings published in recent studies and reports.(Koru & Akesson, 2011; MONE, 2013; Paker, 2012).

Aiming to compensate for the above deficiencies, Turkish authorities performed 4+4+4 educational reform in 2012-2013 academic year. Attributing economic, political and social progress of the society to Turkish citizens' ability to communicate in English on an international level (MONE, 2013) English curriculum revised within '4+4+4' starts English instruction at the 2nd grade of primary school in line with the huge amount of work on the positive impact of teaching foreign language at an early age (Corblin & Sauvage, 2010; Abrahamson, 2007). Referring to the meaningful use of the language to interact with others, the concept of 'teaching English as communication' has gained importance. In this sense, action-oriented approach enabling students to learn English such as to use it in meaningful ways forms the basis of this new curriculum. An additional factor with respect to the new model is the appearance of three concepts of the Common European Framework of References (CEFR) including autonomy, self-assessment and appreciation for cultural diversity, the requirement of speaking English as a lingua franca as well.

With these goals in mind, this study seeks to find out whether 4+4+4 education reform has created the anticipated transformation in ELT by looking at the issue from the eyes of English teachers who function as the strongest link of any curriculum innovation process in that "it is the teachers who reflect on change, absorbing and manipulating new ideas and developments" (Ekiz, 2004, p. 41).

1.1. The Rationale of the Link Between '4+4+4' and 'English as a Lingua Franca'

In spite of the existence of explicit references into the CEFR in the new model, it is not possible to see the same scene when it comes to the concepts of EIL/ELF. Despite this contrasting picture, the current study was dedicated to shed light on EFL teachers' opinions of the new English learning model by taking their awareness of EIL/ELF into account. Here below are some of the reasons.

1 Given the ultimate target of 4+4+4 curriculum innovation is to provide a high quality public education for Turkey's elementary and secondary students (Ministry of National Education, 2013), this requires today's students to follow worldwide developments such as to use them to good account of Turkey and Turks, for which English competency is a key word. Second, ELT should undertake growing up citizens who have enough English proficiency to express themselves and understand their interlocutors. That is, students' practical needs should be guaranteed with the given language education. Now that those language needs and the profile of the potential interlocutors have further changed with the use of English in a variety of demographic, contextual and situational senses, it becomes impossible for the domain of ELT not to be affected by this emergent fact and its ultimate result, that is the concept of using EIL/ELF.

2 As mentioned earlier, teaching of English as a school subject is one of the issues MONE directs at criticism towards EFL teachers. By means of 'a school subject', the implied is the presentation of everything related to that language rather than enabling its meaningful use when needed. This being the case, it is not abnormal to see the maintenance of traditional habits in language teaching and to witness teachers' attachment to native speaker idealism and the related elements. They could not be blamed on teaching some grammatical rules although they are no longer irrevocable in communication. That is, it would be unfair

to judge EFL teachers who have neither heard ELF nor recognized the philosophy and pedagogy of EIL and many other things they are unaware except for a cliché i.e. English is an international language of science, technology, education in turn being taught. As for the ones who are knowledgeable, to what extent they behave and teach in line with the necessities of EIL/ELF awareness and whether the so-called recognition serves for the ultimate purpose of MONE are waiting to be answered, which has required me to investigate EFL teachers' opinions of the new curriculum by considering their EIL/ELF familiarity.

3 The fact that Turkish MONE did not include 'EIL/ELF' phenomena in the new model does not necessarily mean that it is completely purified from 'EIL' characteristics. With particular references into the action-oriented approach, communicative nature of English, appreciation for cultural diversity and intercultural competence, the new curricular model serves for the purpose of EIL pedagogy besides the CEFR, which is a crucial link between 4+4+4 curriculum innovation and 'EIL' phenomena.

1.1.1 Teaching of English as an International Language (TEIL)

"There is no single way of teaching English, no single way of learning it, no single motive for doing so, no single syllabus or textbook, no single way of assessing proficiency and, indeed, no single variety of English which provides the target of learning". Referring to the diversification, plurality and dynamism coming into question in English language education, Graddol's (2006, p. 82) above quote could also be regarded as the core of TEIL, which is the result of 'EIL' phenomenon seeing "English, with its pluralised forms is a language of international and intercultural communication."

