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1. Introduction

An unprecedented global spread of English and its versatility eventually have changed both the way English is used and the way it is conceptualized (Cogo and Dewey 2012: 136). Consequently, this prompted the language to acquire a status of a lingua franca, i.e. English as a lingua franca (ELF), and initiated linguistic research interest towards the area. Over the past two decades, there has been an increasing interest in practical implications of ELF research for the English language teaching (ELT) domain.

Although, in recent years, ELF began to receive coverage in the ELT related conferences and journals, the linked to ELF research implications have scarcely influenced the development of teaching materials (Cogo 2015). Despite several ELF-oriented studies on ELT materials (e.g. Vettorel and Corrizato 2012, Vettorel and Lopriore 2013) indicated that there has been an improvement observed with respect to an increase of representations of plurality of English, ELF users and related to them communicative contexts seem remain rarely included into the contents of teaching materials, especially of textbooks as yet (Vettorel 2018a: 181). Therefore, in spite of the account of increasing globalization, textbooks continue to serve as representations of the native English speaking world for pedagogic and commercial purposes (Gray 2002: 152).

This thesis focuses on ELF and on its impact on English teachers' and learners' conscious awareness of the current status and role of English in the multicultural world, as well as on English textbooks. In particular, a case study and textbook analysis that provide a base for this thesis are set out to offer insights into the influence of ELF in Ukraine. It begins with a short glimpse into the history of English spread worldwide and continues its way to define the status and popularity of the English language in Ukraine. After, the key concepts related to English research are introduced with close attention being paid to ELF and its main pedagogical implications.

Further, the discussion of literature brings the reader back to Ukraine, where this time the topic of ELF awareness is taken into consideration. Here, the knowledge gap in ELF-related research is determined. Thus, at this stage, the thesis presents a comprehensive report of my own attempt to fill in the research gap by means of conducting an attitudinal study among Ukrainian English teachers and students which provides an overview of the modern

tendencies of English language teaching in Ukraine. In 2019, I supervised a small-scale study which was conducted by a teacher in the *Green Forest* language school (which is part of the biggest network of English language teaching schools in Ukraine) located in Lviv, Ukraine. The first part of the study includes the analysis of questionnaires designed for teachers in order to elicit the level of their ELF awareness and understanding. The second part of it, contains the analysis of the conducted ELF-oriented class, which was specially designed for this purpose, followed by the closer look at ELF-related questionnaires that were distributed to the students. Here, the thesis intends to determine the extent to which *Ukrainian teachers of English are aware of ELF and whether and by what means they implement the ELF awareness into their classroom practices*. Also, it seeks to examine *the students' degree of ELF-awareness*, as well as the degree of *their readiness to accept the principles and implications that lie within the concept of ELF*.

The aforementioned project happened to be the main source of inspiration for the main part of this thesis. In particular, the teacher-related part of the study encouraged me to take a closer look at the *Notes* textbooks which are compiled and published by the *Green Forest* school, with the intention to discover whether they consider the ELF reality or not.

Therefore, the focus of this paper shifts to the discussion of English textbooks and provides a detailed account of the ELF research that deals with this topic. By means of analyzing the existent studies, the main criteria for my textbook research are defined and further elaborated on. Next, the main practical part of this thesis covers the analysis of the *Notes* textbooks in accordance with the list of criteria that were elicited from the previous stage of this research. The objectives here are to determine whether *the Notes textbooks consider the intercultural perspective in their contents*, which refers to the presence or absence of references to ELF, WE, and other cultures, as well as to awareness-raising activities of WE and/or ELF; and to what extent *the Notes textbooks contribute to learners' development into effective communicators of English*, by means of uncovering evidence of assistance in the use of communication strategies and in the development of communicative capability, as well as by revealing opportunities to use the target language for communication. Finally, the discussion of the findings is presented and conclusions are drawn.

2. English and the world: A bird's eye view

If there is one thing that is shared by all nations across all the continents, what would that be? – A certain level of English language competence. What is that common sentence that non-native English speaking parents tell their children? – You have to learn English. What is that you better take with you when traveling the world? – Some level of English competence. If you want to be heard by millions across the world, which language would you chose to do that in? – Most certainly, English.

As a matter of fact English can be heard in every corner of the world. It is the language that through its history and unprecedented spread considerably occupied every sphere of nowadays international life. Ludwig Wittgenstein in his *Tractatus Logico-Philosophicus* said: “the limits of my language mean the limits of my world” (Wittgenstein 2002: 68), therefore it can be confidently stated that with a good command of English, the world becomes fairly limitless. What follows is an account of different factors that have contributed to the preponderance of the English language.

There is much discussion regarding why English, and not another language ‘occupied’ the world. In general, the current status of English has been majorly affected by several factors. To begin with, it is relevant to acknowledge the expansion of British colonial power with its peak at the end of the 19th century and the leadership of the United States at the international economic arena of the 20th century (Crystal 2019: 112). Secondly, the fact that in the 20th century English was adopted as an official or semi-official language by many newly independent countries, which nowadays accounts for over 75 territories worldwide where English is a dominant or official language (Crystal 2019: 112). This particular factor is probably the most important of all, as for the language to achieve such a global status it is inevitable to develop a specific role in a country, which can be achieved either by granting a language a specific role, such as of official or semi-official language or by giving it preference in the country’s foreign language teaching (Crystal 2019: 112). Then, globalization and an increase in the number of domains where English is used, such as business, educational, political and personal settings, contributed greatly to its global spread. Furthermore, recent technological and demographic developments steadily continue to promote the internationalization of the language. Indeed, English has not only become an international language, but *the*

international language (Seidlhofer 2011: Chapter 1.1, emphasis as in the original). In fact, English is the first language in the world history that experienced such a vast spread across the continents, societies and spheres.

In order to show a growing tendency of the English language use worldwide, a comparison of the single sentence taken from three editions of David Crystal's Encyclopedia of the English language is provided below:

Probably, at least as many people speak English as a second language as speak it as a mother tongue, and both of these totals are likely to be exceeded before long by the number of those speaking it fluently as a foreign language. (Crystal 1995: 359)

More people now speak English as a second language than speak it as a mother tongue, and both of these totals are exceeded by the number of those who speak it fluently as a foreign language. (Crystal 2003: 359)

Far more people now speak English as a second language than speak it as a mother tongue, and both of these totals are now exceeded by the number of those speaking it fluently as a foreign language. (Crystal 2019: 379)

Although there are no numbers provided, by means of a simple change in the content of the general statements provided above, the tendency is revealed clearly and truly. Given the difficulty surrounding the calculation, it is virtually impossible to estimate a specific number of people who speak English. For instance, there is an issue surrounding the decision-making process of whom to count as an English speaker, as there is a whole spectrum of different language competence levels ranging from native speakers on one end to marginal cases of mere understanding and ability to communicate on a basic level on the other end. In other words, the existing figures of English speakers vary considerably depending on which authority one consults, how the users of English are categorized and, most importantly, at what level of language proficiency a user is considered to be an English speaker (Jenkins 2000: 1). However, this is not to say that there are no estimates regarding how many users of English are out there. In fact, there are approximate calculations based, for example, on Kachru's three-circle model (Kachru 1985).

The Three Circles is a popular model representing the division of English speakers based on the status of the English language given in the country (Kachru 1985). In the center of the

model lies the *inner* circle which involves the states where English is a primary language, such as the USA, UK, Ireland, Canada, Australia and New Zealand and according to Crystal (2019: 113) it accounts for 388 million English speakers. Then, there is a circle drawn around the inner one which is called *outer* or *extended* circle and refers to the spread of English in non-native settings where the language happens to play an important 'second language' role in a multilingual setting, like in Singapore, India and in other over 50 states worldwide (Crystal 2019: 113). The total of English speakers there gives 885 million (Crystal 2019: 113). Finally, there is another circle surrounding the outer circle – the *expanding* circle which includes those nations that recognize the importance of English as an international language, however, neither have they been colonized by members of the inner circle, nor have they given English a special status in their language policy (Crystal 2019: 113). Some examples of members of the expanding circle are China, Japan, Greece etc., and here it is when the number of English users becomes vague. Crystal (2019: 113) provides an approximate of 1000+ million people which is both strikingly high and unspecified. Nevertheless, the numbers demonstrate the extent to which the popularity of English as a foreign language grew over the last two decades, considering that in 1995 the number of English speakers in the expanding circle was somewhere between 100 and 1000 million (Crystal 1995: 107), which is again a very unspecified number. If to compare numerical data from three editions of the Cambridge encyclopedia of the English language (Crystal 1995: 107, 2003: 109, 2019: 113), it derives that the first two editions of the encyclopedia provide only an approximate range of English speakers for each circle, whereas the data provided in the third edition seems to be more precise. Yet, a drastic growth in the number of English speakers can be observed in the following Figure 1, where for the sake of clear graphic representation the lowest possible number of speakers was considered:

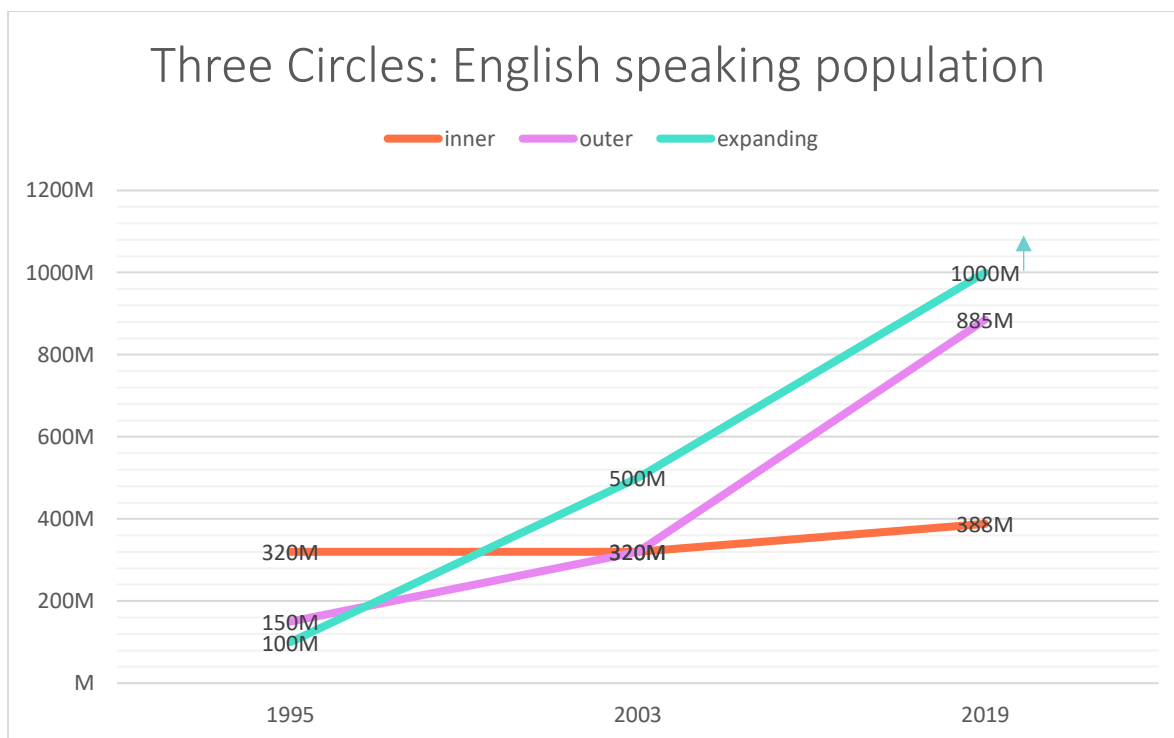


Figure 1 (Increase in the number of English speakers)

Consequently, such global spread of English and its versatility eventually has changed both the way English is used and the way it is conceptualized (Cogo and Dewey 2012: 136) which altogether prompted the language to get a status of a lingua franca, referred to as English as a lingua franca (ELF) and initiated linguistic research interest towards the area.

3. English and Ukraine

The following passages will contain information and data on the spread, use and popularity of the English language on a territory of Ukraine. This discussion is important to include here as it will help the readers to envision to which extent English is integrated into daily life and, particularly, into the educational sphere of Ukraine.

To start with, some general information on languages in Ukraine will be provided. Ukraine's official language is Ukrainian, however, the territory of Ukraine is multilingual, meaning that the overwhelming majority of its citizens can use more than one language to a certain degree, for example, Hungarian, Romanian or Russian (Ministry of Education and Science, Youth and Sport of Ukraine 2008-2011: 24). As a matter of fact, growing up multilingually is a precious gift that should not be taken for granted, and for such multilingual countries as Ukraine, it

would be essential that the system of education incorporates an early introduction to a notion of 'language awareness' with a purpose of making the citizens aware of the importance of languages in their lives and of their own plurilingual repertoire (Ministry of Education and Science, Youth and Sport of Ukraine 2008-2011: 25).

In total, Ukrainian secondary schools offer their students 16 foreign language that they can choose to learn, with English being on the top of the list (Ministry of Education and Science of Ukraine 2010: 20). The first foreign language, depending on the type of institution, is studied from the 1st or the 2nd grade and the second one could be introduced from the 5th grade onwards (Ministry of Education and Science of Ukraine 2010: 20-21).

In fact, Ukraine's urge for European integration, as well as social and economic factors, call for a set of actions directed at the improvement of teaching foreign languages (Ministry of Education and Science of Ukraine 2010: 20). Back in 1993, a resolution on the state national program "Education" ("Ukraine of the XXI Century") issued by the Cabinet of Ministers of Ukraine addressed the need for Ukraine to develop an effective mechanism for entering educational and scientific programs of UNESCO, and of other international organizations, funds, etc. (Cabinet of Ministers of Ukraine 1993). In 2016 an agreement between UNESCO and the National Academy of Educational Sciences of Ukraine has been signed, according to which UNESCO Chair on Lifelong Professional Education of the XXI Century based at the Institute of Pedagogical and Adult Education of the National Academy of Educational Sciences of Ukraine has been established (Sotska 2020: 9). Among the goals of the UNESCO Chair there were those aimed at overcoming contradictions between the problem of national and international research (Sotska 2020: 10). Furthermore, the agreement ensured Ukraine's participation in the event presented on the international online platform "International Indigenous Languages Year 2019" which intended to discuss the spread of education in the context of global citizenship, the importance of saving linguistic diversity and the promotion of multilingualism (Sotska 2020: 10). Particularly, the national educational program "Education of the XXI century" puts an emphasis on the role of foreign languages, where they are considered to take the second place after Ukrainian in terms of significance and should be receiving a special attention (Ministry of Education and Science of Ukraine 2010: 20).

On the subject of English language, it entered Ukrainian secondary education at the end of the 19th – beginning of the 20th century and has been increasingly gaining its popularity since

then (Misechko 2015: 1). The Law on Education issued by the Ministry of Education and Science of Ukraine from the 5th September 2017 states that the language of instruction in educational institutions is Ukrainian, however, it explicitly specifies that “[the] state promotes the study of languages of international communication, primarily English, in state and municipal educational institutions” and that “according to the educational program in educational institutions, subjects of one of several disciplines may be taught in two or more languages – the state language, English or other” (Ministry of Education and Science of Ukraine 2017: Article 7). Since 2012, a study of a foreign language has entered Ukrainian compulsory school curricula as an obligatory subject starting from the 1st grade (Ministry of Education and Science, Youth and Sport of Ukraine 2008-2011: 34). Furthermore, in 2015, the president Poroshenko’s annual speech addressed to the Parliament included a statement about learning English as a priority in the development strategy for the upcoming 2016 (Interfax-Ukraine 2015). The following is an abstract from the speech of the former president that precisely, by means of general facts, described the then current English language situation in Ukraine:

“At the moment, Ukraine ranks globally among the countries with the lowest level of proficiency in English. This is a barrier for Ukrainians switching to western values. This limits our access to scientific research, 80% of which is published in English. 55% of web pages are also written in English.”

(Interfax-Ukraine 2015)

Taking into consideration the changes and updates in Ukrainian legislation that happened over the last decade, it would be expected to see a positive trend in relation to the English proficiency level among Ukrainian citizens. Unfortunately, there is no tool that could assist with determining the level of English proficiency among the citizens of Ukraine. One way to do that, would be to compare the results of a publicly available international tests, such as the International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL). As a matter of fact, both testing systems offer various exams depending on the purpose of a test-taker. Thus, for the sake of comparability, IELTS Academic test and iBT TOEFL will be taken into consideration as their structures and evaluation are quite similar. Obviously, IELTS and TOEFL test results would serve only as relative indicators, because, normally, students who have a need to take such internationally accepted exams are

considering moving abroad for studying or working purposes. In addition, the requisite scores for those reasons are rather high, and often require students to do extra studying which is specially designed to ensure the passing of the test with a desirable result. Therefore, the data collected from the statistical annual reports based on the results of the performed tests from around the world, available online from the official websites of IELTS and TOEFL, exemplifies a rather particular group of people and is not credited to represent an average level of national English proficiency level. Nevertheless, the results of total mean scores based on the country of a test-taker's origin for IELTS and TOEFL, will be briefly examined in order to see if there might be a pattern for the increase of English proficiency among Ukrainian participants emerging.

Indeed, the TOEFL scores show a smooth increase in points between 2013 and 2020, more specifically from 83 to 88, which demonstrates that the same group of citizens actually improved their mean proficiency level. Unfortunately, there is no archived IELTS reports available, however, the one from 2019 states that Ukraine's mean total band is 6.5 (competent user), which matches the TOEFL average score from that year (TOEFL score 79-93 equals IELTS band 6.5 (<https://www.ets.org/toefl/score-users/scores-admissions/compare/>)). Based on the assumption, that the test-takers' performance was similar for both tests, in the period from 2013 to 2020, the average IELTS band also showed a slight increase, namely from band 6 to band 6.5. In addition, according to the numbers provided by the Sweden-based international education company EF Education (EF Education 2021), it is also possible to observe a modest increase in English proficiency among Ukrainians over the last years. The EF English Proficiency Index (EF EPI) is calculated according to the number of people who took an online EF Standard English Test, the scores of which were found to be compatible with scores of TOEFL and IELTS, and despite these tests have different designs and the profiles of test-takers vary, they, presumably, happen to reveal similar trends in the average national English proficiency. In the case of Ukraine, from 2013 to 2021, its English proficiency level was switched between low and moderate, however, the last two years show that the results stabilized at the moderate proficiency level (EF Education 2021). Therefore, Ukraine might still have, seemingly, the lowest English proficiency level among European countries (number 30 out of 35), however, it is surely not having anymore the lowest proficiency among countries ranked globally (among 112 countries that participated

in testing, Ukraine takes position number 40) (EF Education 2021). In spite of major methodological flaws, EF IPI seems to agree with TOEFL and IELTS average annual total scores for Ukraine, therefore, it is used here to confirm the slight increase in English-level proficiency among Ukrainian citizens.

The aforementioned changes and updates in Ukrainian legislation may have been an important factor that contributed to the slight, but steady, increase in English proficiency over the past decade. However, other important factors which could be associated with such a positive trend are the increasing desire for the personal development of separate individuals and groups, as well as the emerging understanding of the necessity to acquire a global language in order to be a part of the growing international community. In addition, until recently, Ukraine continued to attract international investors and companies, which led to the emergence of new workplaces that set English language skills as a prior requirement. Thus, those factors and a growing need for proper English language education in Ukraine make ample room for a research with the purpose of defining and describing the approaches, methods, and teaching materials that are being used there, and their impact on the increase in language proficiency.

4. E-research, E-trends and E-terms

The global spread of English and the growth of interest in the phenomenon of ELF happened to be remarkable over the last decade and, as a result, it has become a productive field of research that occupied a rightful place in applied linguistics and sociolinguistics discussions (Cogo 2015). However, the notion of ELF does not stand alone in this rather new research paradigm. As a matter of fact, there are a couple of other terms used to describe English in its current status that are related to some extent, but considered to be far from interchangeable at times. Therefore, this section will draw a distinction between the existing E-terms (where E stands for *English*) which are used to describe and define English based on the context or way in which it is used and will justify the preferred choice of definitions for this paper.

Before proceeding to discuss some of the overlapping notions and the corresponding terms in English language teaching (ELT), some easier-to-define terms are to be introduced.

Generally speaking, the Oxford companion to the English language (McArthur 1992) provides a distinction between several territories, namely English as a Native Language (ENL), English as a Second Language (ESL) and English as a Foreign Language (EFL). The differentiation between those three types of territories is rather straightforward and they respectively correspond with the definitions of type of English spoken in Kachru's inner, outer and expanding circles. Thus, ENL is English as a mother tongue used by the population living in the inner circle countries; ESL is English in countries where it holds a special status as a medium of communication, i.e. in the outer circle countries (Crystal 2019); and EFL is English spoken in countries which belong to the expanding circle where it neither holds a special status nor is a mother tongue.

However, not all terms that are used in ELT have such a clear-cut distinction. If to take a closer look at the research centered around international users and uses of English which deals with the structures, functions and underlying communicational skills, it is possible to distinguish between three fields, namely World Englishes (WE), English as an International language (EIL) and ELF (Sifakis and Tsantila 2019). For the purpose of this paper, it is necessary to clarify exactly what is meant by each of these terms as the difference in their definition might appear rather subtle in certain contexts to the extent that some authors even choose to use them interchangeably (e.g. Lopriore and Vettorel 2018, Vettorel 2010, Jenkins 2000).

In general, each of these fields endorses a different orientation toward the study of English language communication. Nevertheless, a common feature is that they all put stress on the importance to acknowledge the depth and richness of contexts as well as of various types of interaction that involve both native and non-native users of English with the purpose of applying those insights in the area of teaching EFL (Sifakis and Tsantila 2019). In addition, they share a pluricentric assumption that the English language belongs to all those who use it, and are involved in the sociolinguistic, socio-psychological, and applied linguistic implications of this assumption (Seidlhofer 2009: 236).

To begin with, a closer look at WE is to be taken. According to Bolton (2004), it is possible to interpret 'World Englishes' in several ways. In the first sense, it performs as an umbrella term that covers a vast range of different approaches to the analysis and description of English(es) around the world. In its second narrower sense, it denotes and focuses on the areal characteristics and linguistic description of autonomous varieties of 'new Englishes' such as

those found in Caribbean, West and East African or Asian societies. According to Jenkins (2006a), the first use is occasionally represented by other terms such as World English (singular), international English(es), and global English(es), whereas the second use is more commonly “represented by the terms nativised, indigenised, institutionalised, and new Englishes or English as a second language” (Jenkins 2006a: 159). Finally, in the third sense, it represents the pluricentric approach associated with Kachru and his colleagues. As a matter of fact, the second and third interpretations share considerable overlap in their topics (Jenkins 2006a). Having defined what is meant by WE, it is obvious that the pioneering work within the WE research derived from and was focused primarily on Kachru’s outer circle (Seidlhofer 2009: 236-237).

