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An Analysis of ELF-informed Practices in ESP Coursebooks

ÖAİ Ders Kitaplarındaki ODİ Bilgisi Sunan Uygulamaların Bir Analizi

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Abstract: The investigation of English as a Lingua Franca (ELF) in English for Specific Purposes (ESP) contexts has produced significant results in the last few years. Moreover, these results have initiated a shift from achieving native speaker competency to more context-related and functional language use in the perspective of the overall approach to ESP. Yet, the literature needs more study to reveal how far this shift has embedded ESP coursebooks and audio materials. Therefore, this study aimed to explore to what extent the recent ESP coursebooks and audio materials matched the characteristics of ELF. In the study, four ESP coursebooks and their audio tracks were analyzed in terms of the presence or absence of references to ELF features, specifically; ELF-informed activities, the promotion of using English outside the inner circle countries, and the use of authentic expending circle English communication. The findings revealed the dominance of Standard English in language exposure, a dearth of ELF-informed activities, and a sparse representation of expending circle cultures in the four ESP coursebooks. Similarly, the listening tracks showed a strong preference for native English speakers as the introducers of English users in the tracks. The study presents a number of critical implications for ESP instructors and material designers.

Keywords: English as a Lingua Franca (ELF), English for Specific Purposes (ESP), ELF-informed materials, ESP materials.

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Öz: Özel Amaçlı İngilizce (ÖAİ) bağlamlarında Ortak Dil Olarak İngilizce'nin (ODİ) araştırılması, son birkaç yılda önemli sonuçlar ortaya koymuştur. Ayrıca, bu sonuçlar, ÖAİ'ye genel yaklaşım perspektifinde, ana dili İngilizce olanların yeterliliklerine ulaşmaktan daha çok bağlamla ilgili ve işlevsel dil kullanımına doğru bir geçişi başlatmıştır. Yine de literatürün, bu değişimin ÖAİ ders kitaplarını ve işitsel materyalleri ne kadar içine yerleştirdiğini ortaya çıkarmak için daha fazla çalışmaya ihtiyacı vardı. Bu nedenle bu çalışma, son dönemdeki ÖAİ ders kitaplarının ve işitsel materyallerin ODİ'nin özellikleriyle ne ölçüde örtüştüğünü keşfetmeyi amaçlamıştır. Çalışmada, ders kitapları ve ses kayıtları, ODİ özelliklerine yapılan göndermelerin varlığı veya yokluğu açısından, özellikle; ODİ ile bilgilendirilmiş aktiviteler, İngilizce'yi yakın çevre ülkeleri dışında kullanmanın teşviki ve otantik gelişen İngilizce iletişiminin kullanılması açısından ele alınmıştır. Bulgular, dile maruz kalmada Standart İngilizce normlarının baskın olduğunu, ODİ ile bilgilendirilmiş etkinliklerin eksikliğini ve ders kitaplarında genişleyen çevre kültürlerinin seyrek temsilini ortaya çıkarmıştır. Benzer şekilde, dinleme parçaları, parçalardaki İngilizce kullanıcıların tanıtıcıları olarak anadili İngilizce olanlara yönelik güçlü bir tercih göstermiştir. Çalışma, ESP eğitmenleri ve materyal tasarımcıları için bir dizi kritik çıkarım sunmaktadır.

Anahtar Kelimeler: Ortak dil olarak İngilizce (ODİ), Özel amaçlı İngilizce (ÖAİ), ODİ bilgilendirici materyaller, ÖAİ materyalleri

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1. INTRODUCTION

The use of English as a Lingua Franca (ELF) has gained considerable attention in academic research. ELF refers to English used for "global means of inter-community communication"(Seidlhofer, 2016, p. 20) and can be understood as "any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option" (Seidlhofer 2011,p. 7). Scholars have explored ELF from various linguistic perspectives, including phonetics and phonology (see Jenkins, 2000), pragmatics (see Cogo, 2009; Firth, 2009), and lexicogrammar (see Seidlhofer, 2004). They have also investigated ELF in different contexts, such as Greece (see Batziakas, 2008), Hong Kong (see Sung, 2015), Scandinavia (see Björkman, 2009), China (see Wang, 2015), and Europe (see Jenkins et al., 2001), as well as in professional domains like academia, air traffic control, and the news (see Mauranen, 2007; Oda, 2008; Bondi & Poppi, 2008). In addition to these research areas, scholars have explored the implications of ELF for English language pedagogy. This includes investigating communicative competence (see Leung, 2013), testing (see Jenkins, 2006), students' motivation (see Kalocsai, 2009), learning environment (see Smit, 2010), and teacher education (see Dewey, 2009). These studies have provided valuable insights into the conceptual and ideological aspects related to ELF. Moreover, there is a growing recognition of the significance of ELF in English for Specific Purposes (ESP) education.