Given "the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second and foreign language" (McKay, 2002) the need for a changeover in English teaching has become unavoidable. That being the case, it is indispensable to look at the philosophical core of TEIL, which in McKay's (2002) words, is "it is the users' cultural content and their sense of the appropriate use of English that should inform language pedagogy". And yet, the hegemony of native speaking English countries, residents of inner circle, their rules and standards automatically stop being a target to be reached and imitated in language training. The deviation from native speaker norms has brought forward recognition of the pluralism and variety in English use. In other words, the fact of English for communication across different contexts and cultures with a multitude of native and nonnative speakers is the vision of EIL pedagogy.

Another issue required to be underscored within the shift from traditional native speakerism to linguistic diversification is intelligibility which is thought to be affected by listeners' attitudes to accents, besides accommodation process and adjustment of speech such as to be intelligible (Seidlhofer, 2011). Pedagogically, this means that students should be exposed to a variety of English accents as much as possible in order to make them familiar with the varieties of English, which is critical in maintaining negotiation with EIL speakers. Similarly, they should no longer be forced to produce the sounds in the same way with native speakers. Instead, teachers should be aware of the differentiation between the sounds that students hear and sound as also stated by Bayyurt and Altınmakas (2012) who handled intelligibility within the scope of sound reception & production besides Walker (2010) defining it as 'being able to manage different sound features for reception and production'.

To mention the third major issue affected by the changing perspective of intelligibility, it is teaching culture which aims to provide Intercultural awareness, in turn, acceptance towards different cultures (Briguglio, 2005) besides contextsensitivity, namely, making students learned and respected their own local values and cultures. As with in the teaching of various English accents, redressing the balance between the global and local such as to complement each other is the strategy in teaching culture, which has also manifested itself in the content of teaching materials.

Not perplexingly, international target culture materials (Cortazzi and Jin, 1999) including global themes and a variety of native and nonnative characters have replaced with traditional ones which are far from 'acknowledging the increased use of English among non-native speakers of English' (Matsuda 2012a, p.171).

2. METHODOLOGY

Both quantitative and qualitative traditions were followed in the current study. The general framework of the status quo was initially drawn through questionnaire. Given the present study was to explore the meanings that EFL teachers attributed to 4+4+4 curriculum innovation (Punch: 2005) it was inevitable to interpret their opinions, experiences and feelings which would likely to specify their attitudes of the under-researched phenomenon as well. Along with the aforementioned reasons, the compatibility of questionnaires with

interviews was the rationale for using a mixed-methods research in the present study. In respondent selection, a strategy of non-probability sampling was employed. As stated by Creswell (2012, p.145) in non-probability sampling, individuals are selected due to their availability, convenience and characteristics which the researcher seeks to study. Concomitant to this, convenience sampling was used in this study in order to reach as much participants as possible. Dörnyei (2007) describes convenience sampling as “the most common sample type in which the participants are selected as long as they have the criteria including geographical proximity, availability at a certain time, easy accessibility or the willingness to volunteer” all of which make the researchers’ job easier.

2.1. Participants and Setting

Given the coverage zone of ‘4+4+4’ is state-owned schools in Turkey, the participant profile of the current study makes up of EFL teachers teaching at the first and second level (2nd, 3rd, 4th, 5th, 6th, 7th, 8th grades) of state-run elementary schools in 2015-2016 academic year. In order to achieve a broader understanding of the issue, participants from seven regions of Turkey were asked to share their opinions through questionnaire. More specifically, 167 EFL teachers from 32 different cities participated in this study. To mention about the gender profile of the sample, female participants statistically got an edge over. With 124 people, females are seen to be well ahead of the males (N=41). As for the sample profile of the interview procedure, 15 EFL teachers working at state primary schools in Erzincan participated in the study. The rationale for selecting all of the interviewee from the same city is geographical proximity which made it possible for me to accelerate the research by conducting interviews in my hometown. Graduated from the department of ELT, all of the respondents were female aged between 22-35. In addition to the convenience of the researcher, voluntary basis played an important role in the selection of interviewees.