Turning now to EIL, the term is used to describe English for purposes of international communication especially relevant among professional people, such as business, scientific, political and academic communities, who do not share a common native language (Crystal 2019). In addition, EIL is often considered to cover uses of English within and across Kachru’s circles where it is possible to differentiate between intranational and international communication (Seidlhofer 2011). Seidlhofer (2011) distinguishes between two types of EIL, namely localized and globalized EIL. On the one hand, in regards to the localized EIL, she talks about English that was ‘exported’ by native speakers and often, as a consequence of colonial rule, was institutionalized and became a local means of communication (Seidlhofer 2011: Chapter 1.1). On the other hand, globalized EIL is referred to as being ‘imported’ by people who took the decision to learn the language because of particular reasons, and, consequently, English became the common global means of international communication (Seidlhofer 2011: Chapter 1.1). Another definition of EIL is presented by Sharifian (2009), where he refers to EIL as a paradigm for thinking, research and practice that puts an emphasis on the relevance of WE to ELT and operates in contexts where English is used between speakers of different cultural and national backgrounds. It is important to stress that EIL does not refer to a particular variety. Nevertheless, some scholars occasionally consider it as such by, possibly, drawing parallels between other terms that define a variety of English, for instance, American English or Chinese English (Sharifian 2009). To put it in other words, *International English* can be seen used as a shorthand for EIL which misleadingly suggests “that there is one clearly distinguishable, codified, and a unitary variety called International English”, however, it is

certainly not the case (Seidlhofer 2004: 208). On the contrary to such assumptions, EIL rejects the idea of selecting a particular variety as a lingua franca and emphasizes that English with all its varieties is a language of international and intercultural communication (Sharifian 2009).

ELF in turn is a term coined to refer to communication in English between speakers with various first languages (Seidlhofer 2005). In other words, as Seidlhofer (2011: 7) prefers to think of it, ELF is “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option”. Jenkins (2000), by taking a slightly narrower perspective, uses the term by characterizing it as means of communication with other ‘non-native speakers’ in the context of EIL and contrasts it with EFL which is defined as English use in communication with ‘native speakers’. Similarly, Holliday (2009) also relates ELF to EIL by defining ELF as a specific category within the far broader notion of EIL. Back in the days, ELF research was mostly focused on Kachru’s expanding circle, however, it is evident that ELF communication can take place across all of the Kachru’s circles (Seidlhofer 2009).

Having said that, it is important to mention that by now the terminological definition of ELF has received a fair amount of criticism. For instance, despite the fact that the majority of ELF researchers explicitly mention the inclusion of native speakers in ELF (Seidlhofer 2011, Jenkins 2006a), Roberts and Canagarajah (2009) dedicate a chapter of their article to criticizing the exclusion of native speakers from its definition. It is fair to mention that, back in the day, the definitions of ELF indeed excluded native speakers (see Firth 1996, House 1999). In addition, the definition of ELF in its purest form does indeed not mention native speakers (Seidlhofer 2004). Nevertheless, according to the majority of ELF researchers, native speakers are naturally part of many ELF encounters and constitute an indispensable component of the ELF paradigm (Seidlhofer 2004, Jenkins 2006a). Furthermore, it is also true that most ELF researchers exclude native speakers from their data collection (Jenkins 2006a), the purpose of which is to unveil the strategies and tendencies particular to so-called native ELF speakers, as opposed to examining those of native English speakers. Yet, according to Crystal (2003), one out of every four users of English in the world is a native speaker, which inevitably entails that most ELF interactions take place among ‘non-native’ speakers of English (Seidlhofer 2005). Therefore, a key distinction of ELF is that it is, in most cases, “a ‘contact language’

between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (Firth 1996: 240). To put it differently, the whole point of ELF is that it describes a multilingual activity whose participants have come together from a range of different geographical regions (Jenkins, Cogo, Dewey 2011).

Another case of critique would be Maley’s (2010) judgement related to the controversial claim that ELF is a variety of English. On the contrary, according to Seidlhofer (2006), it does not make sense to talk here about a monolithic variety per se, considering that a variety should be regarded as if it was a monolith, which happens to be fictional because the process of variation itself never stops. Therefore, ELF is mostly viewed as a legitimate *use* of English in its own right (Seidlhofer 2011: Chapter 1.8) and it is generally accepted that, taking into consideration its fluid nature, it neither can be expected to undergo any kind of codification in the form of grammar books and dictionaries (Sifakis 2017), which would formally define it as a variety, nor can it be assigned to a separate community. Nevertheless, Seidlhofer (2001: 150) proposes to explore the possibility of “a codification of ELF with a conceivable ultimate objective of making it a feasible, acceptable and respected *alternative* to ENL in appropriate contexts of use” (emphasis added). However, in that case, the equation of ELF with ENL does not imply that they are varieties in the same sense. In fact, the main objective of ELF codification is to be able to observe and understand more general communicative processes present in ELF interactions and the potential to actually describe certain observed regularities (Seidlhofer 2009).

As aforementioned, this paper focuses on the concept of ELF. Having discussed the ELT terms and debates around them, the definition of ELF as it is regarded in this paper is to be introduced. Throughout this thesis, the term ELF is used to refer to *a communicative context in which English is a chosen instrument of communication between persons who do not share a common language*. By referring to ELF as a context I distance myself from potential misinterpretations of the term as a separate variety or means of communication between non-native speakers only. *Context* generally describes any communicative situation with various participants, both native and non-native speakers, that can take place across and in all Kachru’s circles and in all kinds of social, professional and personal spheres. By using a collocation *ELF-oriented*, as in ‘ELF-oriented textbook’ or ‘ELF-oriented approach’, I mean

something that considers the nowadays internationalized English environment by including potential multinational, multicultural and multilingual participants in multifaceted communicational encounters. In this sense, ELF represents a slightly narrower concept than EIL, which is a more general description of English use and promotes research based on documented ELF interactions directed at elicitation of particular tendencies, ways and approaches that can facilitate learning EFL and prepare learners for the reality of English use. See Figure 2 for the visual representation of the concepts mentioned above which depicts their interrelation and overlap.

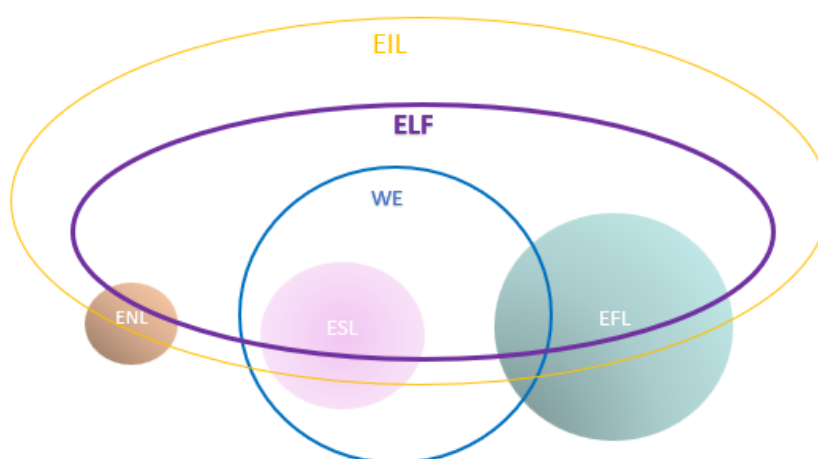


Figure 2 (Interrelation and overlap of the E-concepts)

4.1. How to ELF?

In the past, proponents of EFL traditionally presumed that learning of English was mainly concerned with learners' preparation to communicate with native speakers, particularly of standard British or standard American variety (Suzuki 2011: 145). However, it cannot be denied that the reality looks much different. Due to its global spread and the fact that it is mostly used in the international context, English language happens to be used in encounters which more often than not exclude native speakers. Psychologically, ELF framework and its beliefs provide learners of English with an opportunity to consider themselves as rightful users of the language, without having an odd feeling of incompetence for "not using [the] English in exactly the same way as established in native-based prescriptive models" (Llurda 2018: 520). In fact, as a result of its international use, English is being influenced by its non-native speakers at least as much as by its native speakers (Seidlhofer 2005: 339).

Nevertheless, despite the ongoing bridging-the-gap processes between nations and cultures, the discriminatory ideology of native-speakerism may still be observed pervading the sphere of ELT. According to Holliday (2005) native-speakerism is a traditional reflection of English language education that is fixed in the 'us' and 'them' ideology, which considers native speakers of English to be teaching experts, as opposed to nonnative speakers, who are viewed as deficient (Holiday 2005: 6). In addition, the belief that the ideal teacher is a quintessential native speaker and the persistence of native-speaker norms, remain deeply rooted in current language teaching methodologies (Llurda 2018). Nonetheless, more recently, the international role of English has been increasingly referred to in teacher educational curricula, in ELT conferences, and even in teaching materials, however, it has not produced a significant effect on the way the subject of English is formulated in syllabuses and teaching materials (Seidlhofer 2011: 9). To clarify, Seidlhofer discussed this issue as follows:

“This is to say that for teachers of English across the globe, the main knowledge-base and point of reference has not moved with the tide of applied linguistic research: the language as used by Inner Circle speakers and codified in grammars, dictionaries, and textbooks remains, by at large, unquestioned as the only legitimate object of study and target of learning, certainly in regions where English is taught as a foreign language (i.e. in Kachru’s Expanding Circle).”

(Seidlhofer 2011: 9)

Generally speaking, within the ELF environment, it seems that a failure to meet native speaker norms does not prevent effective communication, however, the objectives set in ENL and the ones that learners actually achieve differ considerably (Seidlhofer 2011). In other words, the English language that is put to use in everyday ELF encounters is “not the English that has been *taught*, but the English that has been *learned*” (Seidlhofer 2011: Chapter 8.4). Thus, considering that English grew to be globally prominent and is now commonly included in school curricula worldwide as the primary or foreign language (Seidlhofer 2011: Chapter 1.1), it is seemingly high time to push for a major shift in attitudes toward non-native English speakers, to update existing language teaching approaches and materials, as well as, most importantly, to increase the degree of ELF awareness among educators and learners.

4.2. ELF and the ELT classroom

In its early stages, ELF research (cf. Seidlhofer 2004; Jenkins, Cogo and Dewey 2011) was aimed at defining the concept of ELF itself. However, already then, ELF scholars started making suggestions related to language pedagogy which derived from the descriptions of ELF and its implications and called to recognize a pedagogical relevance of the ELF paradigm (Jenkins 2000, 2007; Seidlhofer 2001; Kirkpatrick 2007). Subsequently, it gradually became apparent that ELF has raised clear implications for various domains which surround the use, teaching and learning of the English language (Sifakis and Bayyurt 2018). For example, Jenkins, Cogo and Dewey in their state-of-the-art article (2011) discuss a rise of interest towards ELF and its implications for communication among scholars of various research domains, such as business (e.g. Charles 2007; Ehrenreich 2009; Pullin Stark 2009), higher education (e.g. Erling 2007; Bjorkman 2008; Smit 2010), school settings (e.g. Sifakis and Fay 2011), and tourism (e.g. Smit 2003). Among the pedagogical areas that are considerably influenced by ELF research and implications are teaching approaches and methods, syllabus, as well as materials and testing (Cogo 2015). However, it is important to emphasize that ELF researchers are not directly aiming at determining what should or should not be taught in the English language classroom (Jenkins, Cogo, Dewey 2011: 306). Instead, they feel the responsibility to make current research findings accessible in order to enable teachers “to reconsider their beliefs and practices and make informed decisions about the significance of ELF for their own individual teaching contexts” (Jenkins, Cogo, Dewey 2011: 306). To put it in other words, the ELF-oriented approach is not about making decisions on what has to be taught in the classroom, and, certainly, not about creating a distinguishing methodology, but about empowering teachers to acknowledge the findings presented by ELF research, to reflect on their own beliefs on the subject of English and to consider the ways in how their practices can be adjusted to include “a more multilingually-sensitive English language pedagogy” (Cogo 2015: 9).

A major significance of an ELF perspective from a pedagogical point of view lies in the acknowledgement of the need for the reconsideration of teaching for the learner and the learning process by attending to what learners do, “not in terms of correctness and conformity to input, but as legitimate uptake in their learning and using” (Seidlhofer 2011: 198). Thus, an understanding of ELF does not lead to the specification of “ELF-like language

content”, but to the need for a shift in teacher attitude, which, in its turn, might change the learners’ attitude that could have a positive effect on their motivation for language learning (Seidlhofer 2011: 198). In the meantime, as teachers become familiar with the different issues and challenges that ELF raises for pedagogy and communication, they are prompted “to engage in a reflective dialogue *both* with their specific and broader teaching context *and* with their own deeper beliefs and convictions about language, communication and their own role in the ELT classroom” (Sifakis 2017: 12-13, emphasis as in the original). However, Dewey (2012: 143) argues that it is not sufficient to simply state that teachers have to be aware of ELF and that ELF has implications for pedagogy, instead, “discussions about the pedagogic implications of ELF have to be directly related to teachers’ perceptions of what counts as good practice”.

The advantage of linking ELF with the ELT classroom originates from the recognition of the English language learner as “an efficient user of English in their own right” (Sifakis 2017: 4). On the one hand, a potential benefit of such a link for the learners is that it can foster their development into confident and efficient non-native users of English (Sifakis 2017: 4). On the other hand, it can assist teachers in making their teaching of English more effective by drawing their attention to an ELF reality that they might not have been previously aware of (Bayyurt and Sifakis 2015).

5. ELF and Ukraine. Case study

This section will discover the extent of ELF awareness present in Ukraine and will provide some insights into ELF perceptions and attitudes among Ukrainian teachers and students of English. Simultaneously, it will shed light on methodologies and pedagogical approaches used by English language educators and will expose the current status of ELF research in the country. It is essential to point out that, up to date, the field remains poorly researched in Ukraine. Therefore, this section will be mostly centered around my own attempt to fill in the research gap by means of conducting an attitudinal study among Ukrainian English teachers and students which will, hopefully, provide an overview of the modern tendencies of English language teaching in Ukraine.

Earlier, Salakhyan (2014) in her Ph.D. thesis, aimed at filling the gap in the ELF research in Slavic countries by conducting a small-scale interview study and managed to provide some valuable insights into the topic of ELF attitudes of Slavic English speakers, including Ukrainians. The study by Salakhyan (2014) investigated English language standards and role models among Slavic speakers, differences that characterize communication with native and non-native speakers and pros and cons of ELF communication from the perspective of Slavic speakers. Regarding the question about language role models, the study showed that standard English varieties, particularly American English, occupy this niche for the Slavic speakers (Salakhyan 2014: 73-74). Then, it was found that the participants see a primary reason to communicate with native speakers only as to improve their level of English, however, they are more confident to talk to non-native speakers (Salakhyan 2014: 80). The latter is backed by the assumption that non-native speakers do not pay attention to the frequent mistakes and produce them themselves, which makes them, similarly, 'not so good' in English, as opposed to native speakers, with whom the interviewees are not so comfortable to speak because of lack of confidence in the level of their English language skills (Salakhyan 2014: 80). In addition, some of the participants defined their own foreign accents as 'bad' and 'disgusting' (Salakhyan 2014: 82).

As a matter of fact, the aforementioned negative attitude to own accent might have been influenced by an over-exaggeration of the correct pronunciation from the side of English teachers in the early stages of the language learning journey. From my own experience, I can confirm, that in Ukraine the degree to which the focus lies on native English standards remains astounding, to the point where the students can be punished with bad grades just for the wrong pronunciation. To illustrate that, I recall the instance from my school years, when a classmate of mine received a negative grade and a remark written in red in her school diary, for not managing to pronounce correctly the name of the British capital – London. As a matter of fact, this example cannot be used to generalize the situation in the whole country, however, this was, and still surely is, not a single case. Consequently, if a language learner from the beginning is criticized and punished for the little mistakes and for the inability to produce correct grammatical structures or pronunciation (the last often has physiological reasons because of speaking a phonologically different first language), they can potentially develop anxiety and fear to speak a new language. Here would be suitable to mention a

concern made by Jenkins (2007) regarding the benchmark of the idealized native speaker who should be cautiously and fully imitated, which can have problematic consequences in identity terms, and eventually grow into linguistic insecurity. The study by Salakhyan (2014) confirmed that the Slavic participants who were interviewed faced communicational difficulties and were not confident starting to use English outside the classroom environment as they felt that their language skills were not good enough.

Overall, Salakhyan (2014) revealed that the Slavic participants possess a positive attitude toward ELF, however, they also expressed their concern about the global spread of English as being threatening to the future of other languages in the context of international communication.

Back in 2019, I made an attempt of my own to fill in the research gap by studying the perceptions and attitudes of ELF among Ukrainian teachers and students of English. I supervised a rather medium-scale questionnaire study which was conducted by a teacher in the *Green Forest* language school located in Lviv, Ukraine. The *Green Forest* language school is part of the biggest network of English language teaching schools in Ukraine, where more than 20 000 students graduate every year. The official school website specifies the advantages of the *Green Forest* school over the other language teaching courses (Green Forest 2022). The list includes the mention of an own publishing house, audio and video recording studio and own teacher education centers.

The study consisted of two parts. The first part included the analysis of a questionnaire designed for teachers in order to elicit the level of their ELF awareness and understanding. These questionnaires were distributed among teachers (all of them were Ukrainians) who were employed in the language school at that time. A total of 15 questionnaires were completed and returned (see Appendix 1 for the questionnaire structure). The second part, in its turn, contained an analysis of the conducted ELF-oriented class, which was specially designed for this purpose, followed by the distribution of ELF-related questionnaires to the students. In total, 39 student questionnaires were filled in and then analyzed (see Appendix 2 for the questionnaire structure). Both student and teacher questionnaires included a similar introductory part which covered several general statements about ELF and its main ideas. This information was intentionally incorporated into the questionnaire in order to ensure that all teachers and students know what exactly is meant by the reference to ELF.

5.1. Part 1 of the study: teachers

In regards to the first teacher-related part of the study, a questionnaire consisting of several sections was designed. To begin with, the first section included personal questions related to nationality, age and professional experience teaching English (in years) of the participants. The collected data indicated that the teachers' age ranged from 21 to 39 years and their teaching experience varied between 1 and 16 years. Subsequently, according to this information the respondents were grouped by their age and experience with an intention to track whether these factors affect teachers' perceptions of ELF on the one side, or are characteristic of adherence towards a conservative position of ENL on the other side. However, after the results were examined, it was concluded that perceptions and attitudes towards ELF are associated neither with participants age nor with their years of experience. Instead, they were found to be a matter of personal views and preferences.

In general, it was discovered that the teachers are to a certain extent aware of ELF, however, their understanding of the concept of ELF is not always accurate. This was concluded after analyzing the answers to the topic-related questions 1 and 4. To elaborate, the question 1 was a yes/no question asking whether the teacher heard about ELF before; and question 4 was an open-ended question asking whether the teacher thinks the focus of English language teaching should shift from an Anglophone culture to a global one. The reason behind combining these two questions was an intention to extract information on the degree of ELF awareness and understanding. In the course of the analysis, it was discovered that only two teachers out of fifteen admitted to not hearing about ELF before. Nevertheless, taking into account the inclusion of the exact explanation of the concept of ELF in the questionnaire's introduction and the fact that the vast majority of the participants indicated 'yes' as an answer to question 1, it became soon clear that some participants' understanding of ELF was not entirely correct. This was particularly true for the teachers (5 out 15) whose attitude towards the more ELF-aware shift in the language teaching approach was defined as negative. To illustrate that, a couple of teachers' answers to the open-ended question will be provided below:

- 1) *"No. It might be impossible to understand people who speak with other accents (Indian, Japanese, etc.)"* (have not heard about ELF before)
- 2) *"might be too confusing for ss [students] in Ukraine (all of them Ukrainians)"* (have heard about ELF before)
- 3) *"There are different dialects, we cant just let them vanish"* (have heard about ELF before)

From the answer in 1) it can be elicited that the teacher failed to grasp the basic definition of ELF as her/his statement opposes the practical reality of English language use worldwide. In the meanwhile, the teacher in 2) attempts to discredit the shift towards ELF-aware pedagogy by subconsciously stressing that her/his students are in an ELF situation themselves. This answer seems to be conflicting as the author of it inadvertently accepts the ELF reality, by referring to Ukrainian students who are in fact ELF speakers, but, same time, rejects that other non-native English speakers are part of this reality as well. Finally, the concern represented in 3) also does not seem to reflect the teacher's accurate understanding of ELF. Indeed, there is a widely spread concern that English, compared to an alien invasive force, occupies the place of other languages and so threatens linguistic and cultural diversity (Seidlhofer 2011: Preface). Therefore, it is crucial to acquire a correct understanding of the ELF concept, as it stresses that English is simply a separate medium, the aim of which is to reassure the fullest and the most efficient communication between individuals who do not share a common linguistic background, and which does not at all intend to occupy the place of any of the local languages, varieties or dialects. Thus, ELF does not pose a danger to local dialects or languages, which the teacher in 3) was most probably referring to.

Then, out of ten teachers whose attitude towards ELF, based on their answers, was determined as positive, some stressed advantages of the global focus of English teaching by assuming that it might become *easier* for students to learn the language, while others emphasized the role of *purpose*. Some of their answers are given below:

- 4) *"Focusing only on culture specifics might be challenging for learners."*
- 5) *"I don't mind it. In some way it can be easier for students/learners."*
- 6) *"I think it's beneficial but still it depends on the purpose. If you're learning English because you want to study in the USA or the UK or run your business with*

English/British customers, so in this case you need a standard concept. But if not, you should focus on teaching English as a global one, because students will benefit from it when they communicate with foreigners, they will get used to different accents (not only British or American), they will see how various English can be in the context of culture, identity, etc.”

7) *“It will help overcome obstacles and borders between different peoples and cultures.”*

8) *“Yes. People deal with all variations of English and should be able to communicate in English regardless of their cultural differences.”*

In the subsequent answer, the author provides both pros and cons of the shift toward a more ELF-aware pedagogy:

9) *“It depends: if students’ main goal is to become fluent and to be understood all around the world [why the shift should happen]; if students want to learn proper language and use the knowledge while using authentic context [why the shift should not happen].”*

Initially, from the first part of the answer, it appears that the teacher understands and supports the concept of ELF, by suggesting that if the learner’s goal is international intelligibility, then the shift should occur. However, in the second part, the author advocates against the shift by making a reference to a ‘*proper language*’ and, thus, stressing the correctness of the standard varieties by posing native-like proficiency over communicative effectiveness.

The following pie charts (Figures 3 and 4) will show the accent and material selection preferences among the teachers, based on the answers to questions 2 and 3 of the questionnaire.

