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AN ENGLISH AS A LINGUA FRANCA (ELF) PERSPECTIVE IN ASIAN ENGLISH LANGUAGE TEACHING (ELT)

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Abstract
The global spread of English as a Lingua Franca (ELF) has implications for practice in English Language Teaching (ELT) classrooms. This paper presents a study on attitudes toward ELF in ELT which is crucial to its incorporation because attitudes are proven to influence the learning output in ELT. It uses a mixed method approach through questionnaire on attitudes toward ELF which contains a modified Verbal Guise Technique (VGT) complemented with semi structured interview. 70 university students and 4 lecturers from three English departments in Japan (Waseda University and Sophia University) and Indonesia (Universitas Negeri Jakarta) were involved in filling out the questionnaire and semi structured interview sessions. The results highlight positive attitudes towards ELF and its incorporation into ELT (Japan: 3.71 and Indonesia: 3.51). In addition, factors which influence these attitudes (aspects related to language learning experience) were proven significant. It also suggests ways to incorporate an ELF perspective into the ELT classrooms which were discovered through interview sessions. Further, it addresses the issue in the gap between theory and practice in research on Global Englishes in Language Teaching (GELT) where 'conceptual gap' is often found. The study is of interest of those interested in ELT curriculum evaluation and design to meet the needs of both ELT and ELF community in countries like Japan and Indonesia.

Keywords: *Global Englishes in Language Teaching (GELT), English as a Lingua Franca (ELF), Verbal Guise Technique (VGT)*

1. INTRODUCTION

The global spread of English is growing in many different ways based on many different factors, such as historical reasons, internal political reasons, external economic reasons, practical reasons, intellectual reasons, and entertainment reasons (Crystal, 2003a) in which all refer to communication. Kirkpatrick (2007) uses the term 'English as a Lingua Franca' (ELF) to define the status of English in communications where it is used as a bridging language between people who do not speak the same first language (L1). Crystal (2003b) points out that about 90% of international bodies in the Asia-Pacific region use English as their operational language, and of the 812 million English users worldwide, approximately 80% are non-native speaker (NNS) rather than native speaker (NS) users (Chong, 2012; Kaur, 2014). Globalization has caused countries such as Japan and Indonesia, among many others, to develop in conjunction with the market of English language industry which addresses a need for English to bridge communication between speakers from different nations, cultures, and linguistic backgrounds. Furthermore, there has been an agreement to use English as the operational language to fill in the communication gap among different L1 users in the Southeast Asian community, ASEAN+3 (Kirkpatrick, 2007), which includes Japan and Indonesia.

This transition of the status of English from a foreign language to a lingua franca has not been so smooth due to strong attachments to the native norms, especially in the expanding circle's ELT community. The role of native norms of English, which have existed and ruled as the standard model of ELT practices all over the world, is being questioned through increasing ELF research. Therefore, ELT practices in the classroom struggle to accommodate the learner's objective in learning English, which is for communicative purposes. The struggle exists in environments where there is a strong belief in the superiority of 'standard' English due to the dilemma of whether to focus on communicative functions or language forms. In relation to such phenomena, the current study was conducted to investigate students' attitudes toward ELF and the factors influencing such attitudes.

Besides, the study also explored both students' and lecturers' perspectives on incorporating an ELF perspective into ELT classrooms. It is important to start from the concept of attitudes as there is a strong relationship between attitudes in learning and the output of learning itself. Positive learning attitudes tend to result not only in a successful learning process but also a successful teaching process (Reid, 2003; Visser, 2008). Through learning about attitudes and their contributing factors, it is possible to figure out how to incorporate an accepted version of ELF into ELT practices in order to bridge the gap existing in the ELT community.

2. LITERATURE REVIEW
2.1 English as a Lingua Franca (ELF) and English Language Teaching (ELT)

ELF has been broadly defined as the use of English in bridging communication between speakers with different first language backgrounds and across linguacultural boundaries, regardless of whether they are native speakers (NS) or non-native speakers (NNS) (Seidlhofer, 2005; 2011). Similarly, Kirkpatrick (2012a) argues that the emphasis of ELF is on the real sociolinguistic necessity to achieve effective communication in multilingual settings rather than merely imitating native speakers. In short, ELF refers to the use of English in intercultural communication where the speakers do not share the same L1, which can occur amongst any combination of English speakers from Kachru's three circles.