3. FINDINGS & DISCUSSION

Table 1. EFL Teachers’ Awareness of Globalisation and Its Impact on English Use

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	I know enough of the effects of globalization on Turkey	41 (24,6%)	94 (56,3%)	22 (13,2%)	6 (3,6%)	4 (2,4%)	3,97
2	I am aware that English used as a lingua franca in a number of fields (education, technology etc) in the world has an international power	134 (80,2%)	28 (16,8%)	3 (1,8%)	1 (0,6%)	1 (0,6%)	4,75
3	I can recognize the differences among the uses of English as native, second and foreign language	106 (63,5%)	49 (29,3%)	6 (3,6%)	3 (1,8%)	2 (1,2%)	4,53
7	I know that people speaking EFL and ESL outnumber the ones who speak it as a native language	76 (45,5%)	57 (34,1%)	24 (14,4%)	6 (3,6%)	2 (1,2%)	4,2
8	I am knowledgeable about the impact of globalisation on English language education system	42 (25,1%)	78 (46,7%)	33 (19,8%)	9 (5,4%)	4 (2,4%)	3,87

As seen in table 1 above, a great majority of EFL teachers (N=135; M=3,97) answered in a positive way when asked whether they know enough of the affects of globalisation on Turkey. In parallel to the heightened awareness regarding the influence of globalisation on Turkey, a very high percentage of participants (97%) ‘Agreed’ with the fact that ‘English used as a lingua franca in a number of fields (education, technology, economy) in the world has an international power’ (Item 2).

While one important effect of globalisation is the worldwide use of English as a common language in a number of fields, another significant one is its use for different purposes by a growing number of people. Given English is both an indigenized language and a lingua franca among people with no common back

ground, culture and language, it is very natural to see the differences in its use which provides the basis for EIL pedagogy as well. With an attempt to understand whether participants recognize those differences available in English use, the third item was posed. As seen in table 1 above, 155 EFL teachers displayed a positive stance. Similar to the study conducted by Karakaya & Hatipoğlu (2017), Turkish EFL teachers are seen to be familiar with English varieties and the characteristics of using EIL such as the losing importance of native speaker norms versus diversity and Intercultural Communicative Competence with the decrease in people speaking ENL.

The decline in native speakers has reached such a point that it is now less likely for nonnative speakers to face with them. Seeking to understand whether ELF teachers are aware of this situation, item 7 was included in the questionnaire. Statistical values as to this item supported the above argument. That is, 79,6% of the participating teachers stated that they *strongly agree* or *agree* (N=133) with the fact that people speaking EFL and ESL outnumber the ones who speak it as a native language. Teachers recognition of this emergent fact is significant in pedagogical terms. Now that they are aware of this fact, ELF teachers most probably do not teach English by following the *cliche* of 'native speaker proficiency'. Their awareness of the numerical supremacy of nonnative speakers over natives is likely to promote them to teach EIL with its varieties, differences and pluricentric nature instead of taking the native speaker proficiency as a model or a target as it was once.

Table 2. EFL Teachers' Awareness of World Englishes, ELF and EIL

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
4	I am knowledgeable about what pluriculturalism means	47 (28,1%)	94 (56,3%)	15 (9,0%)	8 (4,8%)	2 (1,2%)	4,06
5	I know that people speaking varieties of English (e.g. Singaporean English) pronounce some sounds ('th' /θ/ and /ð/) differently from native speakers	82 (49,1%)	66 (39,5%)	11 (6,6%)	6 (3,6%)	1 (0,6%)	4,33
6	I am aware that recognition of cultural diversity makes it easy to understand the varieties of English (e.g. Indian English)	69 (41,3%)	73 (43,7%)	15 (9,0%)	7 (4,2%)	2 (1,2%)	4,20
9	I recognize that English words gain different meanings varying by the context it is spoken.	66 (39,5%)	77 (46,1%)	17 (10,2%)	4 (2,4%)	3 (1,8%)	4,19
10	I know how L1 affects one's English accent	106 (63,5%)	55 (32,9%)	4 (2,4%)	1 (0,6%)	1 (0,6%)	4,58
11	I have knowledge about the concept of World Englishes	32 (19,2%)	57 (34,1%)	35 (21,0%)	26 (15,6%)	14 (8,4%)	3,40
12	I am enough informed about the existence of different English accents	48 (28,7%)	73 (43,7%)	26 (15,6%)	13 (7,8%)	4 (2,4%)	3,90
13	I have knowledge about the content of 'plurilingualism'	38 (22,8%)	78 (46,7%)	32 (19,2%)	13 (7,8%)	6 (3,6%)	3,77
14	I am aware that difference in pronunciation between native and nonnative speakers of English affects mutual intelligibility	60 (35,9%)	80 (47,9%)	18 (10,8%)	5 (3,0%)	4 (2,4%)	4,11