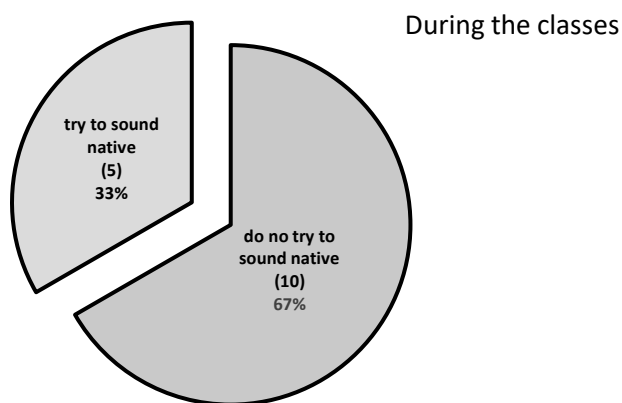


Figure 3

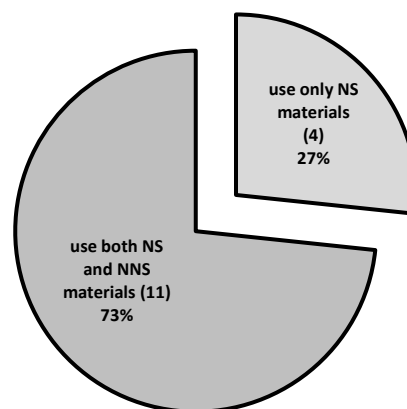


Figure 4

From the data analysis on the accent and material selection, it can be deduced that ELF is often implicitly integrated* into the teaching practices of teachers who participated in the study. The pie chart below (Figure 5) is meant to represent this tendency.

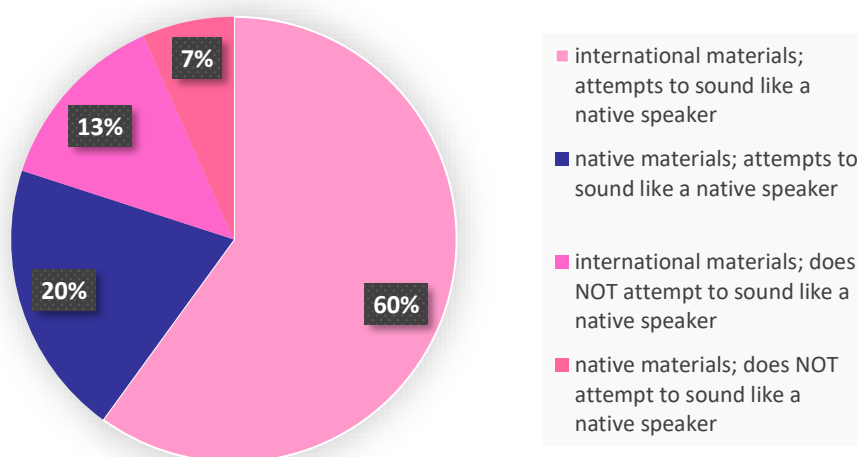


Figure 5

As can be seen, the slices of the pie chart colored in different hues of pink that account for 80% in total, highlight the implicit integration of ELF into the classroom, which is achieved, in this case, either by using both native and non-native materials, i.e. international materials, combined with teacher's attempt to sound or not sound as a native speaker, or by using native materials only, but not trying to imitate an accent of a native speaker. The remaining 20% account for the cases where teachers chose to use native materials only and try their best to sound as close to a native speaker as possible.

*The ways of ELF integration into the ELT classroom will be discussed in more detail later in this paper (page 26).

Further, the answers to the question 2, which asked participants if they try to imitate native pronunciation while teaching, were analyzed in correlation with the answers to question 5, which asked them to rate, on a scale from 1 – strongly disagree to 5 – strongly agree, three statements made by students regarding their attitudes towards native accent as a goal. In the first statement (5a) a student expresses a desire for teachers to utilize materials which include more varieties of English. The second statement (5b) presents a student’s preference for keeping his own identity, while the third student (5c) aims at a native-like speaking. The chart below (Figure 6) represents the average rating given by teachers for question 5.

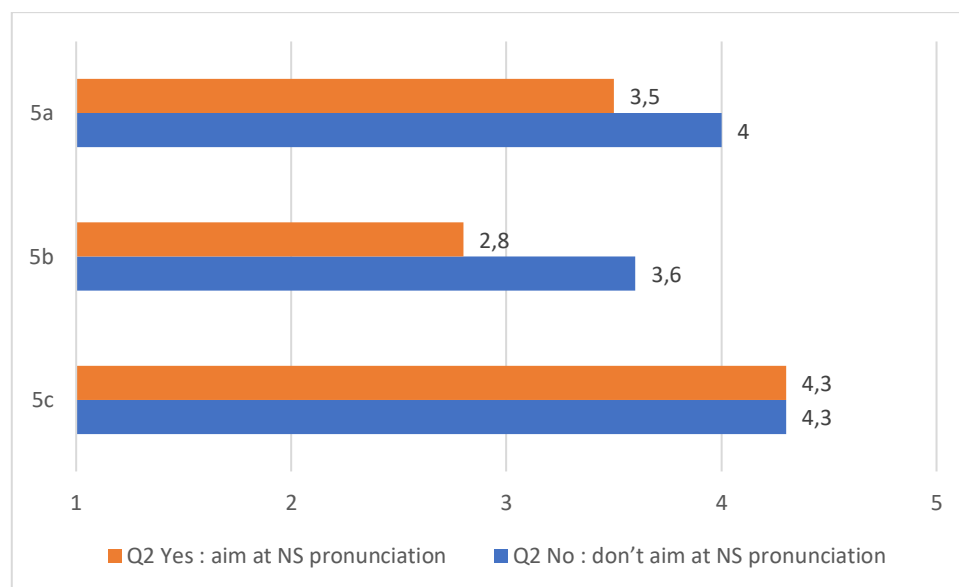


Figure 6 (Question 5)

As can be seen from the data in the chart, the teachers, who intend to use native-like pronunciation in the classroom, agreed with the statements 5a and 5b less than those teachers, who do not aim at sounding like native speakers during their classes. It is worth pointing to the outcome in 5c, as, interestingly, both groups of teachers rated it with an average of 4.3, which happened to be the highest degree of preference received among all three statements. This appears to imply that all teachers, despite their own preconceptions, support native-like speaking as a goal that all students should aspire to.

5.2. Part 2 of the study: students

Moving on now to the second student-related section of the conducted research. This part consisted of several steps. First, I designed an ELF-oriented class for the intermediate level students, which was later conducted by a teacher from the *Green Forest* school. The idea behind the preparation and thereafter conduction of the class emerged from the interest to uncover the students' degree of ELF awareness, as well as their readiness and will to accept the principles and implications that lie within the concept of ELF. Then, the students who participated in the class, as well as other students from the school, received a questionnaire to complete. Finally, the teacher who taught the class was interviewed in order to obtain feedback on students' reactions.

To start with, the approach to, process and components of the ELF class preparation will be discussed. According to Kemaloglu-Er and Bayyurt (2018: 163-164), there are two types of ELF integrations into an ELT classroom: explicit and implicit. It is necessary here to clarify what is meant exactly by these two different types of integration as their principles were used while planning the class. An explicit ELF integration involves teachers directly exposing their students to ELF-related concepts by means of different pedagogical aids such as videos, readings, and discussions; whereas, an implicit ELF integration includes the incorporation of ELF-related elements into the lesson without making a direct reference to the concept of ELF (Kemaloglu-Er and Bayyurt 2018: 164). In other words, while adopting an approach of explicit integration, a teacher presents the definition of ELF followed by a discussion of its features that all together directly exposes students to both theoretical understanding of the concept of ELF and to the samples from real-life ELF uses (Kemaloglu-Er and Bayyurt 2018: 164). Meanwhile, in accordance with the implicit integration of ELF into the classroom, learners are introduced to ELF-related concerns, i.e. accents of various non-native speakers, through videos or discussions of topics about various cultures of non-native speakers, including those of the learners, but, there is no apparent reference to information about the ELF paradigm and/or ELF-related concepts (Kemaloglu-Er and Bayyurt 2018: 164). In addition, the teacher's choice to avoid correction of intelligible variations in learners' speech or to allow limited use of learners' first language, are considered as parts of the implicit approach (Kemaloglu-Er and Bayyurt 2018: 164).

Turning now to the class, it was decided to combine the principles of both approaches. The topic of the lesson was set by the selected video of the TED talk “The politics of fiction” by Turkish-British novelist Elif Shafak ([https://www.ted.com/talks/elif shafak the politics of fiction?language=en](https://www.ted.com/talks/elif_shafak_the_politics_of_fiction?language=en)) (the aforementioned video was already used in the study by Kemaloglu-Er and Bayyurt 2018: 166). The reason behind the choice of the video lay behind the non-native English-speaking nationality of the speaker, as well as in the topics, such as cultural stereotypes and the importance of breaking barriers between cultures, raised in it. After the students watched the 10 minute part of the video, they were presented with a handout which contained several exercises. The first exercise included the following quotation from the video, which referred to a culture or an individual, “If you want to destroy something in this life all you need to do is to surround it with thick walls, it will dry up inside”, and asked students to agree or disagree with it. The second task was related to the discussion of cultural stereotypes, including the ones of Ukraine. Thus far, the class featured an implicit integration of ELF. Then, the teacher shifted to the explicit introduction of ELF by addressing the students with questions regarding the speaker, the intelligibility of her language and her nationality. This was followed by some facts about ELF and words of encouragement to the students with an emphasis on the need to be confident in their use of English and that as long as it is intelligible, it does not matter how grammatically or phonetically different from the standard their language sounds. Afterward, the class moved on to the third exercise, which contained another quote from the video for discussion. The quote was related to language learning and the need of overcoming psychological barriers: “When you're a latecomer to a language, what happens is you live there with a continuous and perpetual frustration. As latecomers, we always want to say more, you know, crack better jokes, say better things, but we end up saying less because there's a gap between the mind and the tongue. And that gap is very intimidating. But if we manage not to be frightened by it, it's also stimulating.” Eventually, after the students had finished the discussion, the questionnaires were distributed and then collected.

Shortly after the class was conducted, the teacher was interviewed with the purpose of getting feedback on the students’ engagement with the topic as well as elicitation of her own attitude towards ELF integration into teaching approaches and materials. According to the teacher, the class was taught following the provided instruction and was definitely a success.

She said that “students were certainly engaged, they were interested in the topic, as well as they had many interesting ideas and opinions to share”. In addition, the teacher pointed out that most of the students seemed to be aware of ELF and hearing about its principles was not surprising for them. In general, the response of the students was positive, they perceived the information well and no major disputes arose. Overall, the students gave favorable feedback on the class and left feeling grateful for learning more about ELF and their own role in it. In regards to the teacher’s personal view about the relevance of ELF to the English language pedagogy, her own preferences towards the material selection, and general opinion on the possibility of a shift of the pedagogical paradigm of English teaching in Ukraine towards being more ELF-aware, the following answer was received:

“In my view, it is important to use ELF-centered ideas in class; however I believe that teachers should use the native English materials as the essentials of teaching. The ELF-centered materials can be used as some additional information which could help students to expand and enrich their perception of the English language.

Although, more and more English teachers are trying to experiment and advance their classes with modern approaches, it seems to me that no major shift towards ELF is to be observed in the near future.”

It is crucial to mention here that the successful integration of ELF into the conducted for the purpose of this research lesson, according to the students’ feedback, had made a strong impact on its participants. In spite of the fact that the majority of the students seemed to be aware of the concept of ELF, while analyzing the questionnaires it became clear, that the information provided by teachers regarding the nowadays role, status and, most importantly, users and use of the English language is, for the most part, deficient. This will be discussed in more detail in the subsequent paragraphs.

Let us now turn to the analysis of the students’ questionnaires. In total, there were 39 completed questionnaires returned. The structure of them, similar to the questionnaires prepared for the teachers, contained a section explaining the main idea behind the concept of ELF, followed by a range of questions related to a student’s purpose and goals for learning English.

To begin with, the first opening question asked the participants to indicate their reason for learning English. The answers are summarized in the pie chart below (Figure 7):

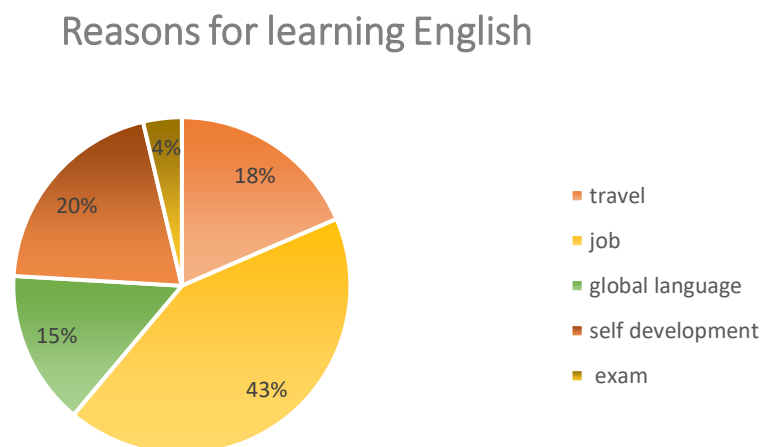


Figure 7 (Q1 Reasons for learning English)

What can be clearly seen from the chart above is that learning English for job purposes is the dominant reason for the students to learn and improve their English. Other popular reasons were self-development and traveling. Interestingly, a rather big amount of participants indicated that they learn English because it is a global language. Finally, only couple of students wrote that their purpose is to successfully pass an English assessment test.

The second question asked in a simple yes or no manner whether the participants heard about ELF according to the explanation provided. The analysis of the answers revealed a striking finding. The only students who circled 'yes' as the answer, were the 9 students who participated in the ELF-oriented class. The remaining 29 students, as one of the participants did not circle any of the options, answered that they have not heard about the concept prior to their participation in the research. A possible explanation for this might be that when, during the ELF-aware class, the teacher pointed her students to the topic of ELF and its main ideas, this information was not perceived as new, but rather was taken as a given, based on the fact that it is quite self-evident if to give it a thought. This suggests that such an apparent and easy-to-introduce concept is probably not mentioned altogether and the students, for the most part, are not aware of it, or/and the reality of English use today is not actively explained to them.

Turning now to question number 3. Its outcomes are represented in Figure 8.

Whom you think you will be communicating in English with?

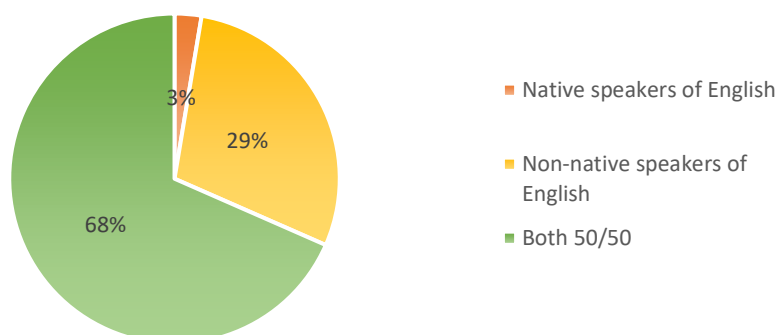


Figure 8 (Question 3)

What stands out in this chart is that an absolute majority of participants (68%) believe that their future interlocutors in English will be equally both native and non-native speakers of English. However, it is important to point out that a hefty 29% expect to use their English language skills with other non-native speakers only. Thus, the data represented in the chart appears to be yet another indication of students' certain knowledge and realization of English language use outside the classroom.

The following three pie charts (Figures 9, 10 and 11) show the answers to question 4, which consisted of three sub-questions and was aimed at revealing the participants' personal attitude and goal regarding pronunciation, as well as their level of confidence while talking English.

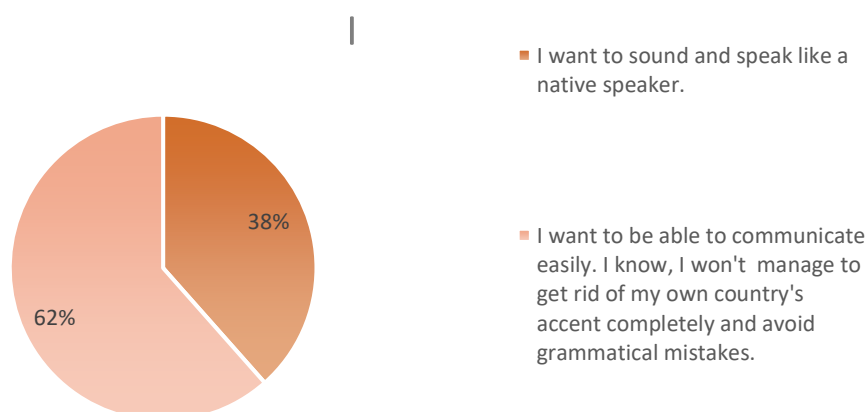


Figure 9

II

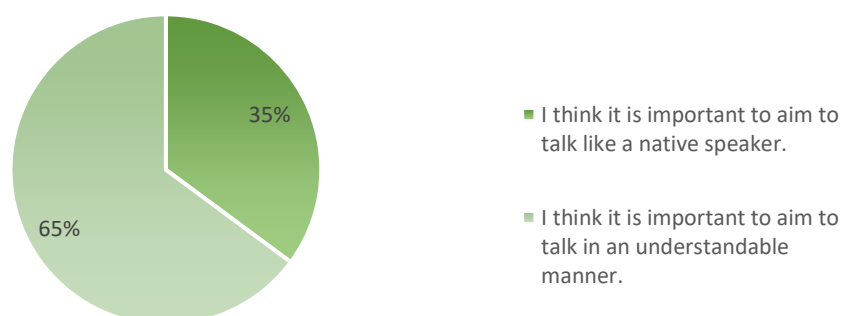


Figure 10

III

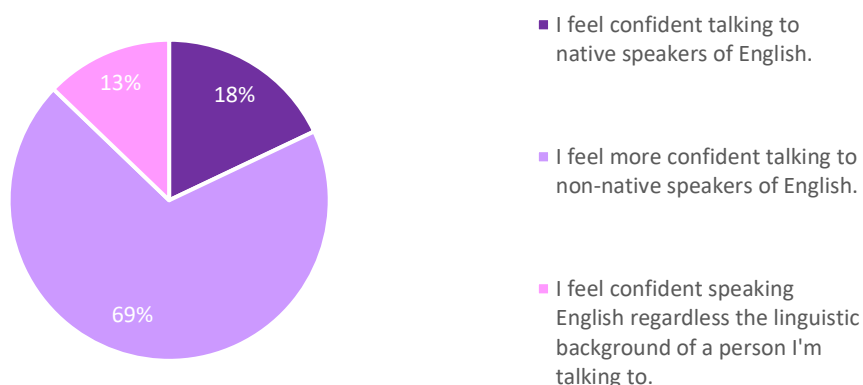


Figure 11

The first two pie charts (Figure 9 and 10) demonstrate similar outcomes based on answers to the two related questions. Both of these, indicate that over 60% of respondents have their language goals set at ease of communication and communicational competences, i.e. being understandable. However, the remaining nearly 40% of participants are willing to pursue and believe in the importance of the native speaker's pronunciation. The last chart (Figure 11) demonstrates the degree of confidence the students have while speaking English. What can be seen clearly, is that almost 70% percent of respondents feel more confident talking to non-native speakers of English and only 18% are feeling comfortable talking to native speakers.

The remaining 13% indicated that they feel confident speaking English regardless the linguistic background of an interlocutor.

If to combine and compare the students' answers to questions 3 and 4 (1), an underlying assumption could be made. By mentioning that they expect to communicate with both native and non-native English speakers, the students seem to accept the ELF reality, but they still appear to remain unaware of it and a lot of them aim at reaching the native proficiency ideal. In addition, the majority of respondents feel more comfortable talking to the non-native speakers, as opposed to native speakers, which could indicate a low confidence level.

The last two questions of the questionnaire asked the respondents to rate provided statements on a scale from 1 to 5, where 1 reflects a strong disagreement and 5 – is a strong agreement. Question 5 contained three not interdependent sentences, that resonate with a topic raised in this paper, with the purpose of revealing perceptions that the students have regarding the facts presented in these sentences. The following Figure 12 represents the received outcomes.

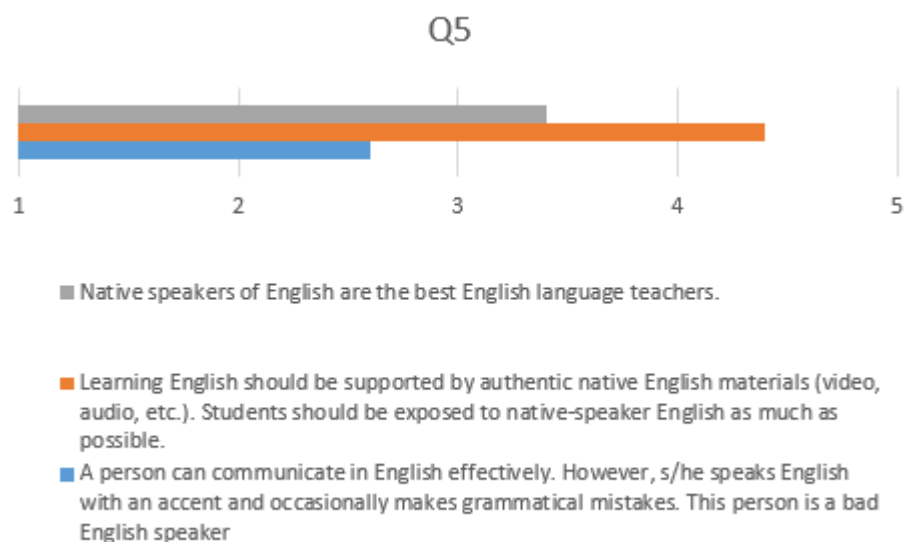


Figure 12 (Question 5)

One of the statements contained in Question 5 was the claim that native speakers are the best English language teachers and the agreement to it was rated with an average of 3,4

points, which indicates a moderate level of its approval by the students. This would leave me a sufficient room to contemplate, that the students realize that being a native speaker of English does not necessary entail being a good teacher of English, and that among non-native English teachers, there are great professionals who do their job right and deserve a frank appraisal. Another statement which the students were presented with was the one that claimed that learning English should be supported by authentic native English materials and it was rated with an average of 4,4. The last claim was addressed at the description of an effective but not perfectly correct English speaker as a bad one, which did not receive a general approval and was rated with 2.6 points. From such a rather low level of agreement, it would be possible to deduce, that the students do not consider a speaker presented in the statement as a bad one, however, there is not enough data obtained to claim that they see such a speaker as a good one either. Here, it is important to point to an apparent limitation of my questionnaire in regard to the last statement. Unfortunately, while compiling the questionnaire, I failed to notice that the results obtained from the answers to it are, for the most part, invalid as there is no other question which I could contrast it with. What could make the analysis more conclusive, is, for example, the inclusion of a statement similar to the one with a description of the English speaker provided, but with a conclusion of him/her being a good speaker of English.

Last but not least, the following Figure 13 presents the answers received to question 6.