It is crucial to relate ELF to the topic of English Language Teaching (ELT) since ELT is the main purveyor of language learning and acquisition for Non Native Speakers (NNS). The effort to build a relationship between ELF and ELT could bridge what has been called a 'conceptual gap' by Seidlhofer (2001). She explains that there has been a mismatch between students' learning motivations and the available options of ELT with respect to accommodating students' needs in learning English. It has been emphasized by language pedagogy experts that language learning should be based on authentic usage and authentic sources of language. Such language is only authentic with reference to what people really use in real communication settings, which is why they learn the language (Jenkins, 2009). Different English models may be used for different purposes of communication in different contexts. Canagarajah (2007) emphasizes the importance of exploring and accommodating the exploration of how English is "intersubjectively constructed in each specific context of interaction" (p.925). This statement stands out against the backdrop of traditional ELT practices where a single model of English is taught regardless of students' learning goals.

2.2 ELF-Based Pedagogical Proposals

There are far fewer studies which have been conducted on ELF and its pedagogical implications compared to other related topics, however, some scholars have put forward efforts on this matter. These scholars are among the first to have seriously considered the 'conceptual gap' pointed out by Seidlhofer (2001). Jenkins (2009) agrees with the existence of a mismatch in which the kinds of English being taught in schools differs from what many students need and use in their daily communication outside the classroom. Cogo and Dewey (2012) call for teachers to incorporate the global diversity of the English language into their curricula instead of focusing so heavily on native models of English. Furthermore, they call for greater emphasis on effective and successful communication rather than grammatical and lexical accuracy based on native English models. Seidlhofer (2011) argues that ELT should objectively consider the language needs of students before making premature decisions about what kind of language the students should learn in English classes. This is also essentially a demand that attachment to native models of English be relinquished from the mind sets of ELT practitioners.

As a respond, Wen (2012) created an initial ELF-informed framework for incorporating an ELF perspective into ELT classrooms. The framework is composed of two dimensions. One dimension concerns language itself, and the other concerns the teaching of language. According to the framework, students are not expected to simply imitate the lessons but to use them in ways which help them to effectively develop strategic methods of communication in situations where cultural factors are involved. Within Wen's framework, English needs to be analyzed and taught linguistically, culturally, and pragmatically (Jenkins, 2015). These proposals could form part of a solution to support the ELF movement. However, in fact, the ELF movement is still struggling to gain attention from scholars, especially regarding how ELF can be incorporated at the ELT

classroom level. This proposal mentioned above and some other proposals have not been implemented, and the gap between theory and research in the field of ELF has thus not been filled.

2.3 Attitudes towards ELF

In relation to language learning, Dyers and Abongdia (2010) suggest that attitudes involve one's unconscious perspectives and judgements toward a language or variety in reference to how one feels or thinks about it. In addition, language attitudes fluctuate and are connected to social settings and the input-output factors which make them dynamic and unstable (Baker, 1992; Garrett, 2010). The term 'input-output factors' refers to reception (language learning) and production (mastery/proficiency) as well as other reactions on the part of language users and their responses in everyday language use. Therefore, a language attitude study can be described as an effort to understand language users in terms of their processing of language, their reactions to various modes of language use and communicative behaviors, and their mental or physical reactions to other language users (Cargile et al., 1994).

Various approaches have been used in language attitudes studies by different researchers. Cargile and Giles (1997) suggest that the 'matched guise technique' (MGT) and 'verbal guise technique' (VGT) were the most popular approaches until the late 1990s. They are categorized as indirect methods (Garrett et al., 2003). In terms of practice, the MGT requires one person to recite the same text using different accents. These recordings are then assessed by the research participants using semantic differential scales. Bradac (2001) and Jenkins (2007) have criticized the MGT by arguing that it is actually deceptive to the study participants and by claiming that the problem with vocal stability in the instrument is tangible. Meanwhile, an upgraded version of the MGT, the VGT, is also far from flawless. For one thing, there is a problem with its contextual authenticity in terms of language use and interaction (Galloway, 2011). Therefore, Galloway adds that unless it is triangulated with other qualitative methods, the VGT is not able to provide a comprehensive investigation on language attitudes.