Drawing attention to the pluriculturalism, that is the core of the WE, ELF & EIL, item 4 mostly took positive opinions from teachers. As provided in table 2, 'agree' option received a percentage of 56,3 which was followed by the percentage of 28,1 'strongly agree' answers. This finding is consistent with the findings of the third item in previous section, in which a high number of teachers stated that they knew differences among various uses of English which, to some extent, related to the diversification in cultures that English has been in use. To verify teachers' positive remarks regarding their knowledge about those differences, the fifth item is a concrete and specific example. The frequency of teachers *agreeing* with the above item was 148, while indecisive teachers received the second high frequency (11 teachers). The majority's preference for 'strongly agree' and 'agree' options indicate that teachers know in which ways English use diversifies among speakers of English varieties.

Although it is not clear whether participants know the underlying reason of such phonological differences among WE, answers given to item 10 give a point of view as to teachers' awareness of this issue. The affirmative responses given to this item comprise 96,4% of the whole answers. The findings show that teachers are mostly aware of the impact of one's mother tongue on his English accent. Although this is not enough to say that teachers' positive answers as to the differing pronunciation of 'th' sounds was an informed choice caused by being knowledgeable about the absence of 'th' /θ/ and /ð/ sounds in those speakers native tongue, it is probable that they do not expect from their Turkish learners to pronounce those sounds as they are articulated within inner circle.

The above results are consistent with a substantial body of literature which have attributed the emergence of WE partly into the native language of those speakers using varieties of English. An additional factor with regard to the occurrence of those varieties is the acculturation of English in the communities it has been in use. This means that varieties of English used in those communities reflect their culture. With the intend of measuring EFL teachers' awareness of the relation between culture and the varieties of English, they were asked to declare their opinions as to 6th item. A total of 73 out of 166 valid responses were in the direction of 'agree' while 69 teachers marked 'strongly agree'. While 9 participants held a negative attitude 15 respondents remained indecisive.

With the purpose of gaining a deeper insight as to teachers' awareness of the impact of culture on language use, item 9 was incorporated into the questionnaire. As founded previously, the majority of participants (143) indicated a preference for *agree* and *strongly agree* options in a way to account for 85,6% of all responses. As for the least frequently marked choices, *strongly disagree* (2 participants) was followed by *disagree* (7) and *undecided* (15) options. The results obtained from this item and the former one support the conclusion that state primary EFL teachers are knowledgeable about the affects of culture on the varieties of English, as evidenced by their knowledge about some English words gaining different meanings varying on the culture that it has been used. It seems clear that participants mostly know how and in which ways speakers of the varieties of English differ from each other. In this sense, it would be not wrong to say that they are knowledgeable about some characteristics of WE.

However, the findings of item 11 do not seem to support the above findings as much as it should be. While the percent of participants showing a positive stance is 53,3; the rate of respondents giving opposite answers is 24%. As illustrated in table 2 above, there is a slight difference among positive and negative/neutral answers. When compared to the aforementioned findings which statistically indicate that teachers largely know about differences in WE, it is interesting to see that nearly half of them did not give positive response regarding their knowledge about its meaning. Given teachers recognize that there are some other varieties of English except British or American, one explanation of the the above inconsistency may be their infamiliarity with the concept of WE terminologically which is the name of all those varieties of English.