The field of ESP has experienced significant growth and development over the past five decades. Universities worldwide have shown increasing interest in offering ESP courses to students from various departments. Consequently, there has been a concerted effort to publish research findings in prestigious high-impact journals, which require the use of English to reach a global readership (Flowerdew, 2015). Furthermore, due to the dominance of English as the language of publication, non-native English scholars have surpassed native English speakers in scholarly submissions (Hyland, 2013). The number of ESP scholars, including graduate students, has been steadily increasing, driven by the rapid dissemination of information and the availability of online discussions, blog postings, and access to publications facilitated by web-enabled linked data (Hyland, 2006). As ESP gains prominence in academic publications, multilingual ESP scholars' language use and attitudes, particularly in science and engineering disciplines, have been changing. A recent study by Ferguson et al. (2011) revealed that Spanish ESP scholars acknowledged English as the dominant Lingua Franca and emphasized that English no longer confers exclusive privileges to native-speaker academics. Consequently, ELF has gained increasing importance in the current era of globalization. Although the WrELFAcorpus (Corpus of Written English as a Lingua Franca in Academic Settings) provides a valuable written database of ELF in academic contexts, Mauranen et al. (2010) argue that there remains a lack of cross-cultural variation in academic English related to ELF in the existing literature. Flowerdew (2015) asserts that "the nature of English for global communication and collaborations is changing, and changing fast" (p. 13).

Kontra (2012) emphasizes that "the effects of globalization on English are felt particularly strongly in the field of ESP" (p. 2) therefore, the importance of considering the ELF features in ESP classrooms should be realized (see Flowerdew, 2015; Bayyurt & Akcan, 2015; Csizer & Kontra, 2012; Seidlhofer, 2016). ESP learners interact with professionals from diverse linguistic backgrounds, including both native English speakers (NESs) and non-native English speakers (NNESs), and thus become part of an intercultural community. Flowerdew (2015) claims that ESP research should take into account the implications of ELF for instructional materials, while Matsuda (2017) recommends exposing students to a wider range of English usage aligned with ELF in the classroom.

Although the literature is scarce on the studies on ESP materials and their adherence to the features of ELF, a study by Si (2020) on ESP coursebooks used in the Chinese context revealed a dominance of native-speaker Standard English, a lack of ELF-informed activities, and limited representation of non-native English culture. Kopperoinen (2011), on the other hand, examined several ESP textbooks used in Finland and found that non-native speakers were only present in 3% of the total listening materials in one group of

assessed textbooks. Another comprehensive study by Calvo-Benzies (2017) investigated the accents of native and non-native speakers of English in the audio materials accompanying six ESP textbooks. The findings indicated that native speakers were prominently featured, while non-native speakers appeared less frequently and mostly in interactions with native speakers. There were relatively few recordings that solely featured non-native speakers.

In conclusion, the existing literature highlighted the need for greater integration of the ELF concept in ESP teaching materials. Furthermore, the extent to which ESP teaching materials align with ELF characteristics remains an underexplored area in the literature, with limited research conducted on this topic (Calvo-Benzies, 2017). Therefore, this study aimed to investigate the alignment between ESP teaching materials used in classrooms and the features of ELF.