Most of the studies on ELF users' preferences for certain varieties and accents of English seemed to yield similar results—namely, that native varieties and accents are perceived as superior to non-native ones. It is clear that there is a lack of research on ELF in which interaction and communication in ELF settings is also investigated or evaluated. Therefore, MacKenzie (2013) suggests that ELF researchers perform more studies on attitudes towards interaction, but not with regard to English varieties. Instead, focusing the research on attitudes toward real ELF interactions would establish a direct link between the study results and the potential incorporation of an ELF perspective into ELT. This would allow scholars to explore ELF and its relation to ELT in terms of 'naturally occurring data' as one of the most crucial issues faced by ELF scholars (Cogo & Dewey, 2012). Lastly, studying these attitudes would reveal the current atmosphere within ELT with regard to ELF, which in turn could provide insights for tailoring the most effective proposal for imposing an ELF perspective in the ELT classroom.

2.4 The Japanese and Indonesian ELF Contexts

Japan and Indonesia share many of the same characteristics in terms of their ELT environments. However, they are not exactly equal in their ELT development. To start with, Kachru's (1992) concentric circles model places both countries in the expanding circle where English is neither a second language nor an official language and is instead generally recognized as a foreign language (Galloway, 2013). However, it has been argued that Kachru's model is somewhat lacking in its classification and description of English use in certain countries, among many other criticisms, such as the distinction between countries where English is not considered a second or official language, but it is still used as a lingua franca, and regarding the few countries where English is still a totally foreign language. That being said, it should be understood that when the concentric circles model was formulated in the early 1990s, the extent of English use in both Japan and Indonesia was minimal, and the populations of these countries were not as large as they are today. Now, however, with the expansion of globalization and the number of English speakers worldwide rapidly increasing, the situation has shifted in terms of language use. As a matter of fact, English is now the first foreign language taught in formal education both in Japan and Indonesia (Kirkpatrick, 2012b; Kubota, 2002; Suzuki, 2006).

In addition to Japanese context, the number of international students is increasing, estimated at 21,429 students in 2011 and projected to reach as many as 300,000 in the near future according to the governmental Global 30 project (MEXT, 2015). In such a multinational setting, many forms of messages regarding events, ceremonies, and tasks need to be communicated directly in a language understood by everyone. Now, the establishment of 'English villages' all across Japan in preparation for the 2020 Olympic Games will culminate with Tokyo's participation (JapanTimes, 2015). Meanwhile, Indonesia faces the implementation of the full ASEAN-China Free Trade Area (ACFTA) at the end of 2015 (AseanBriefing, 2015), a situation which will open all participating countries to every other participating country for business purposes. This will lead to increased international interactions where ELF settings become increasingly common. Since English has been set as the official professional language of ASEAN+3, it will undoubtedly remain the main lingua franca. Therefore, these facts about ELT development and the massive international events due to take place in both countries support the idea of a shift in ELT status from English as a Foreign Language (EFL) to English as a Lingua Franca (ELF). Unfortunately, however, the idea of formally introducing an ELF perspective into ELT practices has received little support in both contexts.

3. METHODOLOGY
3.1 Study Design

This study employed a mixed-method design where questionnaire was used as the main instrument and then triangulated by semi structure interview sessions. As it was mentioned in the previous chapter, the study focused on attitudes on ELF and its classroom implementation. Consequently, it was conducted to address the following research questions:
1. What are Japanese and Indonesian university students' attitudes toward ELF?
2. What factors influence their attitudes towards ELF?
3. What are Japanese and Indonesian university students' views on incorporating the ELF perspective into ELT classrooms?

There were 2 groups of population involved in the study. Being the study population, 70 students had participated in the questionnaire and 4 participants (2 lecturers and 2 students) were interviewed, these numbers of participants represent both Japanese and Indonesian universities equally.