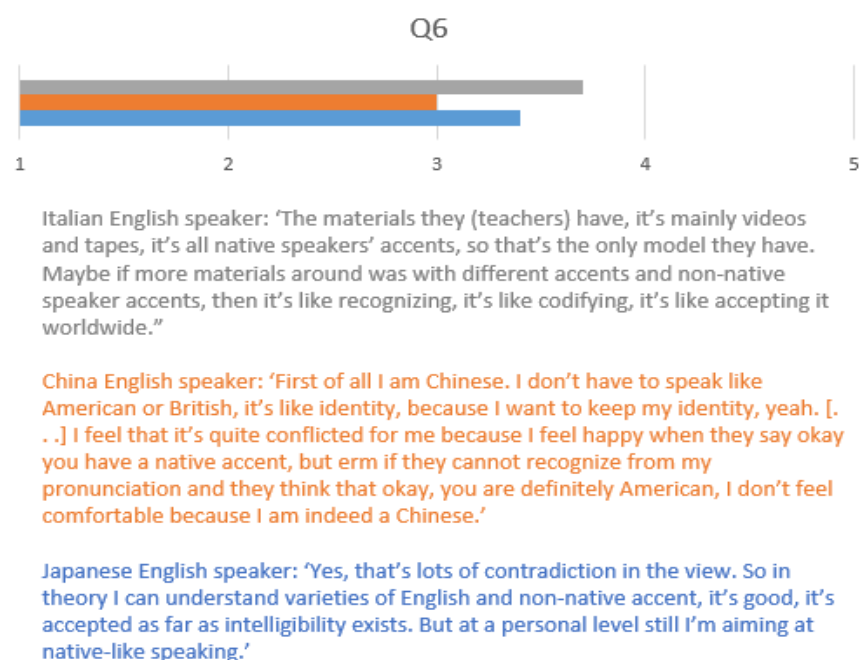


Figure 13 (Question 6)

Question 6 consisted of the same three statements which were included in the teachers' questionnaire, namely the one of the Italian student expressing a desire for teachers to utilize materials that include more varieties of English; the one of a Chinese student's preference for keeping his own identity; and the statement of a Japanese student who aims at a native-like speaking. What can be clearly seen from the graph above (Figure 13) is that students expressed the most positive attitude (3,7) towards a statement of the Italian student who emphasized the need for the inclusion of more versatile non-native English materials in the classroom. This rating will be contrasted with one of the statements from question 5 discussed previously, namely the one about the importance of having the students exposed to authentic native English materials as much as possible (4,4). From the comparison of the two mentioned statements and their rating, it becomes evident that the students are more in favor of being exposed to authentic English materials than to the ones that represent a variety of different foreign accents. Regarding the other two statements from question 6, which will be straight away analyzed in contrast to each other, the students obviously agreed broadly with the Japanese student, who stressed the intention of reaching a native-like speaking (3,4) and happened to be not so much in favor of the idea of the Chinese speaker who talked about the importance of keeping his own recognizable language identity (3,0). The latter, once again proves that the students express more preference for the intention of getting their English as close to native-like proficiency as possible.

5.3. Discussion of results and concluding remarks on the study

On the one side, the analyzed data from the teacher-related part of the study revealed that the notion of ELF did not seem to be very new to the majority of participants. However, some responses indicated a lack of a correct understanding of the concept. Nevertheless, it was possible to uncover a positive tendency while studying the responses to the questions about material selection and accent preferences. It was found, that the majority of the respondents do not try to imitate a native English accent and choose to include both native and non-native materials in their classroom practices. On a slightly negative note, it seems that despite having a certain degree of ELF awareness, or better to say, a degree of awareness of the current status of English and some of its implications, the teachers collectively support the idea of native-like speaking as a goal that all students should aspire to.

On the other side, the study showed that the degree of ELF-awareness among the students is much lower compared to the one of the teachers. It seems that the problem might lie in the flaws of teachers' education, as a result of which, teachers are not trained to provide their students with essential information about the nowadays English language reality and help them set the right priorities, such as, for example, the importance of communicational strategies and insignificance of a goal to reach a native-speaker ideal. Sadly, far not all of the learners have an opportunity to discover this reality by themselves on time, and thus they are deprived of a possibility to build high linguistic confidence and, consequently, great linguistic competence. The later can be proved by the fact that the respondents of the study have low level of confidence when talking to the native speakers, while, still aspiring a goal to sound like native speakers. The reason behind it could be, the aforementioned insufficient ELF-related information provided by their teachers, without which students are not able to fully imagine and understand how and by whom English is used nowadays. Having access to ELF knowledge in the early stages of learning English, could ensure higher confidence levels among students later on. Only then, they will feel like rightful users of English and will hopefully have fewer doubts and concerns about their grammatical structures and their pronunciation being different from the one of the native speakers, as long as they produce an intelligible and coherent speech. Only then, their confidence when talking to native speakers, and, in general, when talking English will raise, as, in the end, there is no reason to be ashamed, but a reason to be proud of.

After the study, there was a lot of positive feedback received. Some of the teachers admitted verbally that they did not hear about the concept of ELF before and promised to learn more about it and consider it in their future teaching practice. What is more, the majority of the students, who took part in the ELF-oriented class, according to the teacher, left it feeling grateful for this opportunity to look at English from a different angle.

Overall, based on the data collected and analysed, it was possible to reveal a tendency that indicated positive perceptions of ELF among the teachers, and slightly less among the students, who agreed to participate in the case study. Nevertheless, it is crucial to indicate certain limitations of the study. The first one is tied to a small number of participants that, unfortunately, does not offer an opportunity to discuss the results by projecting them on the general English teaching situation in Ukraine. The second limitation, which was observed at

the stage of the analysis, was related to imperfections in the way that some of the questions were formulated, that in the end, slightly narrowed the scope of the study. Therefore, further research into this topic by using a larger sample size and a more carefully designed questionnaire would most likely elicit a more useful and significant result. Nevertheless, the outcomes of the conducted case study shed light on the teachers' and students' ELF perceptions, the degree to which ELF is already introduced into the English lessons, and the teachers' readiness to commit to an ELF-aware shift in the way they approach English teaching. Therefore, despite the small sample size of the conducted case study, the preliminary results suggest that there is more to be examined.

On a side note, it is important to mention that this research project is the main source of inspiration for the current thesis. Particularly, the teacher-related part encouraged me to take a closer look at the textbooks which are compiled and published by the Green Forest school, with an intention to discover whether they consider the ELF reality or not.

Thus far, the paper dealt with the modern role of English, the concept of ELF and its pedagogical implications for the ELT sphere and with the topic of English and ELF in Ukraine. In the chapters that follow, the focus will shift to the main objective of this research paper, namely textbooks of English and their analysis in consideration of ELF principles.

6. English textbooks

Hutchinson and Torres (1994: 315) once said that a textbook is a truly universal element of ELT, and this claim remains true up to date. Generally speaking, a textbook is a collection of textual and visual material, which is designed following particular methodological and didactic principles for the purpose of teaching and learning a foreign language (Verdelhan and Sercu 2013: 720). In fact, the history of textbooks is very long and their evolution can be attributed not only to changes in methodologies of language teaching, but also to political, economic and social contexts (Verdelhan and Sercu 2013: 720-724).

In general, ELT materials can either be globally produced for the purpose of addressing generalised classrooms, or can be designed to suit more local users (Vettorel and Lopriore 2013: 487). On the one hand, the global textbooks form a part of incremental general English

course targeted at the global market (Gray 2010: 1). The focus of such textbooks and teaching materials remains on the culture of the, so-called, 'target' country, which is usually the culture of English-speaking countries, such as the US, the UK or Australia, and, accordingly, the content is centered around well-known holidays, traditions and literature of these countries (McKay 2012: 72). Also, ELT book publishing happened to be dominated by British and American publishers for a long time, therefore, many current textbooks focus especially on the norms and culture of one of these two countries (McKay 2012: 72). However, the materials that place their focus entirely on the norms of an Inner Circle country, are not able to adequately prepare the individuals from all over the world to deal with the diversity of English they are likely to be encountered with (McKay 2012: 73). In addition, global textbooks gain increasing support and interest by offering a range of expensive technological supplements (Masuhara et al. 2008: 298). On the other hand, a locally produced textbook is a textbook or a version that has been adapted for a specific market (Thornbury 2013: 220-221). For example, some countries with big markets, such as Spain and Italy, where publishers can afford to produce tailor-made materials (taking into consideration the number of hours students are expected to spend learning English, certain methodologies to be used, and the themes to be covered), developed courses designed to cover needs of the local audience (Gray 2002: 165).

As a matter of fact, textbooks play an important role in EFL classrooms and expose students to various users as well as uses of English and can significantly affect students' perceptions of the English language (Matsuda 2002: 184-185). What is more, considering that some EFL students might not have much access to English language-related input outside the classroom, the textbook for them is often the main or the only point of reference and the likelihood of perceiving it as a high-prestige source of input is increased. In line with the previous sentence, in developing world countries, the globally marketed textbook acts as a powerful instrument used by central agencies for influencing the curriculum, which among others, includes the adoption of methodologies that fail to take into consideration local educational cultures and values (Canagarajah 1999). Even though textbooks provide classroom practices only with the ENL point of view, they remain the most widespread and common sources for teaching and, consequently, strongly influence the way language is taught and the way it is perceived (Matsuda 2002: 183-184).

Undoubtedly, published material such as a textbook, has certain advantages. According to Rubdy (2003: 38), it provides a sort of route map for teachers and learners, gives structure and a sense of predictability, which in its turn provides safety in classroom interaction, and is a commodity that supports teachers' security and self-confidence. Nevertheless, textbooks, while aiming to map a terrain, are the result of decision-making in which the interests, beliefs and values of those, who were in charge of the map-making, play an all-important role (Gray 2010: 1). What is more, Gray (2010: 3) meticulously points out that in addition to serving as curriculum artefacts, textbooks happen to be cultural artefacts, where *cultural* refers to "the ways in which meanings are created, and the manner in which they subsequently circulate in society", which pursue making English mean in specific and highly selective ways.

However, there is much to say on various flaws in teaching materials, global and locally produced, in general, and textbooks in particular. For instance, Tomlinson (2008: 3) rather critically points out that many ELT materials significantly contribute to a learner's failure to acquire basic competence and to develop the ability to use English successfully by focusing on the teaching of separate linguistic items rather than on the provision of opportunities for acquisition and development. In addition, a study conducted on popular global coursebooks demonstrated that there is a weak match between them and what is known to facilitate a language acquisition process and that most of those coursebooks are more likely to help learners gain knowledge of the language than an ability to actually use it for real communication (Tomlinson 2017: 5). Indeed, most coursebooks out there focus on the form and not on the meaning. Tomlinson (2013: Chapter 2) identified that the majority of the coursebook he researched contained mostly language item practice activities and while some of them provided at least some opportunities for noticing, none of them offered a choice of content, route, or activities. As follows, the discussed flaws could reinforce the argument that textbooks are more than simply educational tools and cultural objects, they are primarily commodities to be bought and sold (Gray 2013: 7).

However, the current paper takes a different turn in its analysis and focuses on the issues related to the presence, or rather absence, of the representation of ELF in ELT textbooks. In the following section, a closer look will be taken at the recent research conducted on English textbooks and it will be generalized about the position which ELF takes in them.

6.1. ELF research on English textbooks

Before proceeding with the discussion on the research which was conducted on the English textbooks in the ELF context, it is necessary to explain the importance of the following summary of the selected research to the current thesis. By means of analyzing the existent studies I intend to elicit and define main criteria for my research. In addition, an overview of the methodologies adopted for those studies will serve as a reference point while developing my research approach.

The global spread of English has contributed to the transformation of ELT into a global industry with high economic stakes, where production of textbooks has become one of the engines that drive the industry (Kumaravadivelu 2003: 255). Therefore, it is scarcely surprising that “the world market is flooded with textbooks not grounded in local sociocultural milieu” (Kumaravadivelu 2003: 255). As mentioned earlier, nowadays English is not learned to be able to communicate with native speakers exclusively. In fact, the common goal of English learners is to be able to communicate internationally. Nevertheless, it appears that developers of teaching materials are resisting acknowledging the change in status and use of the English language, and this gap can also be observed in the body of publications on materials development (McKay 2012: 70). According to Siqueira, “regardless of what is happening to English in its spread around the globe, ELT textbooks remain heavily ethnocentric and dissociated from the realities of millions of students of English who keep on being exposed to an idealized “plastic world” created and sold by a transnational multibillionaire industry” (Siqueira 2018: 190). As mentioned by Cogo (2015), ELF began to be featured in ELT-related conferences and journals, however, those positive developments have not yet reached the aspects of its pedagogical relevance for teachers and have been wholly insufficient in relation to teaching materials. Although some studies on ELT materials from a WE and ELF perspective demonstrated that certain representations of plurality begin to be taken into consideration (e.g. Vettorel and Corrizato 2012, Vettorel and Lopriore 2013), ELF users and communicative contexts still appear to be included only sporadically, with an exception of some general references to English as a global or international language (Vettorel 2018a: 181). Even if it seems absurd in the relation to English language learners and their needs, the position of global textbook developers seems to be grounded. According to Thornbury (2013: 216), the reduction of linguistic complexity and variety to a certain set of grammatical structures lends

itself to a model of production, consumption and regulation that equally prevents threatening the status quo and supports a lucrative marketing strategy. Thus, textbooks remain serving as representations of the English-speaking world for pedagogic and commercial purposes despite a background of increasing globalization (Gray 2002: 152).

Commonly, curriculum developers presumed that only American and British English should be included in the ESL/EFL curricula, which unavoidably led to the underrepresentation of the existing varieties of world English (Gray 2010). Even if a textbook does include some comments or cultural observations on varieties of English or ELF they tend to be overlooked by teachers and therefore students unless teachers are trained to recognize and extend on the tasks (Cogo 2015). Admittedly, considering that most EFL settings strictly follow the NS norms, it can be problematic to introduce the ELF construct openly during the lessons as it can run into resistance with the stakeholders, such as ministries of education, educational administrators, curriculum planners, teacher educators, parents, teachers and students, who expect one particular standard variety to be taught at all proficiency levels (Bayyurt 2018: 175).

A key point is to understand here that English is not like any other foreign language. Given its status as an international language, English does not happen to spread through native speaker migration, but through an ongoing increase of speakers who learn English in their country of origin with an intention to use it mostly for international, but in some contexts also intranational, communication (Brutt-Griffler 2002). This nature of worldwide spread gave rise to several significant implications for the development of English language teaching materials. According to McKay (2012: 73), in the first place, it suggested that a vast number of English learners have certain purposes in learning English that compared to the language needs of immigrants to English-speaking countries, are generally more limited. For example, an average English learner would need to master a certain level of general English proficiency with a focus on areas relevant to their personal needs, as compared to a learner who intends to actually live in an English-speaking country and for whom it would be important to learn more details about locally oriented language. In the second place, a lot of L2 English speakers, in all likelihood, will be using English to interact with other L2 speakers, rather than with native speakers (McKay 2012: 73). In addition, considering the current developments, getting a non-native speaker to acquire a native speaker proficiency is not only hardly possible, but

also highly unnecessary and demotivating, taking into consideration that English is spoken more by non-native speakers than by native speakers. At last, McKay (2012: 73) pointed out that many interactions in English happen alongside the use of another language, hence if speakers consistently switch languages, it might eventually affect their use of English. In line with the previous statement, Seidlhofer (2011: Chapter 1.3) stressed that for the first time in history, a language has achieved a truly worldwide recognition across continents, domains and social strata, which caused it to be shaped by its non-native speakers at least as much as by its native speakers.

Teaching materials based solely on norms of inner circle countries are bound to fail to introduce learners to a real-world situation that they may encounter. They do so by excluding the fact that the varieties of English with their grammatical 'rules' and lexical forms gradually grew in number over the past decades (McKay 2012: 73). Such limited perception of English might cause confusion or resistance when students are faced with different kinds of English users or uses, for instance with those from the outer circle, which deviate considerably from the inner circle English (Matsuda 2002: 184). However, this is not to say that textbooks and other teaching materials should stop using standard varieties as the main point of reference, but to point out that those materials are ought to shed light on the current diversity of the English language and its uses in order to ensure that learners are prepared for the international English encounters. For instance, they could include readings on the diversity of standards that exist in English today or they could introduce students to the differences among varieties of English by letting them draw parallels between the grammatical and lexical variations of their own language and the varieties of English on a much larger scale (McKay 2012: 74).

Back in the day, Phillipson (1992) argued that English coursebooks are complicit not only in undermining social, educational and cultural values, but also in the promotion of linguistic imperialism. The latter is represented by the predominance of native-speaker models of speaking, writing and grammatical accuracy (Thornbury 2013: 215). Holiday (2005: 6) provides the umbrella term to describe the fallacies present in the TESOL regarding the distinction between pedagogical qualities and competencies of native and non-native speakers (also see page 16 of the current paper). This is called native-speakerism and it is used in a negative sense. Indeed, native speakerism is deeply entrenched not only in teaching methodologies

but also spread across teaching materials including textbooks. One way in which native-speakerism is represented in a textbook is its nearly obsessive concern with grammatical accuracy (Thornbury 2013: 215). In addition, most textbook writers are native speakers, as they have face validity in EFL circles, who either consciously or unconsciously convey views, values, beliefs and attitudes of their own English-speaking society (Alptekin 1993: 138).

Regarding English textbooks used in Ukraine, the Language Education Policy Profile compiled by the Council of Europe and the Ministry of Education and Science, Youth and Sport of Ukraine (2008-2011), recognized the importance of acknowledging the international status of English and suggested a list of issues to consider in future developments of curriculum, teaching methods, assessments, etc., including, among others, the necessity to recognize the special status of English in curriculum development as well as the importance of intercultural competence. According to the Language Education Policy Profile (Ministry of Education and Science, Youth and Sport of Ukraine 2008-2011: 34), in Ukraine, English is taught with its traditional links to Anglophone countries, meaning that learners were expected to aspire to the standard language of Britain or of the USA and the materials used always depicted contexts located in Britain, the USA or, rarely, in another Anglophone country. Unfortunately, a decade later, it seems that there is not much change to be observed regarding English language education and language materials used in Ukraine.

Before moving on to discuss the ELF-oriented research conducted on English textbooks from around the world, it is important to give a brief account of what is considered as criteria that help recognize a textbook as being ELF-friendly. Vettorel (2018a) suggested a list of aspects that should be taken into consideration. A detailed analysis of those, and other, ELF criteria will be discussed later in this paper in the section “Criteria for an ELF-aware textbook” (see page 51), however, there are a few that should be mentioned here in order to generally understand what the ELF-aware textbook analysis is based on. To begin with, Vettorel (2018a: 181) refers to awareness-raising activities that focus on the perspective of Global Englishes. Then, among other criteria, she draws attention to the importance of different points of view in the way in which cultural topics are presented. Finally, Vettorel (2018a: 181) includes intercultural perspectives and reflection on the student’s own culture. The idea behind the importance of including cross-cultural elements, such as references to the target culture, international culture, and local culture of the learners, is to raise the awareness of culture-

specific features (Tajeddin and Pakzadian 2020: 12), which is a key to providing the learners with a sufficient communicative and linguistic competence (Matsuda 2012: 111).

The discussion of the ELF-oriented textbook research starts with a study conducted by Vettorel and Corrizato (2012), who compiled a corpus of fifteen upper secondary EFL textbooks used in the Italian education context, nine of which were locally published, with the purpose of investigating the presence of *representations of WEs, EIL and ELF*. The data presented in their corpus demonstrated that Englishes tend to be more frequently represented by the inner circle variety, compared to the one from the outer or expanding circle. Nevertheless, the topics about World Englishes and its regions appeared to be rather open in terms of representation of plurality, where British English was not regarded as the main and only reference point, as well as the active role of non-native speakers and of bi-/multilingual settings was acknowledged (Vettorel and Corrizato 2012: 210-211). It seems to be necessary to mention that major innovations in the representation of Englishes were discovered to be contained in textbooks by Italian-based publishers (Vettorel and Corrizato 2012: 229). The authors pointed out that only two textbooks did not contain any information about language development and change associated with the spread of English worldwide, whereas six textbooks appeared to be exceptionally consistent in their approach to presenting detailed and relevant background information regarding the development of varieties in the last decades of the twentieth century (Vettorel and Corrizato 2012: 229). Overall, Vettorel and Corrizato (2012: 229) concluded that the role of English as an international means of communication generally appeared to be well represented throughout their corpus, with the term 'lingua franca' mostly being used as a synonym for global/international language rather than as a reference to current research in ELF.

Next, Matsuda (2002) conducted a study with the intention to explore *the representation of English users and uses* in widely used Japanese junior high school EFL textbooks, by means of analyzing main characters and contexts in their chapters. The findings indicated that the textbooks in question had a tendency to emphasize international and intranational uses of inner circle English (Matsuda 2002: 196). According to Matsuda (2002: 195), the inner circle users of English were presented as the primary users that took the main role both in intranational and international communication and the majority of dialogues that happened outside Japan were placed in the inner circle. In addition, the authors pointed out that she

observed a very limited representation of users and uses from the outer and expanding circle countries with very few examples of interactions among non-native speakers. Matsuda (2002: 196) characterized the overwhelming amount of inner circle references, compared to those from the outer and expanding circles, as problematic given the worldwide status of English. Moreover, since the junior high school textbooks are considered to serve as the first formal encounter with English for the majority of students in Japan, both explicit and implicit messages regarding users and uses of English, have a significant influence on students' perceptions of the English language (Matsuda 2002: 196). Therefore, considering prevailing inner circle references in the contents of the textbooks in question, such a limited view of the language is not likely to prepare students for adequate use of English with other non-native speakers (Matsuda 2002: 196).

A more recent small-scale study on the global ELT textbook series was undertaken by Tajeddin and Pakzadian (2020) with an aim to investigate *the representation of world Englishes and cultures* in their content. For the purpose of the study, the researchers chose three popular intermediate-level textbooks and performed an analysis of their content and audio tracks. Firstly, the findings revealed certain differences between the textbooks in the way they recognized the worldwide status of English. Secondly, concerning references to inner-circle countries, in all of the textbooks, they were found to be associated with the USA. Based on the outcomes, Tajeddin and Pakzadian (2020: 12) concluded that the nations from the three circles were not equally addressed in the textbooks, which, according to Matsuda (2012), could possibly prohibit learners from becoming communicatively competent and from developing their linguistic competence. In addition, despite a wide range of cultural themes presented in the textbooks, Tajeddin and Pakzadian (2020: 12) pointed out that there still was room for the inclusion of more topics on international and local cultures from around the world. In addition, the authors put forward suggestions on how to improve the ELT materials. To start with, the developers of English materials and educators should make sure that the content of the curriculum is not, for the most part, restricted to the American or British culture, and that there are plenty of activities that encourage critical reflection, as well as that consider the role English takes in both local and lingua franca contexts (Tajeddin and Pakzadian 2020: 12). Then, the textbooks could improve by including a more comprehensive account of cross-cultural elements, with the purpose of raising the aforementioned

awareness of culture-specific features (Tajeddin and Pakzadian 2020: 12). Another suggestion offered was regarding local English teachers who could introduce a variety of cultural-comparison activities into their practices in order to develop the inter-cultural sensitivity of the students, which, primarily, may be initiated and then supported by teacher educators (Tajeddin and Pakzadian 2020: 13). Additionally, students could benefit from being exposed to different, both native and non-native, varieties and accents of English (Tajeddin and Pakzadian 2020: 13). Finally, regarding the issue of the absence of the source culture in global textbooks, Tajeddin and Pakzadian (2020: 13) proposed that policymakers and curriculum designers could put more effort into promotion and development of localized textbooks that include various features of the L1 culture.