Regarding teachers' awareness of the presence of English varieties, results of item 12 can be shown as an evidence. Of 164 participants who responded to this item, 121 choose *strongly agree* or *agree* which constituted for 72,4% of all answers. While 26 teachers (15,9%) expressed reservation as to this item, relatively few people gave negative answers, the ratio of which was 10,3 in percent. Based on these values, it is true to say that participating teachers are mostly enough informed about the presence of different English accents which is pedagogically encouraging. It can thus be suggested that they are sensitive about making students familiar with those accents instead of teaching only native accents known as RP, Oxford English etc. which should no longer be the target of language learners in today's world.

Considering cumulative number of people speaking English with non-native accents, it becomes even more important to gain awareness of them particularly for "plurilingualism". Referring to 'be able to do things with the language', *plurilingualism* is the common point of EIL pedagogy, the CEFR and worldwide curriculum

innovations including 4+4+4 in Turkey, too. Now that *plurilingualism* is a key fact of the latest curriculum innovation, it is critical to see whether teachers are aware of this term and its importance. In this respect, they were asked to report if they have knowledge about the content of 'plurilingualism' (*item 13*). The mean score for this item was 3,77 meaning that a good number of teachers (N=116) indicated a preference for *Agree* (46,7%) or *Strongly agree* options (22,8%).

Given the use of EIL refers to the possibility of interaction not only nonnative but also native interlocutors, it is critical for students to be taught about the problems which are likely to affect mutual intelligibility in their communication with NS-NNS. With the intend of seeing whether teachers know this fact, they were asked to indicate their opinions as to 14th item. A general look at the values in table 2 above indicated that a very high frequency of teachers agreed (80) or strongly agreed (60) with this fact, which is an encouraging finding. Now that they are aware of the impact of differences in pronunciation on mutual intelligibility, teachers are most likely to teach students in which ways these differences may lead to breakdown in communication, thereby increasing students' awareness as regards the points they should take into account while communicating with native and nonnative speakers.

Table 3. EFL Teachers' Opinions Regarding New Textbooks

English textbooks renewed within 4+4+4 education reform							
	Items	Strongly Agree	Agree	Neutral	Disagree	Disagree Strongly	Mean
1	Have contents which reflect Englishes except for British and American English	3 (1,8%)	22 (13,2%)	28 (16,8%)	66 (39,5%)	47 (28,1%)	2,20
4	Address students' level in terms of the instruction of topics e.g. science, natural forces etc	11(6,6%)	101 (60,5%)	32 (19,2%)	11 (6,6%)	12 (7,2%)	3,52
8	Involve listening activities which enable me to introduce students various accents e.g. Arabic.	4 (2,4%)	14 (8,4%)	20 (12,0%)	62 (37,1%)	66 (39,5%)	1,96
14	Involve activities which show different uses of English e.g. lexical in various cultures.	1 (.6%)	12 (7,2%)	21 (12,6%)	71 (42,5%)	62 (37,1%)	1,91
3	Involve elements which enable me to increase students' cross-cultural awareness	7 (4,2%)	57 (34,1%)	41 (24,6%)	45 (26,9%)	17 (10,2%)	2,95
2	Allow me to create a meaningful link between students' daily life and things they learned in class.	12 (7,2%)	74 (44,3%)	30 (18,0%)	34 (20,4%)	17 (10,2%)	3,17
10	Prepare students to use English beyond classroom	13 (7,8%)	36 (21,6%)	44 (26,3%)	43 (25,7%)	31 (18,6%)	2,74
16	Display students situations in which communication strategies e.g. repetition are used	12 (7,2%)	50 (29,9%)	36 (21,6%)	52 (31,1%)	17 (10,2%)	2,92

Findings of the 1st item are such as to confirm some of the assumptions related to the revised coursebooks. As aforesaid, the content of new English textbooks do not serve for the purpose of displaying varieties of English. By means of *the varieties*, the intended is not to teach WE and all diversifying aspects of English use worldwide. In accordance with the use of ELF, the expected thing is to make students familiar with this fact by showing several English accents, examples of various Englishes and notable differences in English

use. As is clear from the mean score ($M=2,20$) for the above item, the majority of participants (67,6%) denied the inclusion of other Englishes beyond British and American English in new textbooks.