The questionnaire was consisted of 33 items divided into four parts, A-D. Parts A and B (Items 1-14) included questions or statements related to the participants' background information. Items 4 to 9 were adapted from Galloway's (2011) work on investigating Japanese students' attitudes in a higher education setting. Part C of the questionnaire included eight statements (Items 15-22) assessing their attitudes toward ELF, which specifically asked them about the purpose of learning English and its relation to nativelikeness, ELF communication or ELF use, and about teaching ELF in the classroom.

In the questionnaire, a modified version of VGT was inserted. The reason for modifying the VGT in this study was that it usually measures the responses to varieties or accents based on each individual speaker rather than on the basis of the interaction. In this study, instead of evaluating each speaker independently, the participants provided responses in terms of overall evaluation of the whole interaction between the four speakers. Seven traits were assessed by using semantic differential scales on the VGT, which were adapted from previous studies on attitudes toward English varieties and accents (Garret et al., 2003; Kim, 2007). These were acceptance, confidence, comprehensibility, intelligibility, successfulness, communication flow, and model fit. The VGT was then followed by four statements allowing the participants to evaluate the overall ELF interaction in relation to ELT. In this way, the VGT was modified to be more authentic by using a naturally-occurring ELF interaction. To ensure the questionnaire's reliability, a Cronbach's Alpha test was run and it was proven that it maintained good reliability score as seen in the following table:

Table 2.1: Reliability statistics

Cronbach's Alpha	N of Items
.714	19

In addition, the semi-structured interview was chosen as a triangulation in this mixed-methods design in order to obtain richer and more in-depth data. Flick (2007) points out that questionnaire data can potentially be enhanced in terms of clarity and depth by the addition of

interviews with a portion of the participants. Given the study's limited time and my unfamiliarity with the Japanese culture and language, the semi-structured interviews helped me to obtain clearer target information (Bryman, 2012).

In analyzing the data, descriptive analysis and Independent Sample t-test was run on SPSS in order to make sense of the questionnaire data. The t-test determined whether the two groups (dependent and independent variables) have significant differences in the mean score and identified the influential factors to participants' attitudes. This technique was used by Galloway (2013) to analyze results from a similar study on factors influencing students' attitudes towards English. The interview data were all transcribed manually by the researcher.

After the transcription work was finished, NVivo was used to help with the coding and word frequency query analysis. NVivo, as a code-based system, offers well-developed and flexible tools for qualitative studies (Lewins & Silver, 2014). The simplest thing NVivo does is to enable researchers to import transcripts to be recoded.

4. RESULTS AND DISCUSSION
4.1 What are Japanese and Indonesian university students' attitudes toward ELF?

The questionnaire revealed that the students in both participant groups held positive attitudes towards English as a Lingua Franca (Figure 3.1). With 3.0 as the cut-off point where >3 represents positive attitudes and <3 means negative attitudes, Japan scored 3.71 and Indonesia scored 3.51. However, there is still some kind of attachment toward nativeness. The interviews revealed similar results; all of them mentioned explicitly that successful communication is the most important thing in using English, compared to native-like-oriented use of English. Besides, by looking at the ELF-related words frequency through NVivo, which appeared more frequently compared to the 'standard-English'-related words, it also can be said that all participants demonstrated positive attitudes towards English as a Lingua Franca.
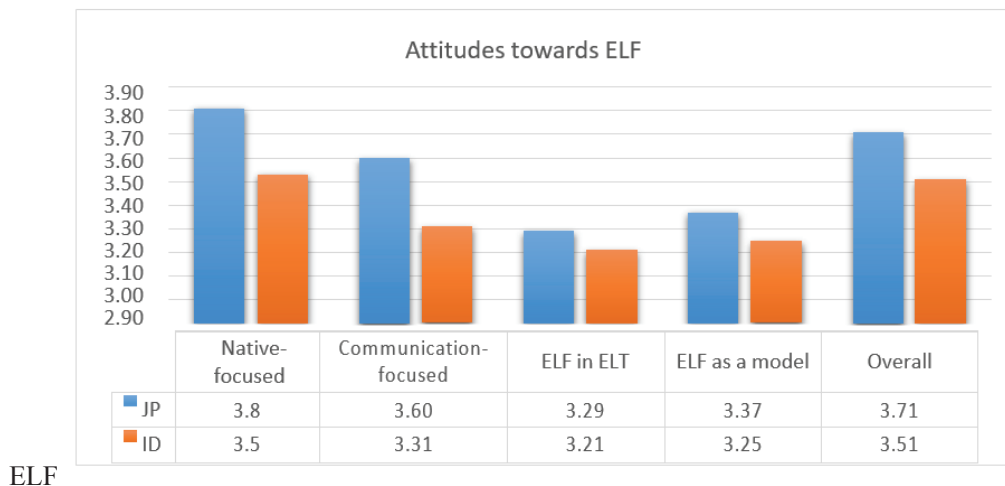
Figure4.1: Attitudes towards