1.1. The purpose of the study

The goal of this study was to look into the ESP materials through the lens of ELF, which is having a growing impact on enhancing and supporting new pedagogical orientations for the discipline of ESP (McIntosh et al., 2017). The consequences of globalization on English are particularly noticeable in the field of ESP since in order to communicate not only with native English speakers but also with other non-native English professionals around the world, many students enroll in ESP programs (Csizer & Kontra, 2012). So, as Bhatia et al. (2011) state, the aim of ESP should be to use English as an ELF speaker, guided by the discourse community. On the other hand, the literature requires more research on ESP materials and their alignment with ELF. The study, thus, aimed to investigate to what extent the ESP teaching materials used in the classrooms matched with characteristics of ELF, which was the least investigated issue (Calvo-Benzies, 2017). Two research questions emerged from this aim.

1- To what extent do the ESP coursebooks include the features of ELF?
2- To what extent do the audio tracks of the ESP coursebooks include ELF speakers?

1.2. Significance of the Study

It is without dispute that teaching materials are excellent at raising students' academic achievement in both teaching and learning. It gives the students the crucial sensory experiences they need for an impactful and lasting behavioral transformation. The purpose of teaching materials is to raise the standard of instruction so that students can do better academically (Ajoke, 2017). As Flowerdew (2015) explains, ESP should embrace the implications of ELF in academic contexts including syllabus and material design since it would not be realistic to expect an ESP classroom in which the students' ELF needs are responded to by utilizing ESP materials created by native speaker norms. Yet, the literature did not have much to indicate this situation in the Turkish context. Therefore, the primary objective of the study was to investigate the extent to which the ESP coursebooks and audio tracks provided support for pluralistic and ELF-oriented language usage and promoted awareness of the diversity of English. The researcher focused on analyzing the reading texts, written dialogues, vocabulary practices, and listening tracks within the ESP coursebooks. Specifically, the researcher examined the activities to determine whether they enhanced learners' linguistic, sociolinguistic, and cultural awareness of diverse examples of English in terms of ELF, as well as the inclusivity of speakers and contexts portrayed in the scenarios. Given the importance of communication skills in oral interactions, particularly among non-native English speakers (NNESs), the study also explored the presence of audio tracks aimed at promoting effective communication techniques.

2. METHODOLOGY

2.1. Research design

The study employed a content analysis approach to examine a series of four ESP coursebooks used in the aforementioned programs. The analysis encompassed a comprehensive examination of each coursebook in the corpus, including linguistically and culturally oriented texts and assignments. This examination encompassed all units and various sections within those units. Four ESP coursebooks of four different ESP

courses were deliberately chosen from diverse departments to guarantee a thorough exploration, steering away from concentrating solely on a particular ESP coursebook within a specific department in terms of its alignment with ELF principles.

2.2. Context of the study

This study was conducted within the context of a state university in Türkiye during the fall term of the 2022-2023 academic year. The researcher selected four different programs, all of which were nationwide four-year English-medium programs. Among the mandatory selective courses in these programs, ESP was included. Four ESP courses from different departments were purposefully selected to ensure comprehensive findings rather than focusing on a specific ESP coursebook in a specific department with respect to its adherence to ELF principles. The selected departments included "Hospitality Management Program, Food" and "Beverage Management Program", "International Trade and Logistics Program", and "Medical Documentary and Secretaryship Program", representing two departments from the tourism field, one from business administration, and one from the medical field.

2.3. Criteria of evaluation

During the content analysis, the study utilized Rzonca's (2021) framework of ELF-aware classroom materials as the analytical framework. Rzonca (2021) developed a framework that outlines the essential features of teaching materials that promote ELF awareness. The framework consists of eight features as follows:

• A wide range of English varieties, including outer and expanding circle varieties.

• Incorporation of various cultures and intercultural issues to foster intercultural awareness and develop intercultural skills.

• Transition from inner circle settings to plurilingual settings, with dialogues representing the power of multilingual outer and expanding circle contexts.

• Shifting the focus from 'native-like' pronunciation and grammatical correctness to intelligibility, emphasizing the importance of being understood rather than achieving native-like perfection.

• Examples of successful ELF communication between speakers of different origins and first languages, providing authentic language exposure.

• Awareness-raising activities that present the diversity of English to promote learners' awareness.

• Reflection on learners' experiences with English, demonstrating how pragmatic and lexicogrammatical patterns vary in different contexts and showcasing the flexibility of English.

• Introduction of communication strategies, highlighting pragmatic strategies as a characteristic of ELF communication.