Further, Yamanaka (2006) conducted a study based on junior and senior high school textbooks used in Japan in order to estimate the *degree to which culture of English speakers is represented there*. She concluded that an absolute majority of cultural references are related to inner circle countries such as the USA and UK as well as countries of Oceania. In comparison, the author found that the cultural representation of countries of the outer circle, for instance, those of Singapore, India, etc., remained distinctively limited. Regarding cultural references from the countries of expanding circle, which are known for recognizing English as an international language, Yamanaka (2006: 66), reported a rather high percentage of their occurrences with Japan being on the top of the list. Similar findings were reported by Hanashiro (2016), who investigated three Japanese EFL high-school textbooks, which dominate nationwide in English classrooms, with an aim to explore the *portrayal of different countries and cultural elements*. His findings showed that these three textbooks tend to pay more attention to the cultural elements related to expanding and inner circle countries, whereas cultures from outer circle countries are noticeably less taken into consideration. Regarding this matter, the author expressed a concern that because of this limited representation of the outer circle, students can mistakenly believe that English speakers from such countries play only a secondary role in English language communication (Hanashiro 2016: 11). In addition, the study revealed that the USA is dominantly represented among the inner circle countries. This finding subsequently raises another concern. Such an extensive representation of the US cultural references is likely to influence Japanese EFL learner's perception of English being an 'American' language (Hanashiro 2016: 11). Hanashiro (2016:

12) concluded that it would be important to implement certain changes to English textbooks in Japan in order to increase the role of outer circle varieties of English, as this potentially could help students understand the role of ELF in international settings.

Tajeddin and Teimournezhad (2015) investigated two popular series of intermediate student books used in Iran, one being internationally known and the other locally compiled. The aim of the study was to research *cultural elements and the ways in which they are integrated* into the dialogues and reading passages of two ELT textbooks. Upon conducting the study, the authors concluded that locally produced textbooks contain very few references to cultural elements and suggested that, in order to provide learners with an appropriate intercultural repertoire, more attention should be paid to the representation of cultures as it is the only way through which learners can develop intercultural, linguistic and communicative competence (Tajeddin and Teimournezhad 2015: 190). What is more, those findings agree with previously conducted studies on textbooks in Iran. For instance, Aliakbari (2004) investigated local high school English textbooks and found that because of a lack of references to the target language and international cultures, they were inefficient in developing cultural understanding and intercultural competence among students. Regarding international textbooks, Tajeddin and Teimournezhad (2015: 188) pointed out that they contained plenty of references to English native-speaking and international cultures, however, were lacking references to the local culture. Another study was conducted by Baleghizadeh and Motahed (2010), who researched the ideological content of internationally developed American and British textbooks. They found that both American and British, textbooks contained a considerable number of cultural references that, however, were mostly oriented toward English-speaking cultures.

The following study was conducted by Turkish researchers Hamiloglu and Mendi (2010) with the purpose of identifying *cross-cultural topics* belonging to various cultures from different countries in the world based on the analysis of five selected EFL coursebooks produced by internationally well-known publishing houses. The authors intentionally excluded from their analysis cultural elements that belong to the USA and England as those were regarded as the elements of the target culture. However, cultural elements belonging to some other English-speaking countries such as Australia, Canada and New Zealand were considered cross-cultural elements, based on the idea that they are not the main target culture countries (Hamiloglu

and Mendi 2010: 18). The results demonstrated that four coursebooks contained cross-cultural/intercultural topics in varying degrees, with an exception of one coursebook which did not include any intercultural elements but cultural elements from target cultures of the main English speaking countries. Hamiloglu and Mendi (2010: 23) pointed out that, although the number of cross-cultural references varies in numbers and cultures chosen, the types of exercises that represent those cross-cultural/intercultural issues are generally the same. For instance, the authors reported that cross-cultural topics were generally covered in reading texts in order to provide language input and to raise awareness of students' familiarity with foreign cultures or in listening exercises that were used to present cultural issues by revealing differences in pronunciation, intonation and stress of people from different cultures. The authors concluded by stressing that the exploitation of culture may be closely related to "the authors' perspective, awareness and intention, the political choice of the publisher, the market tendency and demand for the cross-cultural/intercultural elements" (Hamiloglu and Mendi 2010: 23) and called for further research in order to test and evaluate those variables.

Lopriore and Ceruti (2012) conducted a study on ELT coursebooks, with the purpose of finding out to what extent the insights from studies on *inter-cultural competence and vocabulary acquisition* were considered in the development of foreign language materials and coursebooks and how the links between vocabulary acquisition and gains in cross-cultural competence are implemented within the specific context of teaching English as a foreign language. Their study was based on the analysis of the volumes from the four most widely used coursebooks in Italian upper-secondary schools, which included student books, workbooks, and all additional materials. Lopriore and Ceruti (2012: 244) set their focus on the lexis presented in each of the books in order to find out if examples of culturally marked vocabulary were included and whether the lexis was used exclusively for language development or also with an intention to raise cross-cultural awareness. In addition, the authors investigated the relevance of the cultural elements to learners' first language and/or their personal experience. The findings revealed that despite the fact that each of the coursebooks set a strong emphasis on lexis, the vocabulary-focused exercises did not encourage the learners to further explore the cultural dimension of its units, especially because the relationship between learners' lexicon development and their cross-cultural awareness was not endorsed (Lopriore and Ceruti 2012: 260). Moreover, the authors

specified that the focus of most sections was firmly based on 'anglo-culture', however, there were also some examples of world cultures included. Nevertheless, Lopriore and Ceruti (2012: 260) were able to outline some crucial findings that indicated a positive move within ELT. Notably, among the analyzed teaching materials, the emphasis was placed not only on the everyday life culture, but also on the link to learners' first language and personal experience, which all are crucial elements for developing culture and language awareness (Lopriore and Ceruti 2012: 260). As a finishing remark, the authors encouraged the teachers to foster their students' ability to observe and compare, in other words, the ability "to make the strange familiar and the familiar strange" (Lopriore and Ceruti 2012: 260).

Another extensive research was conducted by Vettorel (2018b) and was focused on investigating whether ELT coursebooks used in Italian secondary schools include activities that are aimed at the *development of communication strategies*, in particular those that have been reported in ELF research. The importance of her study lies in the fact that ELF interactions are characterized by hybridity and linguacultural diversity of their participants, therefore communication strategies are especially relevant and, "together with the participants' shared non-nativeness and multicompetence", contribute to effective communication (Vettorel 2018b: 67). To put it differently, presenting learners with information on how communication works and with tools they need to be successful communicators in these contexts, appear to be of utmost importance (Vettorel 2018b: 67). The author concluded that communication strategies are not consistently dealt with in the coursebooks and, apart from some positive instances, their important role in communication, particularly in ELF contexts, is not stressed enough (Vettorel 2018b: 67). At the end of her article, Vettorel (2018b: 68) points out that, in spite of the limited scope of the materials examined, her findings suggest that the relevance of communication strategies in ELF has not yet been recognized in ELT materials. Therefore she calls for further research in the field that based on ELF research findings could shed light on communication strategies that are actually used.

The following study was conducted by Kopperoinen (2011) and was focused on the analysis of upper secondary school English textbooks produced in Finland with an aim to explore whether and to what extent the Finnish textbook series offer *non-native accents* of English. The researcher based her study on the audio material that included the recordings of the texts

and listening comprehension exercises, where the accents were identified in accordance with specific descriptions of accents. This rather extensive research demonstrated that the ELF perspective was insignificantly present in the English textbooks for upper secondary schools, as the majority of the texts were spoken with native accents (Kopperoinen 2011: 82). Kopperoinen (2011: 88) pointed out that the outer and expanding circle accents that happened to be introduced were characterized as being very restricted in length, which leaves ample room for improvement, where, for instance, whole texts could be spoken with non-native accents, as well as listening comprehensions could include longer samples of non-native speech. Regarding European accents, the author specified that the ones that were represented were mostly Western, and the Eastern European ones were ignored, which appears to be against developing tolerance of difference, and if done otherwise, could benefit students quite substantially (Kopperoinen 2011: 89). An interesting finding is that the recordings included a lot of Finish accent, which could seem somewhat irrelevant, as that is the accent to which Finnish students are exposed on the daily basis, however, it could be justified by pointing out that this might be for the sake of encouraging students to speak with their own accent (Kopperoinen 2011: 89), which is considered a very important factor according to ELF researchers (e.g. Jenkins 2004). Overall, Kopperoinen (2011: 91) concluded that in the course of their studying, Finnish students of English are familiarized mainly with native speaker accents of English, which does not necessarily guarantee a good understanding of non-native accents, and considering the ELF perspective, it can be claimed that this number of non-native accents in the English textbooks is insufficient in relation to the status of English as a world language.

The following study conducted by Syrbe and Rose (2018) investigated three popular English textbooks used in German schools in order to discover to what extent their contents relate to the *current trends of teaching English as an international language*. A thorough analysis demonstrated that the textbooks in question generally presented English as the language of the inner circle, with a few references to the outer circle. To start with, the authors pointed out that almost all of the authentic excerpts presented, involved purely native speakers communicating within their own linguistic communities, for instance, within the inner or outer circle and only one excerpt featured a case of ELF interaction (Syrbe and Rose 2018: 157). Then, the findings revealed that the majority of characters had inner circle nationalities,

where American and British ones considerably outnumbered the other inner circle nationalities such as Australian or South African (Syrbe and Rose 2018: 157). In addition, the authors identified target interlocutors by means of analyzing the exercises that requested students to imagine that they were using English in a real-world situations, and concluded that they were native speakers of English. Moreover, the authors found that received pronunciation is a dominant variety featured in audio recordings, with an exception of several cases of other outer circle countries, and that the cultural references represented in the textbook were for the most part inner and outer circles related (Syrbe and Rose 2018: 158). Overall, Syrbe and Rose (2018: 160) reached the clear conclusion that the analyzed English textbooks used in German schools do not accurately meet the needs of the students in regard to their actual future use of the English language.

The final research to be discussed was conducted by Vettorel and Lopriore (2013), who set out to discover whether the findings in the fields of WE and ELF have determined a *shift in perspective towards the overall approach in ELT* and to what extent this shift influenced teaching materials and course books. Their study was based on the analysis of listening and speaking activities, both found in students' exercises and teachers' guidelines, from, at that time, the most recently published locally-suited English coursebooks for secondary school Italian students. To begin with, Vettorel and Lopriore (2013: 494) pointed out that although some coursebooks featured ELF interactions both in reading sections and in activities, clearly defined awareness-raising tasks were rarely included. However, an emerging positive tendency towards the inclusion of an increasing number of activities that promote a reflection on learners' L1 as compared to English was found to emerge in many of the English coursebooks available on the Italian market (Vettorel and Lopriore 2013: 496). The authors found very little apparent encouragement to use English outside of the classroom environment in the analyzed corpus of coursebooks. Finally, while almost all coursebooks contained suggestions on generally effective communicational strategies, the instruction on how to develop them were not identified, as well as there were only a few references to specifics of successful communication between non-native speakers represented and none of them mentioned an ELF setting (Vettorel and Lopriore 2013: 497). Overall, Vettorel and Lopriore (2013: 497) concluded, that, in line with previous studies, significant changes in

relation to a shift towards awareness-raising activities associated with the plurality of Englishes and ELF, were not identified in the analyzed ELT coursebooks.

The purpose of this section was to discover main criteria and methodologies that the previous research on English textbook from an ELF-aware perspective was based on. By means of reviewing the studies, it was shown that the majority of presented research considered mainly apparent ELF-aware references, such as representation of WEs, EIL, ELF, other cultures and countries, as well as inclusion of non-native accents. Particularly, the theoretical basis of the research by Vettorel (2018b), which tackles communication strategies, will be looked closer later in the paper (see pages 55-56).

The following section will summarize the criteria elicited from the studies discussed, with the intention to determine the general direction of ELF-oriented textbook research and to select my own focus in the textbook analysis which will be conducted later in this paper.

6.2. Criteria for an ELF-aware textbook

Today, English learners worldwide continue to be overwhelmed by the ENL principles and the Anglophone culture through their textbooks and other teaching materials. And as a matter of fact, they still do not manage to perfectly learn and apply what they are being taught. Taking into consideration the ELF reality, the use of ELF, usually, does not coincide with the norms of ENL (Widdowson 2015: 6). While addressing the issue of English students not learning what they are taught, Widdowson suggests that the problem is not that the teachers have not yet discovered the way to get their students to hit the target but that the set target was simply wrong and this is explained by the fact that the “norms of correctness and NS usage represent a reality that learners cannot engage with because it is radically different from their own” (Widdowson 2015: 9). Further, Widdowson proposes that the only way the learners can actually engage with English and make it real for themselves is by “relating the language to their own reality” as opposed to trying to relate it to the reality of somebody else (Widdowson 2015: 10). Moreover, learners and users of English should not be required to adopt the cultures which are associated with ENL (Pölzl and Seidlhofer 2006: 173). Therefore, it is important that the ELT materials consider the current ELF reality and the reality which is relevant to the students in order to ensure their good and confident performance in the role of English users.

In this section, I will provide a review of the ELF-related criteria, the most relevant of which will be then applied in my textbook analysis. The purpose of this section lies in defining the research objectives and methodology of the current study on the series of English textbooks used by the chain of English schools *Green Forest* in Ukraine.

What is an ELF-aware textbook and what criteria characterize it as such?

According to Vettorel and Lopriore: “The basic general criterion in WE- and ELF-aware ELT material evaluation should be based on investigating whether the plurilithic nature of Englishes and its lingua franca role are present, and in what measure and in what ways they are developed” (Vettorel and Lopriore 2018: 99). Back in 2013, the same authors identified the most basic criteria (which, as they claimed, partially derived from Tomlinson and Masuhara 2013) that should be applied while investigating textbooks on the extent to which awareness of the plurality of English is promoted in their content (Vettorel and Lopriore 2013: 491). Their checklist comprised presence or absence of references to WE and ELF, awareness-raising activities of WE and/or ELF, promotion of the use of English outside the school environment and flexibility for effective localization (i.e. activities that invite learners to relate reading or listening texts to their own countries), as well as promotion of the use of effective communication and intercultural strategies (Vettorel and Lopriore 2013: 491). Although the list might seem to be rather comprehensive at a first glance, it was further elaborated on by Vettorel (2018a). Specifically, Vettorel narrowed down the search for representations of different WE varieties and ELF contexts to listening activities (Vettorel 2018a: 181), as it opened up a possibility to include an analysis of accents. Then, she talks about communication strategies, but instead of their ‘promotion of the use’, she mentions ‘reflection’, the meaning of which is deeper and involves more effort from the students, than a bare introduction to these strategies (Vettorel 2018a: 181). In addition, she proposes looking for different points of view in the way in which cultural topics are presented and includes reflection on the students’ own culture (Vettorel 2018a: 181). As can be seen, the modifications presented by Vettorel (2018a) slightly divert from the mere focus on perceptible features of ELF, such as, for instance, presence of references to WE and ELF or accents, and move towards pinpointing more practical aspects that are characteristic of the ELF concept, such as reflection on communication strategies and on the cultures presented. Despite the fact that some of the

above points may seem to tackle obvious areas, a lot of teachers might still not be familiar with issues in relation to WE, and even less with ELF (Vettorel 2018a: 181).

The research conducted in the previous section certainly shed light onto the approaches and methods towards analysis of ELT textbooks and revealed criteria, which, evidently, resonate with the ones by Vettorel and Lopriore (2013: 491), and consider, mostly, apparent ELF-oriented peculiarities such as representation of WEs, EIL, ELF (the terms defined in Chapter 4 of this paper, see page 10), and of other countries and cultures, inclusion of non-native accents and communication strategies. Therefore, additionally, it is worth paying closer attention to the criteria defined by Tomlinson and Masuhara (2013: 234), which, in their view, an English textbook should include in order to ensure *long-term effectiveness*. In their analysis of adult coursebooks, the authors looked if the textbooks from their corpus provide an extensive exposure to English in use and if they affectively and cognitively engage the learners or provide an achievable challenge (Tomlinson and Masuhara 2013: 233). Moreover, the focus of the research was on finding whether a textbook helps learners

- to personalize their learning (i.e. questions asking for personal opinions and views or activities asking to relate texts and topics to the learners' own environment),
- to make discoveries about how English is typically used,
- to develop cultural awareness,
- to continue to learn English after the course,
- to make use of the English environment outside the classroom,
- to use ELF and to become effective communicators in English (Tomlinson and Masuhara 2013).

What is more, Tomlinson and Masuhara (2013) also explored the presence of opportunities to use the target language for communication and the flexibility needed for effective localization, as well as looked for evidence of a textbook catering for the needs of all learners and whether it achieves its stated objectives or not. As can be seen, the criteria by Tomlinson and Masuhara (2013) differ from the ones mentioned earlier in this section, as their focus lies on the effectiveness of a textbook to prepare learners for effective communication in English outside the classroom. They consider if the content of a textbook contributes to the acquisition of skills and knowledge required to become confident and communicatively competent users of English, which actually, is what a so-called ELF-aware textbook should look like.

What is understood under “communicative competence” and “communicative capability”?

Throughout the paper there has been a mention of ‘communicative competence’ or ‘communicatively competent’, therefore, it is important now to provide a brief account of the notion of communicative competence and to discuss communication strategies, as they will constitute the base for my textbook analysis later on.

The notion of communicative competence was initially introduced by Hymes (1972: 284-286) and in its general sense was meant to define communicative capabilities of a person, taking into consideration four judgements: whether (and to what degree) something is formally *possible*; whether (and to what degree) something is *feasible*; whether (and to what degree) something is *appropriate*; and whether (and to what degree) something is *done*. Here I will not particularize the problematics of the framework, but it is important to point out that the judgements proposed by Hymes were made in relation to “a normal member of a community” who is knowledgeable about the different aspects of communicative systems available to him (Hymes 1972: 282). In other words, what is meant by ‘a normal member’ is an idealized native speaker who has a perfect command of his language. However, according to Seidlhofer (2011: 90) there is no ‘normal member of a community’, as the speakers of a language are “notoriously unreliable in their judgements as to whether an expression ‘in their language’ is possible (i.e. grammatically correct or not) or, given the immense variety of contexts in which the language can be used, whether and to what degree it is appropriate” (Seidlhofer 2011: 90). Thus, Seidlhofer (2011: Chapter 4.6) suggests to detach the four aspects proposed by Hymes from the primary social native-speaking communities and to relate them to other kinds of community, such as communities of practice, where the judgments regarding what is possible, feasible, appropriate or done, are likely to be quite different. That is to say that, these aspects should not be exceptionally linked to the native speaker competence within a certain speech community, but, taking into account the ongoing globalization, can also be applied for communication across speech communities, in other words, to ELF in general.

Hymes’ framework was further elaborated by Canale and Swain (1980: 5), who proposed a model of communicative competence which consists of four components, namely grammatical, sociolinguistic, discourse, and strategic competence. Grammatical competence is expressed by knowledge of linguistic structures and sociolinguistic competence refers to the knowledge of what constitutes acceptable usage within the speech community (Canale

and Swain 1980: 5). What stands out here is the reference to a usage within the speech community, which in the context of ELF, and in this paper, will be extended to the usage *across* speech communities. Discourse competence, in turn, denotes the ability to produce coherent and cohesive utterances, while strategic competence, is defined as "verbal and nonverbal strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence" (Canale and Swain 1980: 30), which seems to have some universal aspect.

The strategies, used to achieve the strategic competence are often referred to as communication strategies (CSs), and are defined as "mutual attempts of two interlocutors to agree on a meaning in situations where the requisite meaning structures do not seem to be shared" (Tarone 1980: 419). In fact, there is a number of taxonomies of CSs, but here I will favor the one proposed by Dörnyei (1995), where he collected a list and descriptions of the CSs that he considered to be the most common (see Figure 14).

CSs Following Traditional Conceptualizations

Avoidance or Reduction Strategies

1. Message abandonment—leaving a message unfinished because of language difficulties.
2. Topic avoidance—avoiding topic areas or concepts which pose language difficulties.

Achievement or Compensatory Strategies

3. Circumlocution—describing or exemplifying the target object or action (e.g., *the thing you open bottles with* for *corkscrew*).
4. Approximation—using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., *ship* for *sail boat*).
5. Use of all-purpose words—extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of *thing*, *stuff*, *make*, *do*, as well as using words like *thingie*, *what-do-you-call-it*).
6. Word-coinage—creating a nonexistent L2 word based on a supposed rule (e.g., *vegetarianist* for *vegetarian*).
7. Use of nonlinguistic means—mime, gesture, facial expression, or sound imitation.
8. Literal translation—translating literally a lexical item, an idiom, a compound word or structure from L1 to L2.
9. Foreignizing—using a L1 word by adjusting it to L2 phonologically (i.e., with a L2 pronunciation) and/or morphologically (e.g., adding to it a L2 suffix).
10. Code switching—using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2.
11. Appeal for help—turning to the conversation partner for help either directly (e.g., *What do you call . . . ?*) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).

Stalling or Time-gaining Strategies

12. Use of fillers/hesitation devices—using filling words or gambits to fill pauses and to gain time to think (e.g., *well*, *now let me see*, *as a matter of fact*).
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Figure 14 (Dörnyei 1995: 58)

Björkman (2014: 124), who did her research within the CSs framework, suggested that the CSs which are used in ELF settings are akin to the ‘achievement or compensatory strategies’ proposed by Dörnyei (1995) (see Figure 14 above). Then, in the study on ELF and communicative strategies, Vettorel (2018b: 61) slightly adapted the framework by Dörnyei (1995) by integrating the categories from ELF research on CSs and grouped them into four main areas (see Figure 15):

1. Appeal for help	•(direct/indirect)
2. Meaning negotiation	• requests for repetition, clarification, direct questions/minimal queries • confirmation checks, direct/indirect question, repetition in rising intonation, interpretative summary (e.g. <i>you mean...?</i>), content summary
3. Responses	• repetition, rephrasing, expansion, reduction/simplification, confirmation, rejection, repair; • lexical anticipation / suggestion / correction • use of fillers and time-gaining devices
4. Achievement strategies	• circumlocution/paraphrase, approximation/all-purpose words/word-replacement, restructuring, word-coinage, code-switching (literal translation from L1/Ln, foreignizing, code-switching L1/L3/Ln)

Figure 15 (Vettorel 2018b: 61)

The strategies presented in Figure 15 above are of a major importance to ELF-related textbook research. Overall, due to the fact that a significant proportion of real-life communication, especially in the second language, is often problematic, the learners could considerably benefit from instruction on how to deal with performance problems and one of the ways would be to include a specific teaching of communication strategies, which engages with different verbal and non-verbal means of coping with difficulties and break-downs that occasionally happen in everyday communication (Dörnyei 1995: 55). What is more, it was shown that in ELF interactions the most relevant is not the linguistic forms or their adherence to ENL norms, but “a capability to effectively employ language in communication by drawing on a set of resources and to strategically use them in interaction” (Vettorel 2019: 184).