Based on these results, the first thing to be inferred is that students could not understand the logic of WE, if they are not provided for examples proving that English is not used similarly in everywhere. This indirectly means that they could not see the impact of culture and other native languages on English as well. If so, there is no reason for them to be respectful to other English speakers who belong to various cultures and languages. At the end of the day, native speaker fallacy is indispensable for them which is diametrically contrast with the fact of EIL/ELF. Given course books are indispensable part of any curriculum reform in providing terminal behaviour in students, the above picture is not a pretty sight. What is worse, it is open to discussion whether MONE is aware of this situation and specifies awareness of the varieties of English as the intended learning outcome. The findings obtained from frequency analysis of 14th item are such as to enforce the above doubt. Of the 167 valid responses, the most frequently marked choices were *strongly disagree* and *disagree* the total of which was 133.

Another item having a very similar pattern of responses is item 8. When asked to indicate their opinions as regards this item, a vast majority of participants (76,6%) gave negative answer as table 3 above presents. Whilst 18 teachers confirmed the inclusion of listening activities in various English accents, 20 people did not state any idea. Considering the number students who have difficulty in understanding different nations' English accents as reported by Jenkins (2009) too, the above finding is, in fact, not surprising. In any case, considering the status of EIL and Turkish students' high possibility of using English with nonnative speakers, this result needs to be scrutinized. If they do not understand different English accents, how they can communicate internationally is an important question waiting to be answered. Having revealed that new English textbooks are not efficient in displaying various Englishes, the findings above may again be attributed to MONE's unawareness as to the practical benefits of being knowledgeable about the sociolinguistic background of English language on using and speaking it internationally besides seeing its importance.

While MONE could not show great performance in reflecting various Englishes, it is not possible to make the same comment for cultural differences. Having put emphasis on the improvement of intercultural competence and tolerance of cultural diversity, MONE revised available textbooks in a way to increase students' cross-cultural awareness. In order to look at the issue from teachers' perspective, their opinions of the 3th item was questioned. Even if there is not a sharp difference between participants favouring the idea and rejecting it, the number of teachers indicating a preference for *strongly agree* and *agree* (64 people) is more than others. In consistent with the findings of above one, 17th item also took high number of affirmative answers (73 people) whereas the number of participants having opposite statement was comparatively less. These findings suggest that in general new textbooks work out in increasing students' appreciation for cultural differences, thereby making them sensitive to these differences.

Fortunately, the aforementioned hopeful picture is valid for other targets that MONE wants to accomplish through curriculum innovation. As mentioned before, driving force behind 4+4+4 curriculum change is to promote real use of target language. That is, students are supposed to practice the things they learn in class. It goes without saying that association of learners' real life with the learned things is an efficient way of doing this. It seems that MONE has achieved this through new coursebooks as inferred from teachers' answers to the 2nd item As shown in table 3, 86 EFL teachers approved that new textbooks give them an opportunity to set a relationship between students' daily life and the language learned. While 51 participants asserted the contrary, 30 people preferred not to say anything.

Even if not having a similar high proportion of agree and strongly agree options, 11th item reveals once more that language use in an authentic communicative environment or communicative competence, as MONE said in the introduction of *learning model for English 2nd-8th Grades*, was achieved to some extent. That is to say, 63 teachers took a positive stand as to that item while slightly less (60 people) held an opposite idea.

While real and appropriate use of English language is thought to be achieved to some extent, it is not possible to say the same thing for communication strategies. As shown by their remarks upon 16th item EFL teachers shared the view that revised coursebooks are not effective in showing situations including the use of communication strategies. Although there is not a big difference between teachers having positive and negative responses, the number of teachers indicating a preference for *strongly disagree* and *disagree* (69 people) is a bit more than the other group (62) as bolded in table 3. With regard to undecided participants, they comprised 21,6% of the whole respondents. Given that use of CS is an indispensable part of the communicative and natural use of that language, thereby one of the main goals of the new curricular model the obtained finding is not an expected result.

As a matter of fact, it appears that teachers think in the same way. When asked to state their opinions as regards the 10th item, the majority (74 people) stated to be *disagree* while only 49 people believed in the opposite. The pattern of responses to item 19 is almost in the same direction. Quite a few participants (47,3%) displayed consensus on the fact that students' engagement in English beyond the classroom is not promoted by new textbooks. Whereas 27,6% of teachers argued against this, 42 people did not express any preference.