The researcher selected four main sections from the coursebooks for analysis: audio tracks (for listening activities), written dialogues, reading texts, and vocabulary practices. For the analysis of the audio tracks, the first feature of Rzonca's framework, which emphasizes a wide repertoire of English varieties, served as the basis. The researcher examined the types of speakers represented in the audio tracks, considering both native and non-native English speakers.

For the analysis of dialogues, the focus was on the feature of "communication strategies" that emphasize pragmatic strategies as integral to ELF communication. The researcher analyzed the dialogues to identify the presence of pragmatic strategies employed by the speakers.

Regarding the analysis of reading texts, the feature of "various cultures and intercultural issues" was considered. This feature recognizes the importance of understanding different cultural practices to

effectively communicate across diverse cultures. The researcher focused on identifying multicultural idioms and expressions in the reading texts.

In the analysis of vocabulary practices, the researcher examined the presence of specialized terms and vocabulary that originated from outer and expanding circle countries. The basis for this analysis was once again the feature of "a vast repertoire of English varieties," as it emphasizes the introduction of different English varieties to learners. The following table summarizes the material sections analyzed through document analysis:

Table 1.

The Coursebook Sections Examined for ELF Features

Sections Examined	ELF features to look at
Audio tracks	To analyze speaker types (NS-NS or NNS-NNS or NS-NNS).
Written dialogues	To see if there are pragmatic strategies (Co-construction of utterances, negotiation of meaning, etc.)
Reading texts	To see if there are multicultural idioms, slangs, expressions, etc..
Vocabulary practices	To see if there are special terms or vocabulary belong to the countries outside the English-speaking countries.

To ensure confidence in the outcomes of the study, it was imperative for the researcher to validate the reliability of the research procedure, as suggested by Golafshani (2003). This involves assessing its credibility, transferability, dependability, and its confirmability (Wesley, 2014). Fulfilling these four criteria necessitates the researcher to explicitly elucidate the method employed for interpreting evidence, provide a rationale for this approach, and maintain transparency with the data, facilitating the verification of findings (Lincoln & Guba, 1985). Therefore, the author performed certain methods to promote all of the features of trustworthiness. In order to fulfill credibility of the data, the researcher involved 4 ESP instructors in a state university, who had been given ESP lessons in the selected departments (see context of the study) for the data analysis process. The ESP instructors were actively utilizing the ESP coursebooks which were investigated in the current study. In a nutshell, member checking was performed in the course of data analysis. Furthermore, the researcher aimed to achieve transferability by giving thick descriptions of each section of the study. The examples of the activities of the coursebooks were given whenever it was possible. The researcher, moreover, conducted the study under the supervisions of 3 academicians. In every steps of the study, the academicians engaged in and interfered when it was needed. Therefore, dependability of the study was fulfilled. As the last method of trustworthiness, confirmability was fulfilled by including various ESP coursebooks from different departments in order to ensure rich and multiple data sources.

2.4. Ethical approval

The author of this study complied with all the rules specified within "Higher Education Institutions Scientific Research and Publication Ethics Regulations". None of the actions stated in the second part of the regulations under the title "Actions Against Scientific Research and Publications Ethics" were conducted.

Ethics Committee Approval Information

Name of the committee: Bahçeşehir University, Research and Publication Ethics Committee

Data of ethics committee approval: 22.09.2021

Ethics committee approval statement issue number: 20021704-604.01.02-16112

3. RESULTS

In this section, the findings of the study were given according to the two research questions addressed by the researcher.

3.1. To what extent do the ESP coursebooks include the features of ELF?

During the document analysis of the coursebooks, several important findings were discovered that indicated a lack of support for ELF principles. The dialogues in all of the coursebooks were thoroughly analyzed to determine the frequency of EFL pragmatics. Each coursebook contained fifteen dialogues, resulting in a total of sixty dialogues. The frequency analysis revealed significant results: the interactions between the speakers predominantly adhered to native speaker norms, with a notable absence of pragmatic accommodation strategies in the nature of the conversations. In other words, none of the dialogues, regardless of the ESP coursebooks, exhibited any pragmatic features characteristic of authentic ELF communication.