It is crucial to mention that, in general, the model of communicative competence received a fair amount of criticism. For example, Widdowson criticized the static view of the model's components, "as they analyze a complex process into a static set of components, and as such cannot account for the dynamic interrelationships which are engaged in communication itself" (Widdowson 2003: 169–170). To solve this issue, he took a more holistic approach towards how communication is realized by focusing on the communicative potential of the language itself considering the extent to which learners are capable to comprehend (Widdowson 2003: 172). Therefore, a term '*communicative capability*' is introduced and will be used as another general criteria for the textbooks evaluation next to 'strategic competence'. It is a term coined by Widdowson to define "the ability to exploit the virtual language, and the readiness to adjust to the conventions of actual encodings as and when required" (Widdowson 2003: 173). In other words, the communicative capability builds on students first language and on what they can already do with it, which eliminates the need to teach them how to communicate, instead, they should be encouraged to apply the strategies they already know.

Regarding the development of communicative capability, Vettorel (2018b: 62) emphasized the importance of ELT materials to include activities that are aimed at raising awareness and promoting a practice of communication strategies. Additionally, in line with the previous sentence, Kemaloglu-Er and Bayyurt (2018: 168) suggested that teachers should devote extra effort to drawing learner's attention to the significance of speaking English in their own, but, intelligible ways, rather than striving for a rather unrealistic goal of becoming 'perfect speakers'. Further, the point on the reflection on the student's own culture is particularly valid and resonates with Widdowson's (2015) statement mentioned at the beginning of this section regarding the importance of relating the language to the learner's own reality.

The various criteria discussed so far sufficiently cover different aspects and views regarding what an effective ELF-aware textbook should include in order to fulfill the expectation of providing learners with the necessary knowledge and capabilities which are needed for real-life English encounters in the role of effective English communicators. Thus, the following section is where I will home in on the methodology, as well as justify and select criteria relevant to my study by combining them into a comprehensive checklist that will be used as a reference point for the analysis of the selected English textbooks.

6.3. Analysis of textbooks used in Ukraine: Methodology

As became apparent in previous sections, the majority of the ELF-related textbook research that was presented here focused on the most evident references to ELF, such as representations of varieties, cultures or accents. There is no doubt that the consideration of such representations is of a key importance when conducting an ELF-oriented study of a textbook. What is more, their obvious and straightforward characteristics facilitate the process of identification. However, in my opinion, it is not enough to take into account the aforementioned references exclusively, and, based solely on the number of their occurrences, draw conclusions regarding the ELF-appropriateness of an analyzed textbook. Therefore, in my textbook analysis, for the purpose of which a series of *Notes* textbooks was selected, I will look not only for the apparent, but also for the less evident, but, in fact, the most essential features that assist students in their preparation for becoming effective users of English in the nowadays complex sociolinguistic reality. The analysis of the *Notes* textbooks will cover related to references to WE and ELF awareness-raising activities, however, its focus will also lie on the identification of CSs, their ways, and place of integration as well as on the role which textbooks play in preparing the students to become effective communicators in English. In particular, the study will consider the extent to which the textbooks are likely to contribute to the learners' communicative capability.

The current research is based on the analysis of the series of textbooks *Notes* published by the Ukrainian English school *Green Forest* and provided for their students. The corpus of the study consists of six textbooks of different levels: Starter, Elementary, Pre-Intermediate, Intermediate, Upper Intermediate and Advanced. The principal focus of the study is the evaluation of the extent to which the textbooks in question reflect ELF and prepare the students to the real-life encounters with the English language. The analysis will be performed in three stages and will be based on the identification of the following criteria (Figure 16), which were elicited from the previous sections:

CRITERION	OPERATIONALIZATION
Intercultural perspective	<i>Presence or absence of references to ELF, WE, and other cultures:</i> a) mention of plurilithic nature of Englishes and its lingua franca role; b) ELF contexts/speakers in listening activities: are the target interlocutors and role models presented in the textbook relevant to ELF contexts? c) Inclusion of various accents: different WE varieties as well as non-native accents in listening activities. d) intercultural perspectives and reflection on the student's own culture. <i>Awareness-raising activities of WE and/or ELF:</i> Are speaking and/or listening activities aimed at raising awareness of varieties of English, of WE and of ELF?
Effective communication perspective	<i>Assistance in the development of communication strategies (=explicit teaching of skills):</i> 1. Appeal for help 2. Meaning negotiation 3. Responses 4. Achievement strategies <i>Assistance in developing communicative capability:</i> a) How far is the language presented in the textbooks consistent with the development of communicative capability in English for international communication? b) To what extent the textbooks contribute to the students' communicative capability by means of relating the learning of English to the L1 user experience of the students? <i>Provision of opportunities to use the target language for communication:</i> a) the extent of exposure to English in use; b) is correctness shown to be motivated by communicative purpose (appropriateness)? c) assistance in personalizing the students' learning (= getting learners to engage in communicative use of English)

Figure 16. CRITERIA FOR THE TEXTBOOK ANALYSIS

To start with, in the first stage, a closer look will be taken at the table of contents of each of the textbooks from the corpus. In this stage, some of the criteria from the 'Intercultural perspective', will be taken into consideration. The goal of this stage is to discover which units, based on the topic, particularly lend themselves to ELF integration. Presumably, this will make it possible to identify the ELF-related criteria in the main part of the textbook. This approach

will also serve as an instrument for outlining the scope of the textbook research, as, unfortunately, there is not enough space to perform an analysis of all units from the textbooks. Then, an analysis of the selected units will be conducted taking into consideration all of the criteria from the table above. In terms of methodology, the current study draws on the qualitative analysis of the contents of the units. In the third and last stage of the textbook analysis, the outcomes from the first two stages of the research will be combined and the conclusions will be drawn.

7. Textbook analysis

Earlier in the discussion on the case study conducted in the *Green Forest* school, there was included a general description of the school. Here, the focus shifts to the textbooks that the school utilizes. It is pointed out that the school provides its students with a specially designed textbook and an interactive online platform that are tailored for the needs of Ukrainian learners (Green Forest 2022). Due to the fact that the language school presents itself as being up-to-date and as the one that considers its learners' needs foremost, its series of textbooks, *Notes*, was selected for the analysis presented in this thesis with the purpose of performing an ELF-aware evaluation of its content.



As mentioned earlier, the *Notes* textbooks cover all the levels, from Starter to Advanced and include a printed version as well as an interactive online platform. Further information on the textbooks is collected and translated from the official *Green Forest* website (Green Forest 2022) and is discussed here with the aim of providing general overview of the textbooks by means of how they are seen by their developers.

Every textbook consists of two main blocks, namely Communication and Grammar and, additionally, each student can use the online platform in order to complete lexical and grammatical exercises, watch videos, listen to audio and take tests. In the process of compiling the textbooks, the authors adopted a Communicative Approach and for the development of grammar and lexical components they used a Guided Discovery approach.

Notes is described as a textbook which is particularly suitable for teaching English to Ukrainian students as it was designed specially for them. The authors, who have many years of experience teaching English to students in Ukraine, applied this experience when developing tasks, exercises and explanations, considering local peculiarities of perception in regards to certain lexical and grammatical topics.

In terms of the contents, the *Notes* are claimed to be up-to-date and include current topics. What is more, the online version of the textbook is being updated on the daily basis. In addition, the taboo topics, which are excluded from conventional English textbooks, such as politics, religion etc. are also part of its units. By the *Notes* authors, taboo topics are considered to be an indispensable part of the daily life, that have a potential to evoke feelings, interest and encourage discussions or even disputes among students, and, thus, have to be a part of the English course as well.

With respect to listening and video content, for this purpose, there was a special division created, which was responsible for ordering texts (from local, as well as international, authors), voiceovers (by native as well as local speakers), and video recordings. A modern feature of the audio and video excerpts is that they are not recorded on a disc, but can be activated by scanning a QR-code available in the printed version of the textbook and the online textbook, in the meanwhile, contains integrated links.

The *Notes* description provided by the school, certainly creates an expectation that the textbooks include some of the criteria elicited from an ELF-aware approach and that are defined in the previous section. However, the goal of my analysis is to discover whether these expectations are actually met.

7.1. Stage 1: Analysis of the tables of contents

At this stage, the tables of contents of the *Notes* were closely scrutinized with the aim to detect topics that could possibly indicate the integration of ELF-related content. Here it is

important to note that, in principle, any topic has space for ELF integration, however, certain topics lend themselves more to it than others.

All the *Notes* textbooks share the same structure of the table of contents which consists of four columns. The first column introduces the topic, the second one defines the subtopics, then, the third column describes the focus of the unit, and the last one mentions grammar which will be introduced.

The study of the table of contents revealed the presence of some topics which presumably cover certain ELF-related criteria. The starter textbook, for example, contains a topic 'All about travelling' which is divided into two subtopics, namely, 'Where it is from?', the focus of which is learning how to ask for information and to talk about countries and nationalities, and 'Flats or hotels?', where students will learn how to choose and book a room in English. In general, topics on travelling provide ample opportunity for the integration of ELF. In addition, the first unit of the starter textbook 'Intro: Classroom language' will be analyzed, as this unit serves as an introduction not only to the textbook, but to the language in general.

The elementary textbook includes a section 'All about trips' with two subtopics: 'Take a break', where students will learn to talk about different types of holidays and make vacation plans, and 'Hit the road', where they will learn to ask and answer questions at the check-in, passport control, customs and other places at the airport. Another topic that possibly includes ELF-related content is 'All about communication', one of the subtopics of which is called 'Worldwide web', which will teach the students to express opinion on Internet activities and social networks, agree and disagree with other people's opinion. Also, the table of contents includes a topic 'All about holidays' with a subtopic 'Let's celebrate' where the students will learn to talk about different holidays and celebration traditions.

Then, the pre-intermediate textbook contains a unit on 'All about travelling', which is divided into three subtopics: 'How about hitchhiking?', focused on sharing the experience; 'A nightmare holiday', where the students will practice writing a personal story; and 'I got lost in Amsterdam', with a focus on giving directions and finding a place in a city. Another unit to look at from this textbook is 'All about relationships' with a subtopic 'Finding new friends', where the students will learn to respond to and ask questions, and to make a conversation with a stranger.

Further, the intermediate textbook also includes a topic 'All about traveling' with two subsections: 'Yes to adventures', which will teach to talk about alternative ways of traveling and giving advice, and 'If not now, when?', with a focus on talking about budget travelling and giving opinions.

The upper-intermediate textbook seems to raise a topic particularly interesting for this research in the unit on 'All about living and learning', which consists of three subtopics: 'I want to study abroad', which will teach the students to talk about pros and cons; 'Immigration: the other side', with a focus on learning how to write a blog entry; and 'Education vs work experience', the focal point of which is learning the debate skills.

Last but not least, the advanced textbook, like all the other textbook from the series, includes a topic 'All about travelling', with the following two subtopics: 'Professional travelers', where the focus lies in expressing feelings and emotions; and 'Perfect/horrible for traveling/living', where the student will learn to write a post of complaint.

To conclude, this stage of the research, by means of careful analysis of the table of contents, identified a number of units and their subtopics that are likely to contain ELF-related references in their contents. The following stage will scrutinize the selected units with the intention to identify the ELF criteria defined earlier.

7.2. Stage 2: Content analysis of the textbooks

In this section, an analysis of the selected units from the *Notes* will be conducted with an aim to explore the degree to which ELF awareness is integrated, by means of revealing the criteria that were discussed earlier in this paper.

What evidence of ELF and WE orientation is there?

Notes Starter A1.1.

Every unit of the *Notes* textbooks at its beginning provides a catchy quotation, which is called 'fun Notes'. The one given at the first page of "Intro: Classroom language" of the Starter textbook is: "English is the official language of 67 countries". The sentence could positively contribute to students' general perception of English, as often English is associated with only a handful of countries, such as the UK, the USA or Australia. Thus, the provided statement explicitly considers the topic of WE and could be further elaborated by a teacher.

Further, the main topic of the unit ‘All about travelling: Flats or hotels?’ is booking of accommodation, which is divided into several sections including speaking, reading and listening, and for which students are given vocabulary, functional language (simple grammar structures) (Figure 17) and a set of exercises to practice. The destination present in the unit is Spain, which instantly brings the usage of English out of its typical native English setting and serves as a covert integration of ELF. The students are asked to read several room descriptions taken from booking platforms and decide which room they favor (Figure 18).

FUNCTIONAL LANGUAGE Choose and book a hotel room

Task 5

Read the texts and the script again. Fill in the table.

	There is / are...	Have / has got
+	Singular: _____ Plural: _____	Singular: _____ Plural: Both rooms have got air conditioners.
-	Singular: _____ Plural: _____	Singular: _____ Plural: The rooms haven't got any mini-bars.
?	Singular: _____ Plural: Are there any bed sheets in the room?	Singular: _____ Plural: Have the rooms got any terraces?

Use it right!

Use **ANY** with plurals in negative sentences and questions.

Have the rooms got any terraces?

The rooms haven't got any mini-bars.

Use it right!

Use short forms:

There's (there is) ...

There're (there are) ...

There isn't (there is not) ...

There aren't (there are not) ...

She's got (she has got) ...

They've got (they have got) ...

He hasn't got (he has not got) ...

We haven't got (we have not got) ...

Figure 17 (An excerpt from the ‘functional language’ section, p. 125)

Task 3

A Look at the rooms. Which one do you like for a week trip in Barcelona? Why?



A big bright room in the city centre

Spain, Barcelona

The room has got:

- a double bed
- Wi-Fi
- an air conditioner
- towels

- shampoo
- a kitchen
- bed sheets
- a hair drier

- a terrace
- a coffee machine
- no breakfast
- no TV



Lily

My name is Juan, and I live in Barcelona. It is a big bright room in a historical house, 5 minutes away from the city centre. You can use the kitchen, the living room and you have your private bathroom. I live in another room with my dog Chucha and spend a lot of time at work. There is a good terrace in the flat. Your room has got an air conditioner, a double bed, a wardrobe with a big mirror. If you need help, please text me. I can tell you about the best local places in Barcelona, like markets, playas and shopping malls. The room hasn't got a TV but there is free Wi-Fi in the apartment. Please, don't smoke in the apartment. Check in after 2 PM, check out before 12 PM. Welcome to the heart of Barcelona!

29 € per night

Dates

12/31/2018 → 01/05/2019

Guests

1 guest

€29 x 5 nights

€145

Book

Figure 18 (An excerpt from the ‘reading’ section, p. 123)

Notes Elementary A1.2.

It was discovered that the unit *“All about holidays: Let’s celebrate!”* introduces students to English varieties. It was noted that some of the words throughout exercises are marked as being common for either British or American English, for example “set the table (AmE) = lay the table (BrE)”. However, such tendency is not thoroughly maintained. For instance, the word ‘rubbish’, which is commonly used in British English, was not marked and no alternative was given. Although the references are limited to two the most known English varieties, this could serve teachers as a starting point to introducing students to more, perhaps less popular, varieties that are present in the world.

Similar to the aforementioned evidence, is the tendency found in the unit *“All about trips: Take a break!”* reflected in an activity which offers a set of descriptions of different types of holidays, where the lexical difference between British and American varieties of English are marked. For instance, “a holiday (BrE) = a vacation (AmE)”, “(go on) a package holiday (BrE)”. In addition, another activity provides four excerpts that describe the habits and preferences of individuals of international origin, including Spain, Wales and the USA.

An evidence of covert ELF integration is present in the unit *‘All about trips: Hit the road!’*, which features two listening tasks where both native and non-native (Ukrainian) English speakers participate.

The unit *‘All about communication: World Wide Web’* includes a listening activity that will be further discussed. It is given that the conversation is held between three native English students (two Americans and one British), however, performed by non-native speakers, who talk about social media. As a side note, I will mention that the audio itself is of a perceptibly poor quality with the speakers obviously reading the scrip without trying to engage with it. Here, two noticeable pronunciation variations were spotted. The first one was when a speaker pronounced the word ‘GIF’ as /dʒɪf/ (instead of normative /ɡɪf/), and the second one – was when another speaker said the word ‘memes’ as /ˈmɪmɪs/ (instead of normative /mɪms/). In my opinion, this conversation would benefit by changing the speakers’ nationalities to non-native English. If that was done, it would be possible to argue for the pronunciation variety and to stress the foremost importance of being understood in contrast

to the relevance of correct pronunciation. Nevertheless, an attentive teacher could use this listening activity as a chance to pay students attention to the fact that the characters, who were meant to be native speakers, obviously were non-native speakers, and despite the given 'flaws' in their speech, it was still easy to understand them, same as they seemed to perfectly understand each other. This way, the reality of the ELF encounter could be addressed.

Notes Pre-Intermediate A2.

It can be seen from the name of the unit '*All about travelling: I got lost in Amsterdam*', that the location of the plot is in Amsterdam, which is not an English speaking city, thus, the setting itself dictates an ELF environment. The unit includes reading section, which features a text about a couple who got lost in Amsterdam and their adventure trying to find the way to their hotel. The story includes direct speech of different people who were giving the couple directions on how to find the hotel they were looking for, as well as a mention of meeting 15 British men who came to Amsterdam to celebrate a stag party. Even though the nationality of the main characters of the text is not specified, it is apparent, that the location of the story is ideal for making reference to the ELF environment.

Then, the video presented in the listening section of the unit "*All about relationships: Finding new friends*" contains 4 dialogs. It stood out, that all of the participants spoke English with a foreign accent. Although the nationality of the speakers was not indicated, this could be considered a covert ELF integration.

Notes Intermediate B1.

The unit "*All about traveling: Yes to adventures*" includes a section called 'Function' and its focus is on grammatical structures and vocabulary for giving advice. Here, the attention was drawn to characters represented in the first task of the section: Oleksandr from Ukraine, who participates in EVS in the Czech Republic where he meets Kiki from Germany and asks her to go on a date. Therefore, this task perfectly reflects a typical ELF situation and serves as implicit integration of ELF.

The listening activity from the unit "*All about travelling: If not now, when?*" features a dialog between two Ukrainian friends, Anna and Victoria, who meet in a café to talk about Anna's recent trip across Europe. Anna shares tips on budget travelling and even describes how to

book trips from Ukraine and names couple of cities that are convenient departure points. It stood out, that both speakers speak English with a polished accent, however, it is still evident that they are not native speakers. In addition, when naming Ukrainian cities, Anna switched to the Ukrainian language. This audio serves as a good example of an ELF conversation. Then, the unit includes a speaking section. This time students are offered to play a game (see Figure 19). The attention was attracted by the statement in box #13: “English should be the second official language in Ukraine”. In fact, no matter what opinion a student has on the statement, it is possible to trace a probable origin of the idea behind it, namely, the influence, popularity, use and need of English even in a country such as Ukraine, which is, indeed, situated rather far from the native English speaking countries. In all likelihood, the statement will stimulate further discussion, and could potentially develop its topic in the direction of English spread and importance worldwide. Thus, provided the teacher is aware of ELF, it would serve as an awareness-raising activity which introduces students to the ELF reality.

SPEAKING

Task 6

Work in pairs. Roll the die and discuss the statement you land on. Try using the phrases according to the number on your die. For example, the number on your die is 2. You are going to discuss the question about hitchhiking using the phrases “I see your point, but...” or “Good point”.

					
• In my view • Exactly! • I suppose	• I see your point, but • Good point • That's nonsense!	• In my view • Fair enough • I'm with you on that one	• Actually, I think • I'm not so sure	• In my opinion • I do think • I suppose	• Personally, I believe • I totally disagree • Fair enough

START →	1 Men are more creative than women	2 Hitchhiking is for everyone	3 People who don't travel are narrow-minded	4 Children shouldn't be allowed to use technology
9 Tourism destroyed our city	8 Smoking marijuana should be legal	7 People in Ukraine should recycle garbage	6 Everyone should be a vegetarian	5 Only bad people don't do charity
10 Most information on the Internet is garbage	11 Death penalty is a good idea	12 Money is more important than the work you do	13 English should be the second official language in Ukraine	FINISH

Figure 19 (An excerpt from the 'speaking' section, p. 44)

Notes Upper-Intermediate B2.

On its title page, the unit *“All about living and learning: Immigration. The other side”* contains a fun note with the following statement: “The United Kingdom holds the most diverse population of immigrants in the world”. This statement vividly depicts a true situation, which could stimulate further discussion in the direction of nowadays ELF reality, by shifting the focus from the immigrants’ nationalities to the fact they all use English for communication not only with the local population, but also in order to communicate with each other.

Notes Advanced C1.

The unit *“All about travelling: Perfect/horrible for travelling/living”* begins with a speaking and reading section which contains 10 pictures of cities from all around the world, including two Ukrainian and one Australian city, and blogposts written by people living in these cities, which students have to match to the pictures. It stood out, that at least 4 out of 10 authors were almost certainly Ukrainian, which is an assumption based on peculiar to Ukrainian language spelling of the names (for instance Yana, Ksyusha, Ilona). Particularly relevant to this research is the following sentence in the post about the city of Hong Kong, which mentions English: “Most of locals speak English, so it’s very expat-friendly” (see Figure 20). This statement together with a subsequent reference to Hong Kong as “a unique mixture of cultures and traditions” can be identified as an overt reference to the ELF environment which serves, in this case, as an implicit integration of ELF.

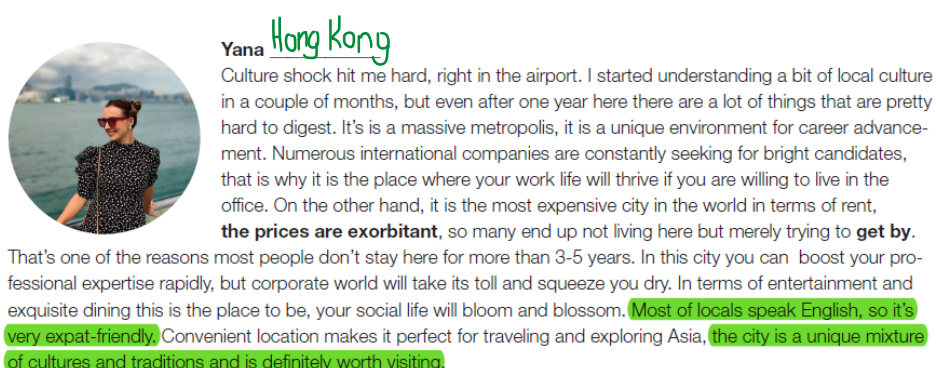


Figure 20 (An excerpt from the ‘speaking and reading’ section, p. 123)

What evidence provides a room for elaboration on ELF?