	Native-focused	Communication-focused	ELF in ELT	ELF as a model	Overall
JP	3.8	3.60	3.29	3.37	3.71
ID	3.5	3.31	3.21	3.25	3.51

ELF

Table 4.1: Extract 1

Interview transcript: Opinion about English use

P3: Well, I personally do not have aaa, I think that, it has not to be like that, **as long as the message is understood**.

As long as not so aaa [IP] the first thing, ooo, aaa it has, it has, it must not emm, maybe, the pronunciation for example, **it doesn't have to be native-like pronunciation**, eee (…) **what matters is it must not make communication breakdown**.

I mean misunderstanding like thirty, thirteen, aaa, that that is crucial RIGHT, to misunderstanding.

So that kind of thing is important. Other than that it's fine, **as long as the message crossed**.

Because the FACT, the reality, we're not going to talk or interact with people from British only or American only.

It is true that there have been several—perhaps even many—studies investigating students' attitudestowards ELF. However, these studies did not specifically investigate attitudes corresponding to direct and real ELF interactions involving a focus on communication. Instead, previous studies have looked at responses to accent or variety in the ELF perspective. Jenkins (2007) studied teachers' attitudes towards accent and found that many favored native speaker accents, such as American and British. With the majority preferring these native-like accents, this finding indicated that the participants held rather negative attitudes towards ELF. Matsuda (2003) investigated Japanese students' attitudes toward English as an international language, a concept similar to ELF. The results indicated that students also had negative attitudes because they perceived English to be 'owned' by inner circle countries. This researcher emphasized that lack of awareness of the presence of other varieties of English was crucial to the formation of these attitudes. Therefore, he suggested encouraging exposure to English varieties in order to raise awareness of real international English use. Galloway (2011; 2013) studied students' attitudes toward English in general and teachers' attitudes toward ELF in terms of native and non-native varieties. The findings indicated that native English was viewed as superior to ELF in many ways and that American English was the most popular among the varieties. None of these studies assess attitudes to real ELF interaction.

However, relating these previous studies to the findings of this study in terms of native- oriented attitudes, it can be seen that the trend may be shifting. This study found more support for ELF as the participants, both teachers and students, demonstrated positive attitudes and expressed enthusiasm for the concept of ELF and less on nativeness. This finding is important in challenging the status quo in ELT and non-native English users in a wider scale that judgement on non 'standard' English use should fail (Giles & Billings, 2004). Moreover, this finding is relevant to Kirkpatrick's (2007, p. 9) point in relation to social life, he emphasizes 'the concepts 'native speaker' and 'mother tongue' make little sense in multilingual societies where it may be difficult to single out someone's mother tongue'. Therefore, with the raising of awareness on ELF proven by more positive attitudes towards it, it is necessary to evaluate ELT's pedagogical practices in the classroom where English is supposedly perceived as an international language. It is crucial in order to preserve the linguistic, cultural, and functional diversity of today's English (Matsuda & Friedrich, 2012).

4.2 What factors influence participants' attitudes towards ELF?

This question was answered solely through the responses to the questionnaire distributed to both groups of participants, which included 22 possible indicators or factors influencing such attitudes towards ELF. The factors of language learning environment and learning method were found to be associated with statistically significant t-test results. In other words, where and how students learn English may influence their attitudes toward English as a Lingua Franca. Meanwhile, variables related to English learning motivation did not seem to influence the Indonesian students' attitudes towards ELF since there were no significant t-test results associated with these variables in their responses. These findings correspond to Galloway's (2011) study on factors influencing

attitudes. She shows that familiarity, motivation, pedagogical beliefs, and language learning experience were the most significant factors. Regarding familiarity, the participants' responses' in this study indicated that the experience of studying or travelling abroad to places where they could practice their English was the most significant factor. McKenzie (2008) points out that the more experience students have abroad, the more positive their attitudes are likely to be, in relation to more varieties of English.