Table 2

The Frequency Analysis Table of the Dialogues of the Coursebooks

Coursebook	Category	Subcategory	Frequency
Career Paths-Tourism	ELF pragmatics	Multilingual Strategies	0
		Negotiation of Meaning Strategies	0
		Interactional Elements	0
		Co-construction of Utterances	0
Career Paths-Cooking	ELF pragmatics	Multilingual Strategies	0
		Negotiation of Meaning Strategies	0
		Interactional Elements	0
		Co-construction of Utterances	0
Professional English for Students of Logistics	ELF pragmatics	Multilingual Strategies	0
		Negotiation of Meaning Strategies	0
		Interactional Elements	0
		Co-construction of Utterances	0
Career Paths-Medical	ELF pragmatics	Multilingual Strategies	0
		Negotiation of Meaning Strategies	0
		Interactional Elements	0
		Co-construction of Utterances	0
Total			60

The reading texts, on the other hand, were subjected to analysis to determine whether they encompass diverse cultural features and international issues. Each coursebook contained fifteen reading texts, resulting in a total of sixty texts. The analysis of all the reading texts revealed that none of them included any multicultural elements that reflected cultural varieties from different regions. However, the instances presented in the reading texts provided suitable opportunities to introduce various cultural features. For example, in one of the coursebooks (Career Paths-Tourism, the students' book, p. 10), the section explaining transportation to a hotel includes the term "taxi." Additionally, the term "cab," which is the British English version of "taxi," is mentioned. While this inclusion represents a limited use of cultural variations as both versions belong to English-speaking cultures, it could have further incorporated other "taxi-like" vehicles

used in different regions worldwide, such as the "tuk-tuk" commonly found in the Far East. Furthermore, in the context of teaching new chefs about understanding flavors (Career Paths-Cooking, the students' book, p. 22), the text provides words such as "bitter, sour, sweet, salty, savory," without emphasizing their importance in specific cultural contexts. For instance, when discussing spicy foods, the text could have mentioned Indian cuisine and introduced specific examples such as "curry" or "masala." Similarly, renowned French desserts like "éclair" or "croquembouche" could have been included to highlight the sweet food culture in France. However, the English used in these reading texts did not present instances that belonged to specific non-native English cultures. Detailed information regarding the analysis of reading texts is provided in the table below.

Table 3

The Frequency Analysis Table of the Reading Texts of the Coursebooks

Coursebook	Category	Subcategory	Frequency
Career Paths-Tourism	Various cultures and intercultural issues	inner circle cultures	15
		outer circle cultures	0
		expending circle cultures	0
Career Paths-Cooking	Various cultures and intercultural issues	inner circle cultures	15
		outer circle cultures	0
		expending circle cultures	0
Professional English for Students of Logistics	Various cultures and intercultural issues	inner circle cultures	15
		outer circle cultures	0
		expending circle cultures	0
Career Paths- Medical	Various cultures and intercultural issues	inner circle cultures	15
		outer circle cultures	0
		expending circle cultures	0
Total			60