In addition to some of the so far discussed evidence of ELF, which was found in the contents of the Notes textbooks, throughout the analysis it was discovered that some textbook activities, although not obviously reflecting an ELF-aware setting, also offer room for potential elaboration on ELF. However, the success is solely dependent on the level of teacher's ELF-awareness.

For example, the unit '*All about travelling: Where is it from?*' from the Starter textbook starts with the following sentence: "People speak over 200 languages in Europe". As a matter of fact, this quotation seems to be quite appropriate in the context of learning a new language, as it touches upon the topic of the multilingual nature of today's world. What is more, it gives teachers an opportunity to direct the student's attention to the role that English plays in Europe and to emphasize that most English encounters there take place between non-native speakers of English. This information, provided at the beginning of English language learning, could potentially help students understand their special status of being English speakers nowadays.

Another example was found in the unit "*All about travelling: How about hitchhiking*" from the pre-Intermediate textbook features a dialog between a hitchhiker from Australia, travelling to San Francisco, and a driver from the US. The conversation is spoken with native English accents and revolves around the topic of driving and traveling in the USA and Australia, but also the driver shares his experience visiting China. Although both speakers are native English, the topic of accents is touched by the driver's guess that the hitchhiker is British. Here, a teacher could potentially expand the topic by pointing out that there is a great number of English varieties in the world that could be recognized by a particular accent. In addition, s/he could proceed by turning students' attention to an even greater diversity of non-native speakers of English, thus adding an ELF perspective to the topic.

Here, it is crucial to mention that by applying the suggestions offered in the analysis so far it is possible to give an ELF twist to many other topics and activities that are present in the analyzed textbooks. Moreover, this could be applied to any other textbook present on the market.

Are students provided with an opportunity to raise their ELF awareness?

In fact, explicit evidence of the awareness-raising activities of ELF was not discovered in any of the analyzed textbooks. However, as was so far demonstrated, the textbooks offer a range of possibilities for raising the students' ELF-awareness

How the communication strategies are introduced?

Notes Starter A1.1.

The unit "Intro: Classroom language" contains a task, which provides a set of useful phrases to use during the class (see Figure 21). Essentially, the expressions are comprehensive examples of 'meaning negotiation' CSs that include requests for translation, clarification, repetition, and direct questions/minimal queries (Vettorel 2018b, see page 56 of the current paper for the overview of ELF-related CSs).

Listen and repeat the useful phrases.

- | | |
|------------------------------------|--------------------------------|
| 1 What is the English for "книга"? | 5 Sorry, I don't know. |
| 2 What is "книга" in English? | 6 Can you help me, please? |
| 3 What does this word mean? | 7 Can you repeat that, please? |
| 4 Sorry, I don't understand. | 8 Can you spell that, please? |

Figure 21 (An excerpt from the unit 0, p. 7)

The utterances are further actively practiced in the following tasks. For instance, one of the activities asks to put the words in the correct order, and another offers to listen to two conversations and then to choose the correct word in the transcript. Also, there is an activity where students have to match a situation to a phrase that can be applied to it (see Figure 22). Finally, there is an activity where students have to practice the phrases with a partner.

Match the situations with the phrases.

- | | |
|---|----------------------------------|
| 1 You want some help | a Can you spell that, please? |
| 2 You don't know the word "..." | b Sorry, I don't understand. |
| 3 You don't know how to say "... in English | c What does this word mean? |
| 4 You don't know how to write a word | d Can you help me, please? |
| 5 You don't understand something | e What is the English for "...?" |

Figure 22 (An excerpt from the unit 0, p. 8)

It was discovered, that the unit "All about travelling: Where is it from" features an activity that asks students to work in pairs while discussing a written social media excerpt, where its author talks about souvenirs from around the world. The sentences provided below (Figure 23) stood out as they overtly introduced 'achievement CSs', such as using all purpose words

provided in brackets after '=', thus extending general lexical item to contexts where specific words might be lacking (sentence 2 and 5), and code switching (sentence 10):

- 2 French souvenirs can be very different, from perfumes and designers' clothes to wine, but I recommend bringing macaroons and camembert from France. These are almond (=a type of a nut) cookies of different colours and cheese. Mmm..yummy.
- 5 Turkish coffee is different from coffee around the world. It is because you need to learn how to brew (=make) it. For this you need to bring a coffee set from Turkey.
- 10 I'm Ukrainian and my country is famous for its beautiful shirts, in Ukrainian its vyshyvanka. The colours and styles are very different. They are popular with men and women. This is a very special souvenir and an important symbol for Ukrainians.

Figure 23 (An excerpt from the 'vocabulary' section, p.117-118)

In similar way, the unit "All about travelling: Flats or hotels?" covers plenty of functional vocabulary and provides simple explanation for more difficult words (e.g. accommodation = rooms/flats/houses).

Notes Elementary A1.2.

The focus of the unit "All about communication: World Wide Web" is on teaching students to express their opinions on Internet activities and social networks. To begin with, the reading and vocabulary section starts with a task where students are given a long list of Internet/social media related words and are asked to read the list, and decide if they know the word, think that they know the word or do not know the word, and write it in the suitable column provided on the page (Figure 24). Then, in the second part of the task, students are encouraged to work with a partner where they compare their tables and help each other with the unknown words. In the following third part of the task, students should walk around the classroom to find out the meaning of the words that remain unknown, and the last part of the task allows them to seek an answer from the teacher.

The words I know	The words I think I know	The words I don't know
• premium feature • comment • tweet / retweet • chat • chat room • wiki • to go online	• to instant message • to bookmark / bookmarking • to edit • to scroll up / down • meme • GIF • tag / hashtag	• clickbait • vlog / blog • viral / go viral • influencer • troll • hater • spam

Figure 24 (An excerpt from the 'reading and vocabulary' section, p.145)

It is important to point out that such task actively exposes students to CSs. For instance, on the one hand, students, while looking for an explanation of an unknown word, are urged to ask questions ('appeal for help strategy', Vettorel 2018b, see page 56 of the current paper for the overview of ELF-related CSs) and, possibly, do confirmation checks to make sure they understood the meaning ('meaning negotiation strategy'). On the other hand, while helping their classmates, students are likely to resort to paraphrase/circumlocution, use of all-purpose words, perhaps, even to code-switching ('achievement strategies'). However, the role of teacher should not be underestimated here, as it is crucial that students receive a careful guidance, that would make them feel comfortable resolving similar situations, i.e. vocabulary gap, that are likely to happen while they start using English outside the classroom.

In addition, while scanning the textbook for more references to CSs, it was discovered that the "Intro" unit includes an activity that promotes meaning negotiation CSs (see Figure 25). In fact, the phrases presented can be applied not only to classroom situations but also to other communicative contexts outside the classroom.

Match the phrases with the classroom situations.

- | | |
|--|---|
| 1 When you can't hear someone, say | a Can you explain that again, please? |
| 2 When you don't know a word, say | b Excuse me, how do you pronounce...? |
| 3 When you don't know how to say a word correctly, say | c Excuse me, what's the translation for the word...? / What's the meaning of the word...? |
| 4 When you don't know how to write a word correctly, say | d Excuse me, can you speak up, please? |
| 5 When you miss some important information, say | e Excuse me, can you spell the word..., please? |
| 6 When you don't understand something, say | f Excuse me, can you repeat that, please? |

Figure 25 (An excerpt from the 'functional language' section, p. 8)

Notes Pre-Intermediate A2.

The focus of the vocabulary section of the unit *"All about traveling: A nightmare holiday"* is on different types of accommodation. Students are asked to share their travel experiences and describe the differences between given types of accommodation (Figure 26). Here, an active use of 'achievement CSs' is promoted, as the students will have to use a paraphrase in order to describe a type of accommodation in question.

villa
self-catering hostel
campsite
bed & breakfast
hotel motel
apartment

Figure 26 (An excerpt from the 'vocabulary' section, p. 77)

In the reading section the students are presented with a story about a nightmare holiday in India. The text contains words highlighted in bold, which are then asked to be matched with their explanations in one of the exercises below (Figure 27). Thus, students are actively exposed to circumlocution, which falls under 'achievement CSs'.

A nightmare holiday

Sooner or later, anyone who's **got a serious case of the travel bug** decides to visit India. One day, I decided to have an Indian adventure, too. What happened after I'd made that decision was a nightmare. Once my friend traveler told me, "In the East, anything that can go wrong, does." If only I'd listened to him! The trouble started at the airport. My flight to Mumbai got delayed three times! I'd spent 14 hours in the departure lounge before I could finally board the plane. While I was going through passport control, the immigration officer spilled ink on my visa. So on arrival, of course, I was **detained** for two hours by a customs officer who thought my visa looked **suspicious**. In the end, he let me go, but not before I'd paid him a **hefty amount**.



I had booked a **self-catering room** in the Blue Pearl Hotel. To find out how to get there, I went to the tourist information center. Turned out, the hotel was 40 km outside of Mumbai, and the last train that could bring me there had just left the train station! I had to spend the night at a nearby **hostel**. The room was **dingy** and smelled bad – there clearly had been a wild party there the night before. There were no windows and no air conditioner, either. At the front desk they told me they only accepted cash. It took me an hour to find a cash machine, but before I could withdraw any money, a group of screaming kids surrounded me. A minute later I realized: they were going through my pockets! I **chased** them away, but they had already taken my wallet and my phone.

I sat down on the **pavement**, about to cry. Suddenly I heard a clear, nice voice, "Do you need any help?" I raised my eyes and saw the most beautiful young woman I'd ever seen. And that's how I first met Daphne, my wife. I've got to say, that more than made up for the horrible trip!

Task 7

Match the words in bold with their meanings below.

- 1 a lot of something
- 2 a path by the side of a road that people walk on
- 3 dirty and not bright
- 4 making you feel that something is wrong or that something bad or illegal is happening
- 5 strong desire to travel
- 6 to keep someone somewhere and not allow them to leave, especially in order to ask them about a crime
- 7 to run after someone or something in order to catch them

Figure 27 (An excerpt from the 'reading' section, p. 78)

The unit *"All about travelling: I got lost in Amsterdam"* includes an exercise where students are asked to match the definitions provided to certain words from a reading section. In this case, the words are not highlighted, so the students are trained to associate a definition with the best fitting lexical item.

The vocabulary section of the unit *"All about relationships: Finding new friends"* contains a task which asks to match the provided definitions to the words highlighted in bold from the transcript of the listening activity ('achievement CSs practice'). In addition, a part of functional language section, which is called 'Notes', captured the attention (see Figure 28). It explicitly introduces students to the 'meaning negotiation CSs' by means of providing the examples of question tags use.

NOTES

How to check or clarify information

You're not from our office, are you?

Is this a question or a positive sentence?
How many parts are there?
Is the first part positive or negative?
Is the second part positive or negative?
Which tense is used in the first and the second part of the sentence?

Use question tags to ask for information or clarify it.

He sent the email, didn't he?
They are in love, aren't they?
The order hasn't been delivered, has it?

Figure 28 (An excerpt from the 'functional language' section, p.91)

Notes Intermediate B1.

The vocabulary section of the unit *"All about travelling: Yes to adventures"* begins with a task where students have to first match given words with corresponding prepositions, and then match the phrases to their definitions ('achievement CSs').

Notes Upper-Intermediate B2.

The unit *"All about living and learning: Immigration. The other side"* contains a reading section, which features a blog entry written by a Ukrainian immigrant to Mexico. The content of the story includes some aspects that could positively contribute to students' command of communication strategies. To elaborate, the text includes two instances of code-switching presented in the following excerpts: "But what really drives you loco, is a million of exhausting little cultural differences" and "... the absolutely elastic notion of time (everything is always *mañana* in Mexico, which is anywhere from literally tomorrow to "when pigs fly")" (Notes Upper-Intermediate 2018: 162) . The instances of code-switching presented in this way can covertly (or overtly, given the teacher decides to address the notion separately) introduce students to this type of 'achievement CS' and give them the confidence to code-switch to their first language, or another foreign language they speak, when needed and when appropriate while having a conversation in English.

How activities presented in the textbooks develop learners' capability to communicate in English?

Notes Starter A1.1.

Here, translation exercises, where students are asked to translate sentences from Ukrainian into English, are regarded as means of increasing learners' communication capability in English, as they encourage drawing parallels between students' L1 and foreign language that they are acquiring. Such exercises were found throughout the Starter textbook, in particular, in the analyzed unit *"All about travelling: Where is it from"*.

The following example was found in the unit *"All about travelling: Flats or hotels?"*. The fun note provided at its beginning says "The word 'hotel' is French". This provides a teacher with an ample opportunity to draw the students attention to the word origin and help them draw parallels with other languages, as the word 'hotel' happens to be similar in many other languages, including Ukrainian. Perhaps, the introduction of such strategy can motivate students to pay attention to similarities across languages they already know, which can facilitate the learning process and give them the confidence to experiment in the future.

Notes Elementary A1.2.

The unit *"All about trips: Take a break!"* includes a fun note featuring the following statements: "Taking a vacation can lower the risk of heart disease" and "Studies show that money people spend on travel makes them happier than the money they spend on material goods". Here teachers could open up a discussion where students are encouraged to share their opinions and thoughts on the matter, which offers a possibility for personalizing their learning. In general, any activity which presents questions asking students to give their personal opinion or share their own experience, is regarded as a great opportunity to personalize students' learning and increase their communicative capabilities. As a matter of fact, all of the analyzed textbooks include activities of such kind.

In addition, the aforementioned unit includes an activity, presented in the 'vocabulary and speaking', which contains a long list of vocabulary. It is important to point out, that the vocabulary section here does not include single lexical items, but is presented in the form of

verb-noun collocations, which makes it easier for the students to actively integrate these in their language practice (Figure 29).

- | | |
|-----------------------|--|
| • go abroad | • have a lie-in |
| • go to the seaside | • stay up late |
| • go to the mountains | • go clubbing |
| • ride a bicycle | • meet friends |
| • go skiing | • visit museums and galleries |
| • go snowboarding | • go sightseeing (=visit different places of interest, for example, the Louvre in Paris, |
| • lie on the beach | |



Figure 29 (An excerpt from the ‘vocabulary and speaking’ section, p. 127)

Do the textbooks prioritize the ENL normativity over the ELF reality?

While conducting the analysis of the selected units, it was also discovered that the textbooks eagerly promote the ENL normativity. For example, the title page of the unit “*All about trips: Hit the road!*” from the elementary textbook instantly captures attention as it includes an idiomatic expression. Considering that the textbook is designed for elementary students, I would argue that the choice of such specific ENL expression is rather odd, especially provided that there is neither further explanation of the idiom on the following pages nor example of how to use the phrase actively. However, a teacher could use the chance to explain the nature of such expressions and to point out that they are not widely used in the ELF setting, which is the reality of most English encounters nowadays.

To continue with the topic of idioms, the advanced textbook was found to include noticeably more idioms compared to the textbooks addressed at other language proficiency levels. Perhaps, idiomatic expressions are associated with a higher level of English, however, in addition to being absolutely ENL-oriented, it is an inefficient way to contribute to students’ communicative capability. For example, the unit “*All about traveling: Professional travelers*” includes a total of 16 idioms that are presented by means of reading and listening tasks and are actively integrated in multiple speaking and writing activities, such as definition-matching or fill-in-the-gap tasks. The following are some of the idioms found in the unit:

to be on pins and needles, to hit the ceiling, to be down in the dumps, off-the-beaten-track, to take the plunge, to make ends meet.

Then, the unit “*All about holidays: Let’s celebrate!*” from the elementary textbook contains a listening activity, where a Christmas related conversation is held between two native

speakers, a woman from the UK and a man from Australia. The following excerpts (Figure 30) from the dialog illustrate its ENL orientation, despite the fact that Christmas is celebrated in a vast number of countries across the globe.

British Woman: What's Christmas like in your country?
Australian Man: Well, Christmas in Australia is very different from the UK or US. First of all, it's the weather. December's the middle of summer here, it's very hot. So, in our Christmas songs we never sing about snow or cold winter and Santa changes his warm coat here.
British Woman: Do you eat traditional Christmas turkey?

Figure 30 (An excerpt from the dialog, p. 119)

Next, the functional language section presented in the unit “*All about travelling: I got lost in Amsterdam*” from the pre-intermediate textbook is based on practicing how to tell directions. One of the tasks here includes sentences with mistakes and asks students to correct them (see Figure 31). Essentially, such task immediately turns students’ attention towards existence of wrong or right way of saying something. The mistakes presented in the task, are, in fact, some of the most frequently occurring ‘mistakes’ in ELF interactions. Moreover, taking into consideration the fact that it is a textbook addressed at pre-intermediate level students, there is high chance that they will not be able to notice what is odd with the sentences.

- A Correct the mistakes in the following sentences.**
- 1 Turn in left and go straight ahead. It will take you 10 minutes.
 - 2 The shop is opposite to the bank.
 - 3 Keep going before you pass the gym. You can't miss it.
 - 4 Go to straight ahead for 5 minutes then turn left.
 - 5 The school is next the library.
 - 6 You will see a small bookshop in the corner.

Figure 31 (An excerpt from ‘functional language’ section, p. 86)

Further analysis revealed that the inclusion of error correction activities is particular to the volumes addressed to pre-intermediate and intermediate students. After analyzing the selected for this study units it became apparent that some of the mistakes that students are asked to correct belong to so-called “typical errors” that can be identified in ELF communication (Seidlhofer 2004: 220). Therefore, in order to draw a reasonable conclusion, all of the error correction tasks from the two textbooks were scrutinized. As anticipated, at least half of the errors described by Seidlhofer (2004) were present in the activities. Subsequently, the following errors were discovered (the provided examples are excerpts from the answer key section of the textbooks):

- Dropping the third person present tense –s

e.g. *How long does it take you to get to work? – Its depends from on the day.*

(Notes Intermediate, page 36)

*He listens **to** them all the time.*

*I desperately need some time ~~on~~ **off** work. Everything gets **s** on my nerves.*

*Can you believe it? – Tell me about it, time ~~fly~~ **flies**.*

(Notes Intermediate, page 188)

- Omitting definite and indefinite articles where they are obligatory in ENL, and inserting them where they do not occur in ENL

*e.g. When do you usually go for **a** walk?*

(Notes Pre-Intermediate, page 21)

*What bothers me **the** most about cats is that they like scratching your furniture.*

(Notes Pre-Intermediate, page 127)

*My dad is **a** huge fan of Scorpions.*

(Notes Intermediate, page 188)

- Inserting redundant prepositions, as in *We have to study about...*

e.g. How often do you travel ~~to~~ abroad?

Do you agree that only men can go ~~on~~ fishing and it's not an activity for women? Why? Why not?

(Notes Pre-Intermediate, page 21)

We sometimes go ~~to~~ shopping together.

I believe ~~in~~ that everybody must read that novel.

(Notes Pre-Intermediate, page 68)

Turn ~~in~~ left and go straight ahead. It will take you 10 minutes.

The shop is opposite ~~to~~ the bank.

(Notes Pre-Intermediate, page 86)

- Overusing certain verbs of high semantic generality, such as *do, have, make, put, take*

e.g. What are you ~~get~~ up to today?

(Notes Pre-Intermediate, page 90)

ELF research has already shown that the linguistic forms or their adherence to ENL norms is not relevant in the ELF interaction. Hence, on the one hand, the mistakes that students are asked to correct are generally unproblematic and pose no obstacle to communicative success

(Seidlhofer 2004:220). However, on the other hand, such types of task are often included in exams (e.g. IELTS), so, presumably, students can benefit from practicing it in advance.

Another interesting finding to mention, is the note, which was spotted while scrolling through the advanced textbook (see Figure 32). This was found in the functional language section of the unit “*All about now and then: Modern family values*”, which focuses on how to sound vague and tentative.

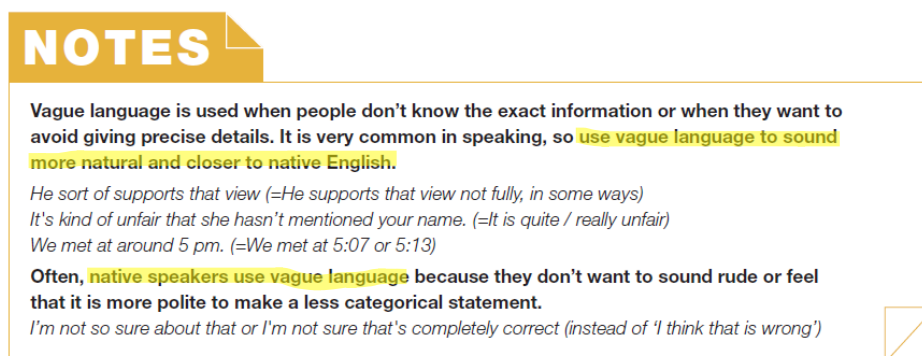


Figure 32 (An excerpt from the 'functional language' section, p. 113)

On the one hand, the information given in the first sentence represents a general speaking strategy, which also refers to the “responses” CSs (that, among others, could be defined by the use of fillers and time-gaining devices). On the other hand, the references to “native speakers” in the subsequent sentences are rather controversial. Firstly, the use of vague language, does not relate exclusively to English native speakers, but is a communicative strategy that could be found in any other language. Therefore, it would be more correct if the authors of the textbook considered leaving out the specific reference to English native speakers and referred to the provided information as to the general speaking strategy. Secondly, by stating that students should “use vague language to sound more natural and closer to native English”, the authors impose an idea of a perfect English speaker, where native-like speech is the key criterion.

The last finding that screams ENL normativity to discuss here is a small *Use it right!* section which was found in all the textbooks. For instance, the ‘Functional language’ section from the elementary unit “*All about communication: World Wide Web*” is based on the active vocabulary from the preceding listening activity, where students are asked to fill in the gaps with the highlighted phrases from the audio script provided. The section includes a sidenote

which contains a rule explaining the correct use of certain linguistic items, presented in a quite strict manner (see Figure 33):

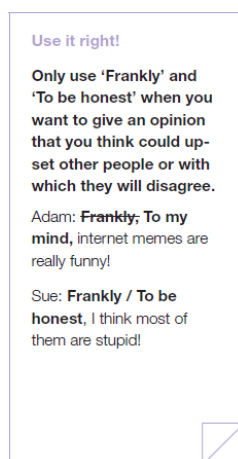


Figure 33 (A 'Use it right!' side note p. 147)

To elaborate, the accuracy of this rule could be argued, as both 'frankly' and 'to be honest', according to Longman Dictionary of Contemporary Language and Cambridge Dictionary are not exclusively used in a context that might upset other people, however, what is even more striking is the doubtful relevance of such side note not only for the elementary students, but to English learners in general, as such strict remarks could potentially deteriorate students motivation and confidence using and experimenting with language.