However, the results demonstrated that for Japanese students, going abroad was not uncommon. For most Indonesian students, on the other hand, being able to travel abroad, especially to inner circle countries, was a rare experience. This is likely related to the economic situation of this country, where only the rich have the freedom and means to travel. Therefore, the type of exposure which would provide them with greater familiarity with ELF usage was lacking for most of them. They do not have the opportunity to build contact-based attitudes towards alternative models of 'standard' English, they are trapped in the monolithic view of linguistic diversity (Dornyei et al. 2006; Galloway, 2011).

4.3 What are Japanese and Indonesian university students' views on incorporating an ELF perspective into ELT classrooms?

The findings suggest that the participants viewed incorporating ELF into ELT classrooms as an important step in promoting the ELF movement and helping learners to meet their needs. In fact, the lecturers who were interviewed noted that they had tried to promote ELF in their classrooms as can be seen in Extract 2 (Appendix 1). They were aware of the situation and had concluded that such exposure would be beneficial for their students. They acknowledged the need to raise awareness of ELF and at some point foster their students' understanding of what Seidlhofer (2001) termed a 'conceptual gap'. She adds that due to the shift of the trend in these contexts from EFL to ELF, then it becomes a new condition where a new conceptual framework is required in order to deal with it. Therefore, the persistence on ignoring the truth about the trend of ELF and how it effects ELT will not bring any betterment. It is unreasonable to keep imposing a single restricted pedagogical model to the students while they actually have options to choose from, without pressure from the dominant model (Jenkins, 2007; McKenzie, 2008). This situation cannot be changed unless if the priority is given to the learners, not to the hidden agendas behind the ELT industry which belongs to inner circle countries such as America and the UK. Therefore, Ferguson (2012) suggests that teaching ELF in the classroom takes a lot more than just teaching a language, it demands the inclusion of both the 'standard' English and the distinctive features of ELF.

Lastly, the participants acknowledged the barriers which inhibit such actions to promote ELF, naming standardized tests and a lack of materials as the main obstacles. The standardized test creates a 'discomfort zone' for teachers as they face the dilemma of whether to priorities communication, as in the ELF perspective, or focus on helping their students pass the standardized English tests (Ranta, 2009; Galloway & Rose, 2015). As a matter of fact, this testing is very old-fashioned, if that term is applicable, because language testing should accommodate interaction in the very first place. Mauranen (2012) argues, if the students are to be tested for spoken proficiency, then full observation on the real spoken interaction should be given, in order to test what is supposed to be tested.

4.4 Pedagogical implications

The main implication of this study is related to the most current needs and demands in the ELT industry. The fact that the primary purpose of many English learners is simply to be able to communicate effectively is something that needs to be addressed. It seems somehow unfair to keep forcing learners to consume the native model of English regardless of their knowledge of their own needs and the options they have, a 'conceptual gap' (Seidlhofer, 2001). The purpose of ELF is not to replace the native norms of English but to let students be informed about the choices they have in their learning and to choose which model best suits their individual needs.

ELF as a field of study is expected to be able to bridge the gap between theory and practice. The identification of attitudes toward ELF on the basis of communication and interaction along with knowledge of the ELT community's perspective on inserting an ELF perspective into ELT classrooms will open the door to additional implementation of ELF principles. Furthermore, it could

provide a solution for one of the most common ELT problems in most expanding circle countries, such as in Asia, where English is a compulsory school subject for six to nine years but where learning outcomes are still considered relatively unsuccessful.

Thus, it is important to include an ELF perspective in the process of redesigning certain elements of ELT, such as curricula and materials. Such changes in the system of ELT with respect to ELF would help raise awareness of the importance of acknowledging the changes, differences, and varieties of English used in today's world on the international level. Along with a revision of curricula and materials, there is a need to perform a proper needs analysis for students in expanding circle countries. This could provide clues for teachers when making educational decisions and designing their specific daily materials for teaching English materials which should be relevant to the real use of English today and geared toward helping students to be able to communicate in English as they wish.