Considering earlier findings which revealed that students are provided with situations that lead them to use English in everyday interactions, the above result may seem conflicting. However, this is not what it looks like. If students can not use the target language except for the same situations taking place both in class and daily life, this means that they can not use it beyond classroom. The intended thing here by the term of *beyond classroom* is the diversity of real situations and contexts requiring students to use the learned things appropriately. With this in mind, the findings of three questionnaire items given above indicate that new textbooks are far from encouraging teachers to design unprepared communication activities which may lead students to use target language in a prepared and predictable way. Having accustomed to speak in this way, students have most probably difficulty in practicing the learned things in different conditions taking place out of the classroom.

On the other hand, there are also good news related to new textbooks. That is to say, teachers believe that MONE has achieved to create a meaningful link between students' daily life and things they learned in class by providing with situations that students can use English in everyday interactions. By means of instructing topics chosen from everyday life, new textbooks have not only addressed students' level but also increase their awareness as regards the current problems of the globalizing world, which makes learning process meaningful and enjoyable for them. Besides the selection of global topics such as to address students' level, inclusion of age-appropriate and interesting themes is another notable aspect of the revised textbooks. In the same vein, cross-cultural awareness and presentation of cultural differences among Turkey and other countries could be called as achievements of new textbooks as appreciated by EFL teachers as well.

3.1. Qualitative Data Analysis

With the purpose of shedding light on the issues under research in the current study, two interview questions were addressed into the participants. While responses given the first one question would give an idea regarding teachers' perceptions of the impact of the revised English curriculum, their answers into the second one were enough for us to infer that despite their awareness of globalisation and the concepts of EIL/ELF, this awareness does not deter them from 'native speaker fallacy' a finding which deserves to be closely analyzed. Here below are respectively those responses.

"Have English curriculum and coursebooks revised within 4+4+4 created a transformation in English language teaching and learning?"

P6: Of course, it has. When I start teaching, I disappointed as I couldn't implement the things said to us (the necessity of teaching based on English use, using English as much as possible in classroom etc.) We couldn't use many things that we had been taught at university. Either curriculum or course hours didn't allow this. But I think that general situation in the first stage now allows this. That is, you can use as much as materials particularly in 2nd and 3rd grades. You have an opportunity of having students done many activities. Both the curriculum and teaching of coursebooks allow this.

Given the global status of English is driving force behind the necessity of 'teaching English for communication' in turn besides the latest revisions and developments recorded in this direction worldwide, its impact on Turkish context deserves closer attention, too. In this regard, how does the fact of 'EIL' affect Turkish EFL teachers' beliefs and opinions of ELT' is the main issue under research within this section. As mentioned before the global status of English has influenced its teaching to a great extent. Generally speaking, three important conclusions of 'EIL' phenomena in the field are 'teaching English for communicative purposes, promoting cross-cultural communication and 'cease native speaker idealism'. To gain an insight concerning whether EFL teachers think similarly, it is essential to look at their comments, two of which are here below:

P12: When I started teaching 6-7 years ago, I was really doing grammar-based teaching. Then when our coursebooks started to be based on speaking activities and become communicative-oriented, we understood that communication in English is inevitable in real life. That's why we changed and developed our methods. Now we give priority to speaking and listening activities rather than grammar and try to teach grammar via those activities. Our methods has changed in this way.

P3: Unfortunately, we can't benefit from native speakers here in speaking and listening but I try to make

students listened from English websites. Native speaker pronunciation is an important thing as they're more likely to come across with native speakers, that's why it is more rational for students to learn native speaker pronunciation.

Having a closer look at the above comments, it seems that there are some problems concerning to what extent teachers can understand the principles of speaking EIL. To exemplify, the first interviewee's statement concerning the importance of native-speaker pronunciation and the necessity of teaching it because of the high probability of encountering natives is surprising as well as saddening. Although she stated to be aware of the globalizing nature of English, it appears that she still get caught in 'native speaker fallacy' which does not comply with the fact of EIL as mentioned before. Having proved the inconsistency between teachers' awareness and practices, the excerpts above can be explained both with EFL teachers' unconscious inflexibility to the NS elements which also indicates the difficulty of changing long-standing habits besides their English speaking anxiety or lack of self-confidence as it may be seen in an abundant literature as well.