Another instance of the *Use it right!* note, found in intermediate unit "*All about travelling: Yes to adventures*", the remark is adapted for Ukrainian speakers (see Figure 34). The mistakes presented include a literal translation of phrases from Ukrainian with a focus on prepositions, as often students tend to transfer prepositions from their mother tongue.

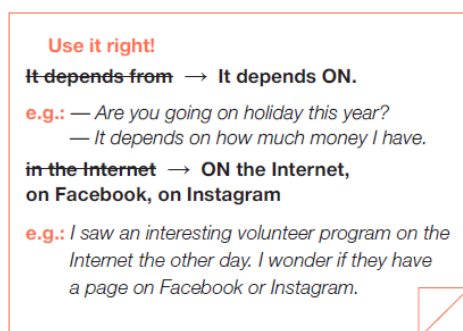


Figure 34 ('Use it right!' remark, p, 36)

All in all, the analysis conducted in this section provided a detailed overview of the contents of the selected units with consideration of the ELF-oriented criteria and included suggestions on how to implement certain adaptations in order to make the textbooks more suitable for preparation of ELF-aware and communicatively competent users of English.

7.3. Stage 3: Combined results and discussion

The previous section provided a comprehensive analysis of the selected units (18 in total) from the series of *Notes* textbooks, the aim of which was to explore the degree to which ELF-awareness and communication strategies are integrated, as well as the extent to which students are provided assistance in becoming effective communicators of English. The analysis was based on the revelation of ELF-related criteria presented on the pages 59-60 of this paper. Here, the outcomes will be discussed and a conclusion will be drawn.

Further, each criterion will be considered separately.

1) ***Intercultural perspective.***

Presence or absence of references to ELF, WE, and other cultures:

Although the textbooks contain no direct reference, with an exception of one instance (see page 63 of this paper), to either the plurilithic nature of Englishes or to the lingua franca role of English, it was found that they feature ELF contexts in listening and reading activities, as well as include different WE varieties and non-native accents in listening activities. In addition, the textbooks are full of references to cultures or traditions from around the world, including students' own country – Ukraine. Notably, the focus of most topics presented in the units is shifted from being ENL-oriented to such that includes intercultural perspective and reflection on the students' own country.

Awareness-raising activities of WE and/or ELF:

It was found that the analyzed units do not include awareness-raising activities of WE and/or ELF. Yet, it was possible to characterize some activities as such that provide ample room for awareness-raising discussion on a topic of WE or ELF, given that teachers are aware of the notion of WE or ELF themselves. Here it is crucial to point out that, in general, it is not important what kind of textbooks English teachers are provided with, but how

their understanding of ELF might effect the way they use these textbooks in their classrooms (Seidlhofer 2015: 26).

2) *Effective communication perspective.*

Assistance in the development of communication strategies:

It was discovered that most of the examples of CSs identified in the corpus are affiliated to the group of 'achievement strategies', and constitute of circumlocution, paraphrase, approximation, use of all-purpose words or word-replacement, and code-switching. Some of the instances are integrated into the content of the units by means of activities where students are asked to match definitions to the words or to provide those definitions themselves, other were found in the reading activities (examples of code-switching).

In terms of the 'meaning negotiation' CSs, they were identified in the activities, where a list of phrases including requests for translation, clarification, and repetition is given. Additionally, it was assumed, that students might be encouraged to apply confirmation checks in the activities, where they are asked to find meanings of unknown words by asking their classmates.

Regarding 'appeal for help' and 'responses' CSs, there were only several positive examples found (see pages 72 and 79).

In general, it could be said that CSs are not consistently dealt with in the findings, and despite some instances that are covertly presented in the content of the units, special attention is not devoted to their essential role in communication, particularly in ELF contexts. Indeed, the textbooks could, perhaps, benefit more from an overt inclusion of CSs, however, it should be pointed out, that here the role of a teacher and their understating of the actual significance of CSs for real-life communication is more crucial than direct references and explanations of CSs. A way of compensating for it, could be to resort to the ideas behind the concept of communicative capability, which will be discussed in the next paragraphs. Yet, it can be said that although the textbooks do not include activities aimed at raising awareness of CSs, they implicitly promote their practice.

Assistance in developing communicative capability:

As mentioned earlier (page 57 of this paper), the main idea behind the concept of communicative capability is a potential of a so-called bridge between L1 and the language being learned. This bridge reduces the need to teach students how to communicate, instead, they should be guided into applying the communicative knowledge they already have. A positive finding discovered throughout the analysis of *Notes* textbooks regarding the communicative capability is that they include frequent references to the students' L1, which subconsciously could promote a transfer of communicative knowledge and strategies from the students' own language. Here, the role of a teacher is not to be underestimated. To elaborate, it depends on the teacher's level of awareness of communicative capability, whether the students will be presented with parallels between CSs they subconsciously use in their own language, and the possibility of their transfer onto the communication in English. Seidlhofer (2015: 26) argues that a prescribed task can be reformulated in order to allow learners "to achieve outcomes by using whatever strategies work for them, drawing on the resources of their own language where this seems a natural thing to do, without constraining them to linguistic accuracy". The application of such a strategy could increase the learners' conscious awareness of the fact that English can be used as a communicative resource similar to their L1 (Seidlhofer 2015: 26).

Provision of opportunities to use the target language for communication:

The textbooks extensively expose students to the English language and present ample opportunities to use the target language for communication. In addition, students receive assistance in personalizing their language, which is provided by means of open-ended questions that ask to share personal views, opinions or experiences that are included in every unit. Taking into consideration that the topics covered by the textbooks are wonderfully versatile and engaging, they are likely to contribute greatly towards students' development into effective communicators of English.

However, it was discovered that the *Notes* textbooks are rather ENL-oriented in terms of prescribing normativity and correctness. This was described in detail on pages 76-81 of the current paper. Despite the fact that a fair number of topics presented in the textbooks

cover intercultural perspective, reflection on the students own country and, sometimes, tackle the international role of English, the continuous accent on the importance of grammatical correctness and accuracy of linguistic forms prevails. Therefore, the textbooks do not promote the idea that correctness is motivated by communicative purpose or, to put it differently, appropriateness. According to the content of the textbooks, correctness is solely defined by the adherence to ENL-norms and the communicative purpose is not included in the narrative.

In general, the textbooks are well-organized and encompass versatile topics and up-to-date information. As was mentioned earlier, the content presented reflects an intercultural perspective and includes references to students' own country. Also, it is noticeable that the volumes are oriented toward a Ukrainian learner of English. Regarding ELF, it is partially implicitly integrated, thus, in order for students to raise ELF awareness – teachers' assistance is required, the quality and degree of which depends exclusively on the level of teachers' ELF awareness.

Also, it is important to emphasize, that the units for the analysis were selected based on the topics, which were identified as those that lend themselves more to an ELF orientation than others. Essentially, though, any topic has room for an ELF integration and, in practice, a textbook does not dictate what to do with the information that it contains, as this is the responsibility of a teacher. Seidlhofer (2015: 26) once eloquently pointed out that effective teachers choose to use a textbook as a prompt rather than a script, which is a key when either orienting teaching towards ELF or localizing it. The units discussed in this paper, indeed offer many possibilities to integrate ELF into classroom discussion, however, the role of an educator is crucial as all of the subtle references and ELF contexts are at risk to be ignored, if students' attention is not directed to them.

In conclusion, the analysis was not able to confirm the assumption of the *Notes* textbook series are *special* in terms of their ELF-coverage. As aforementioned, ELF-predisposition can be found in all textbooks that are available on the market. Unfortunately, the textbooks in question can be better described as *typical*, considering their persistent focus on ENL normativity.

8. Conclusion

This thesis set out to explore the developments in the ELT domain with reference to ELF and the impact ELF has created on teachers' and learners' perceptions of English, as well as to look for ELF-oriented elements in the contents of English textbooks. Particularly, this work aimed to make a contribution to existing ELF research by providing an insight into ELF perceptions among Ukrainian teachers and learners as well as into textbooks they use.

Returning now to the first group of research questions, related to the attitudinal study of Ukrainian English teachers and students, posed at the beginning of this paper. The goal was to determine the extent to which *Ukrainian teachers of English are aware of ELF and whether and by what means they implement the ELF-awareness into their classroom practices*. Another intention was to examine *the students' degree of ELF awareness*, as well as the degree of *their readiness to accept the principles and implications that lie within the concept of ELF*. One of the more significant findings to emerge from this study is that there is a difference in the extent of ELF perceptions between the group of teachers on the one side and the group of students on the other. It was possible to reveal a tendency that indicated positive perceptions of ELF among the teachers, however, students were found to be mostly unaware of ELF. Regarding the aforementioned finding, an assumption was made that the problem lies in certain flaws in teacher education, and as a result, teachers are hardly trained to provide students with essential information about the nowadays ELF reality and, therefore, fail to assist them in setting the right priorities, such as the importance of communicative capability and insignificance of a goal to reach a native-speaker ideal. By means of the conducted for the purpose of this study ELF-oriented class, it was shown that students are willing to accept the implications that are offered by the ELF paradigm. In addition, although it was discovered that the majority of teachers who took part in my study do not try to imitate a native English accent and choose to include both native and non-native materials in their classroom practices, the teachers collectively support the idea of native-like speaking as a goal that all students should aspire to.

In respect to the second group of research questions, related to the *Notes* textbook analysis, two objectives were formulated at the beginning of the paper. The first one set out to determine whether *the Notes textbooks consider the intercultural perspective in their*

contents, whereas the second one aimed to discover the extent to what *the Notes textbooks contribute to learners' development into effective communicators of English*. The textbook analysis was able to show that the *Notes* textbooks contain deficient evidence of references to both plurilithic nature of Englishes and to the lingua franca role of English, however, they occasionally feature ELF contexts in listening and reading activities and sporadically contain different WE varieties and non-native accents in listening activities. In addition, the textbooks were found to include references to cultures and traditions from around the world and to the students' own country – Ukraine. However, it was revealed that as far as language targets are concerned, the *Notes* textbooks are rather ENL-oriented in terms of prescribing normativity and correctness. It was also discovered, that the analyzed units lack awareness-raising activities of WE and/or ELF. Further, the analysis has shown that CSs are not consistently dealt with in the findings, however, the activities presented in the units implicitly promote their practice. With respect to the assistance in developing communicative capability, certain positive findings, such as the inclusion of frequent references to the students' L1, were found. In general, it was concluded that teachers and the extent of their awareness of the concept of communicative capability play a more essential role in the teaching process than the textbooks and the information that they provide. As a concluding remark regarding the textbooks it was argued that as long as teachers use a textbook as a prompt and not as a script, their students have an excellent chance to become effective and ELF-aware communicators of English, provided the teachers are ELF-aware themselves.

Overall, this thesis contributes to the ELF research on the territory of Ukraine, however, because of a relatively small number of attitudinal study participants from one location and the analysis of one series of textbooks, it is not possible to draw any general conclusions regarding the extent of conscious ELF awareness and integration in the Ukrainian English teaching domain. Therefore, in order to give a more comprehensive verdict on ELF in Ukraine, further research would be required and desirable.

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Appendix 1

Questionnaire: Teachers

This questionnaire is a part of a small-scale project conducted by an MA English language and linguistics student researcher at the University of Vienna, Austria, Department of English and American Studies.

Your participation in the project is voluntary. Your responses are going to be kept anonymous. There are no right or wrong answers. The data received from the questionnaire is going to be used in the scope of the ongoing project only.

English as a lingua franca (ELF)

‘English as a lingua franca’: English being used as a lingua franca, the common language of choice, among speakers who come from different linguacultural backgrounds (Jenkins 2009).

ELF is a substantial social and linguistic reality of today’s global world experienced by millions and millions of people from diverse cultural and linguistic backgrounds. ELF-aware language instructors opt for language teaching to be conducted in a ‘realistic’ manner in which learners’ awareness of this worldwide and multifaceted use of English by numerous NNS including themselves is raised. (Kemaloglu-Er and Bayyurt 2018).

Jenkins et al. 2011:

- ELF is part of the GLOBAL ENGLISHES paradigm, according to which most speakers of English are non-native speakers, and all English varieties, native or non-native, are accepted in their own right.
- an ELF perspective sees non-native Englishes as **different** rather than deficient.

SUCCESSFUL COMMUNICATION IS PRIORITIZED OVER NARROW NOTIONS OF ‘CORRECTNESS’

Jenkins, J. 2009. “English as a lingua franca: interpretations and attitudes”. *World Englishes*, vol. 28 (2), 200-207.

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QUESTIONNAIRE

What is your nationality? How old are you?

For how long are you working as an English language teacher?

1. Have you ever heard about the concept of English as a lingua franca as described above? Circle one of the options below.

Yes No

2. While conducting a lesson do you try your best to sound as close to a native speaker as possible? If you are a native English speaker, please, skip this question.

Yes No

3. Does the institution you are working for allow you preparing your own material for the class?

Yes No

If your answer is YES, please, proceed to the subquestions:

a. While preparing for the class do you select authentic native English materials (audio, video, etc.) only?

Yes No

b. During the class, are you using non-native English materials (audio, video, etc.)?

Yes No

c. While preparing your lessons do you regularly switch between choosing non-native and native English materials?

Yes No

4. In your opinion, with the current status of English, should the focus of English language teaching shift from a culture specific (e.g. British, American) to a global one?

Yes (Why? What are the benefits of such shift?)

No (why? What are the drawbacks?)

5. The following statements are students' opinions on the topic (taken from the earlier conducted study). To what extent do you support students' opinions on the topic? Rate on a 5-point scale by circling the number (1-strongly disagree – 5-strongly agree).

- Italian English speaker: 'The materials they (teachers) have, it's mainly videos and tapes, it's all native speakers' accents, so that's the only model they have. Maybe if more materials around was with different accents and non-native speaker accents, then it's like recognizing, it's like codifying, it's like accepting it worldwide.'

1 2 3 4 5

- Chinese English speaker: 'First of all I am Chinese. I don't have to speak like American or British, it's like identity, because I want to keep my identity, yeah. [. . .] I feel that it's quite conflicted for me because I feel happy when they say okay you have a native accent, but erm if they cannot recognize from my pronunciation and they think that okay, you are definitely American, I don't feel comfortable because I am indeed a Chinese.'

1 2 3 4 5

- Japanese English speaker: 'Yes, that's lots of contradiction in the view. So in theory I can understand varieties of English and non-native accent, it's good, it's accepted as far as intelligibility exists. But at a personal level still I'm aiming at native-like speaking.'

1 2 3 4 5

Thank you for the participation! 😊

Appendix 2

Questionnaire: Students

This questionnaire is a part of a small-scale project conducted by an MA English language and linguistics student researcher at the University of Vienna, Austria, Department of English and American Studies.

Your participation in the project is voluntary. Your responses are going to be kept anonymous. There are no right or wrong answers. The data received from the questionnaire is going to be used in the scope of the ongoing project only.

English as a lingua franca (ELF)

‘English as a lingua franca’: English being used as a lingua franca, the common language of choice, among speakers who come from different linguacultural backgrounds (Jenkins 2009).

ELF is a substantial social and linguistic reality of today’s global world experienced by millions and millions of people from diverse cultural and linguistic backgrounds (Kemaloglu-Er and Bayyurt 2018).

Jenkins et al. 2011:

- ELF is part of the GLOBAL ENGLISHES paradigm, according to which most speakers of English are non-native speakers, and all English varieties, native or non-native, are accepted in their own right.
- an ELF perspective sees non-native Englishes as **different** rather than deficient.

SUCCESSFUL COMMUNICATION IS PRIORITIZED OVER NARROW NOTIONS OF ‘CORRECTNESS’

Jenkins, J. 2009. “English as a lingua franca: interpretations and attitudes”. *World Englishes*, vol. 28 (2), 200-207.

Jenkins, Jennifer; Cogo, Alessia; Dewey, Martin. 2011. “Review of developments in research into English as a lingua franca”. *Language Teaching* 44(3), 281–315.

Kemaloglu-Er, E.; Bayyurt, Y. 2018. “ELF-awareness in Teaching and Teacher Education: Explicit and Implicit Ways of Integrating ELF into the English Language Classroom”. In Sifakis N.C; Tsantila, N. (eds). *English as a Lingua Franca for ELF Contexts*. Bristol, Blue Ridge Summit: Multilingual Matters, 159-174.

QUESTIONNAIRE

6. What is your reason for learning English?

7. *Have you ever heard about the concept of English as a lingua franca as described above? Circle one of the options below*

Yes No

8. Whom do you think you will be communicating more in English with?

- a) Native speakers of English
- b) Non-native speakers of English
- c) Both 50:50

9. Circle one statement from each of the sections below

- I want to sound and speak like a native speaker.
- I want to be able to convey the message and communicate easily. I know, I won't always manage to get rid of my own country's accent and avoid grammatical mistakes.

[illegible]

- I think it is important to aim to talk like a native speaker.
- I think it is important to aim to talk in an understandable manner.

[illegible]

- I feel confident talking to native speakers of English
- I feel more confident talking to non-native speakers of English
- I feel confident speaking English regardless the linguistic background of a person I'm talking to.

[illegible]

10. Do you agree or disagree with the following statements? Rate on a 5-point scale by circling the number (1-strongly disagree – 5-strongly agree).

- A person can communicate in English effectively. However, s/he speaks English with an accent and occasionally makes grammatical mistakes. This person is a bad English speaker.

1 2 3 4 5

- Learning English should be supported by authentic native English materials (video, audio, etc.).
Students should be exposed to native-speaker English as much as possible.

1 2 3 4 5

- Native speakers of English are the best English language teachers.

1 2 3 4 5

11. The following statements are other students' opinions on the topic. To what extent do you agree? Rate on a 5-point scale by circling the number (1-strongly disagree – 5-strongly agree).

- Italian English speaker: 'The materials they (teachers) have, it's mainly videos and tapes, it's all native speakers' accents, so that's the only model they have. Maybe if more materials around was with different accents and non-native speaker accents, then it's like recognizing, it's like codifying, it's like accepting it worldwide.'

1 2 3 4 5

- China English speaker: 'First of all I am Chinese. I don't have to speak like American or British, it's like identity, because I want to keep my identity, yeah. [. . .] I feel that it's quite conflicted for me because I feel happy when they say okay you have a native accent, but erm if they cannot recognize from my pronunciation and they think that okay, you are definitely American, I don't feel comfortable because I am indeed a Chinese.'

1 2 3 4 5

- Japanese English speaker: 'Yes, that's lots of contradiction in the view. So in theory I can understand varieties of English and non-native accent, it's good, it's accepted as far as intelligibility exists. But at a personal level still I'm aiming at native-like speaking.'

1 2 3 4 5

Dear participant,

In case you have any comments or ideas to share, please, do not hesitate to put them down in the space below.

Thank you for the participation! 😊

Abstracts

English abstract

The unprecedented spread of English across continents, societies and spheres has led to the language acquiring the status of a lingua franca, i.e. English as a lingua franca (ELF), and to research being conducted into the sociolinguistic and pedagogical implications of this phenomenon. The focal point of this thesis is the influence that ELF research has had on the pedagogy of English in Ukraine. Thus, it gives an account of ELF and its impact on English teachers' and learners' awareness of the current status and role of English and, therefore, teaching content and methods, as well as on English textbooks viewed from the ELF perspective.

First, the history of the worldwide spread of English is briefly examined, followed by a section that defines the status and popularity of the English language in Ukraine. Then, the main concepts elicited from the research on English language are introduced with close attention paid to ELF and its main pedagogical implications. A research gap is identified as far as ELF in Ukraine is concerned. This thesis aims at bridging this gap by means of conducting an attitudinal study among Ukrainian English teachers and students from a *Green Forest* language school (located in Lviv, Ukraine). The results of the study served as a source of inspiration for the second main part of the thesis, which deals with English textbooks.

Hence, the focus of the thesis shifts towards discussing English textbooks and gives a comprehensive account of the ELF research related to this topic. By means of analyzing the studies available, I seek to determine the main criteria for an ELF-oriented analysis of a series of *Notes* textbooks, which are published and employed in the *Green Forest* school. Finally, the *Notes* textbooks are analyzed in consideration of the ELF perspective, followed by a discussion of the findings.

German abstract

Die beispiellose Ausbreitung des Englischen über Kontinente, Gesellschaften und Sphären hinweg hat dazu geführt, dass die Sprache den Status einer Lingua franca erlangt hat, d.h. Englisch als Lingua franca (ELF), und dass die soziolinguistischen und pädagogischen Auswirkungen dieses Phänomens erforscht wurden. Der Schwerpunkt dieser Arbeit liegt auf dem Einfluss, den die ELF-Forschung auf die Pädagogik des Englischen in der Ukraine hatte. Daher werden ELF und seine Auswirkungen auf das Bewusstsein von Englischlehrern und -lernenden über den aktuellen Status und die Rolle des Englischen und damit auch auf die Lehrinhalte und -methoden sowie auf Englischlehrbücher aus der ELF-Perspektive dargestellt.

Zunächst wird die Geschichte der weltweiten Verbreitung des Englischen kurz beleuchtet, gefolgt von einem Abschnitt, der den Status und die Popularität der englischen Sprache in der Ukraine beschreibt. Anschließend werden die wichtigsten Konzepte aus der Englischunterrichtsforschung vorgestellt, wobei ELF und seinen wichtigsten pädagogischen Implikationen besondere Aufmerksamkeit gewidmet wird. Hinsichtlich ELF-Forschung in der Ukraine wird eine Forschungslücke festgestellt. Diese Arbeit zielt darauf ab, diese Lücke durch die Durchführung einer Einstellungsstudie unter ukrainischen Englischlehrer*innen und Schüler*innen einer *Green Forest* Sprachschule (in Lviv, Ukraine) zu schließen. Die Ergebnisse der Studie dienen als Inspirationsquelle für den zweiten Hauptteil der Arbeit, der sich mit Englischlehrbüchern beschäftigt.

Der Schwerpunkt der restlichen Arbeit liegt daher auf der Erörterung von Englischlehrbüchern und gibt einen umfassenden Überblick über die ELF-Forschung zu diesem Thema. Anhand der Analyse der vorhandenen Studien versuche ich, Hauptkriterien für eine ELF-orientierte Analyse einer Reihe von *Notes* Lehrbücher zu bestimmen, die in der *Green Forest* Schule veröffentlicht und eingesetzt werden. Abschließend werden die *Notes* Lehrbücher unter Berücksichtigung der ELF-Perspektive analysiert und die Ergebnisse diskutiert.