5. CONCLUSION

This study originated from the understanding that attitudes have significant consequence in language teaching and learning. Attitudes lead to behavior in terms of whether to respond positively or negatively towards a given stimulus. In fact, attitudes have been confirmed to influence the outcomes of language learning, specifically in terms of English Language Teaching (ELT). In addition, the experience of being an ELF user in various settings and the information gained through the Global Englishes course as part of the University of Edinburgh's MSc TESOL programme provided the rationale for doing this study. Japan and Indonesia were chosen as the context for the research due to the unique characteristics of these countries, which are both categorized in the 'irrelevant' expanding circle by Kachru (1992).

A mixed-methods approach was utilized in the study. It is believed that using a quantitative method to gain rich information triangulated with a qualitative method for more in-depth exploration was the best way to answer the research questions. In addition, the quantitative analysis combined a general survey and a Verbal Guise Technique (VGT) using an authentic ELF interaction, something which, to the best of the author's knowledge, has never been done before. The findings indicated that the respondents held positive attitudes towards ELF and that language learning experience was the most significant factor influencing these attitudes. In addition, all respondents demonstrated enthusiasm for the incorporation of an ELF perspective into ELT. Furthermore, the lecturers who were interviewed even indicated that they had made attempts to do so, despite the presence of various obstacles.

It is thus clear from the evidence found in this study that the two countries of Japan and Indonesia use English more as a lingua franca than a foreign language and have positive attitudes towards it. In relation to ELT, it is believed necessary to move away from the native- centric ELT model. Instead of forcing students to learn the 'standard' norm, it would be better to provide them with both knowledge of native English and ELF so that they can choose which forms to use based on their individual needs. This could help to minimize the negative effect of the 'conceptual gap' which has been preserved in ELT for so many years. Much more importantly, a trend seems to be forming in terms of awareness of the ELF topic within the ELT community; it is now a generally-accepted phenomenon of global English use, proven by the fact that there are now many more ELF users than native English users worldwide.

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Appendix 1. Extract 2

1	S	Do you think that you'd like to have English class where they introduce you to this new
2		model of, alternative model of English where it focuses in the communication?
3	P1	Yeah yeah, that will be interesting yeah. Yeah we do have aaa, we do have a kinda class
4		like that, emm, @ as we discuss a lot and you know, there will be something like
5		grammatical mistakes or something like that but that's not the problem, it's just to
6		express what you think, the purpose is to think and to express it.
7	S	So, how can you integrate ELF in the classroom?
8	P3	Well, one example is critical listening class. So they, I, what is it, I take video from
9		YouTube. I forgot what it is about. It was in the last semester. And I asked to watch and
10		then to try to understand it. And again it's difficult to understand the video for the first
11		time watching, I mean. They need to do it second time in order to understand. Oh yeah,
12		there is one more thing. Because they listen a lot, speaking, I mean English talk or
13		speech, From people from aaa speakers of English aaa American or British, they are
14		FAMILIAR with it, right? So, when they when I, what is it, played the video from the
15		people from other countries like Asian people speaking English, they they, they watch
16		it like what? WHAT? And then the first time. It's Because they they are not, what is it,
17		used to it. So for the second time they can understand it.
18	S	Can you talk a little bit about how, how ELF can be taught in the classroom?
19	P4	When I was in English department, I did it REALLY CONSCIOUSLY. Yeah. I made
20		sure that I had, you know, examples, even in videos, you know, of different uses of
21		language. (…) And I have some good materials from Australia that I brought with me
22		that, that work (…) you know kind of, it was even practicing listening to different
23		accent. You know, it's like listen to the Russian speakers in English, listen to the
24		German speakers in English (…) it's that kind of GOOD THING.

Transcription guidelines (Adapted from Galloway, 2011)

S	Interviewer (Salam)
P	Participant
[IP]	Inaudible portion
CAPS	Emphatic stress
(…)	3 seconds pause or longer
@	Laughter
(1)	Every line is numbered on the left, beginning at 1 for each extract