4. CONCLUSION

it would be better to start with Turkish state secondary EFL teachers' familiarity with the concept of globalisation and its impact on English use. The high number of affirmative answers given into the questionnaire items in 'awareness' section indicate that Turkish EFL teachers are knowledgeable about both the impact of globalisation on Turkey and on the domain of ELT, a result which shows similarity with the one found by Ersin and Bayyurt (2016). Having also found to be familiar with the worldwide power of ELF in many fields, differences arising from various uses of English and the changing balance of English users in favor of nonnatives, Turkish EFL teachers do not seem to differ from the participants of other studies conducted by Ersin & Bayyurt (2016) and Uygun (2018).

As further evidence concerning teachers' recognizance of the fact that English use has underwent changes with the impact of globalisation, mean ranks of the items located in the second part of the first section i.e. awareness are worthy of note. What they suggest is that EFL teachers are knowledgeable about; (a) differing pronunciation of some sounds by the users of English varieties (M=4,33), (b) how English accent is affected by the speakers' mother tongue (M=4,58) (c) the facilitating impact of the familiarity with cultural diversity on understanding English varieties (M=4,20) (d) the role of the context on making the words gain new meanings (M=4,19) (e) the meaning of pluriculturalism (M=4,06) (f) the fact that mutual intelligibility is affected by difference in pronunciation between native and nonnative speakers of English (M=4,11) As well as being low compared to the above ones, it is also possible to say that participants are familiar with (i) the concept of WE (M=3,40) (ii) the existence of different English accents (M=3,90) (iii) the content of 'plurilingualism' (M=3,77). To look at the above results comparatively, it would be not wrong to say that EFL teachers' awareness of how ones' L1 affects h/her English accent is consistent with the findings of the two studies carried out by Margie & Sirola (2011) and Karakaya & Hatipoğlu (2017).

To seek for an answer into the question of whether Turkish EFL teachers' abovementioned beliefs and awareness of ELF are met by the coursebooks redesigned within 4+4+4 curriculum innovation, it would be better to look at their opinions of "Books". In the first place, teachers do not think that English coursebooks revised within 4+4+4 curriculum innovation reform (i) have contents which reflect Englishes except British and American English (M=2,20), (ii) involve listening activities which enable them to introduce students various accents (M=1,96), (iii) involve activities which show different uses of English in various cultures (M=1,91)

Having overlapped with the findings of Iwate et al (2002) arguing about Japan where the tests and course materials still rely on American and British Englishes (as cited in Matsuda, A. 2003) and Büchel's (2013) study in which the majority of the recordings in the compulsory elementary English textbooks are in native Englishes, the above results may indicate that newly designed coursebooks do serve for neither teachers' aforementioned beliefs nor the necessities of ELF awareness, EIL pedagogy and using English on a global scale. On the other hand, teachers' positive responses towards the coursebooks' involvement of elements (i) enabling them to raise students' cross-cultural awareness (M=2,95) can compensate for the above discouraging situation at the least

The notion that revised coursebooks address students' level in terms of the instruction of the topics is another pleasurable finding supported by teachers. In consistent with Brown (2012) and Matsuda (2012) who are of the opinion that the use of English in international contexts requires to draw cultural content of general English courses from multiple sources such as world peace, Turkish EFL teachers in the present study are found to believe that global issues arouse students' interest and new coursebooks provide this (M=3,26).

Undoubtedly, reflection of global themes into the English courses and teaching materials besides daily

events helps students to create a link between their real life and what they learn. Having argued such as to support coursebooks' success in this issue, Turkish EFL teachers acknowledged that new coursebooks (i) allow them to create a meaningful link between students' daily life and things they learned in class. (M=3,17).

In a close analysis of new textbooks' efficiency in preparing students to use English beyond classroom walls it is true to say MONE's efforts are not appreciated by EFL teachers such as not to give rise to any difference of opinion.

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