The vocabulary practice sections of the ESP coursebooks were analyzed by grouping the vocabularies according to their types to determine if they represented cultures other than the inner circle cultures. A total of 771 vocabularies were identified in the vocabulary sections across all of the coursebooks. Among these, 565 were nouns, 160 were verbs, 23 were adjectives, and 23 were adverbs. The frequency analysis revealed a striking result: not a single vocabulary item referred to expanding circle countries. Instead, all of the vocabularies exclusively belonged to inner circle cultures, representing cultures where English is spoken as a native language. The terminology used in the vocabulary sections was derived entirely from inner circle cultures. Consequently, neither outer nor expanding circle cultures were included in the frequency analysis figure, which is presented below.
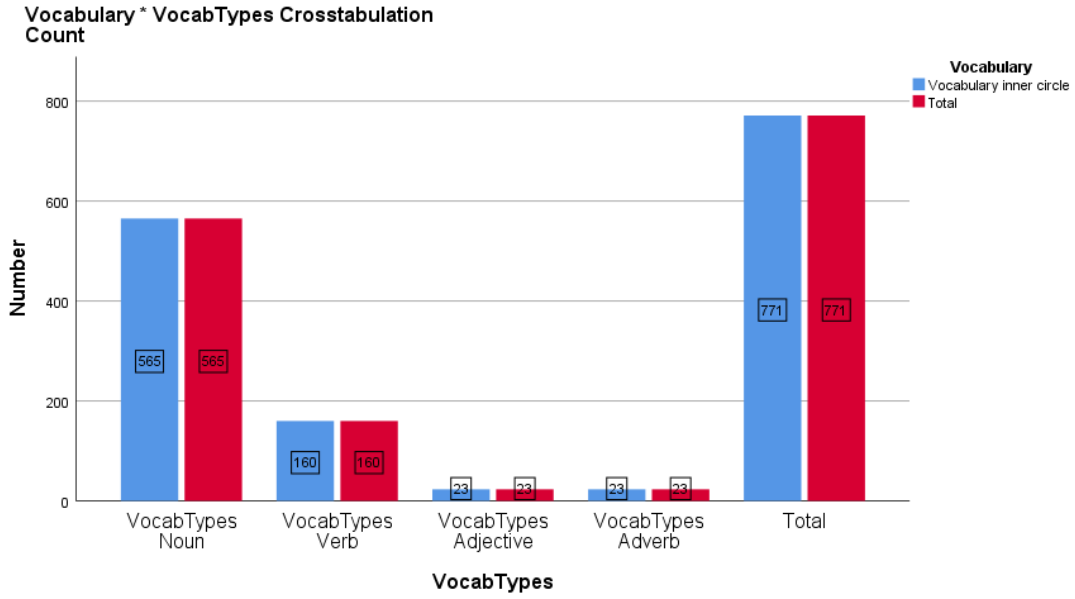
Figure 1. *The frequency analysis of the vocabularies in the vocabulary sections*

3.2. To what extent do the audio tracks of the ESP coursebooks include ELF speakers?

To explore the dynamics of speaker interactions (between NES-NES, NES-NNES, or NNES-NNES) in the audio materials utilized in the classroom, a thorough examination of the audio tracks was conducted, employing frequency analysis. In total, fifty audio tracks were meticulously analyzed as part of this study. The frequency analysis graph depicting the distribution of speaker types within the audio tracks is presented below.
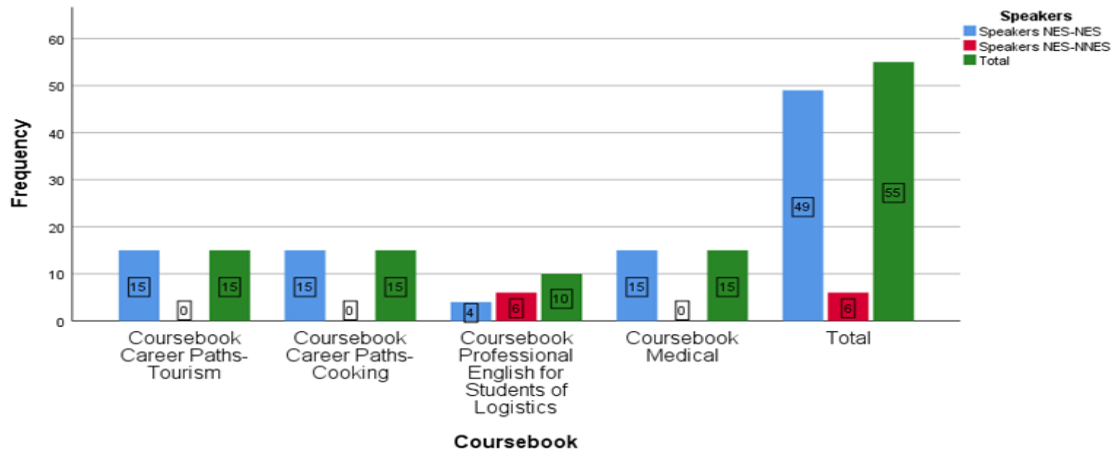

Figure 2. *The frequency analysis graph of the speaker types of the audio tracks*

Figure 1 illustrates that, with the exception of "Professional English for Students of Logistics Book", which includes six audio tracks featuring dialogues between NES and NNES out of a total of ten tracks, all audio tracks in the coursebooks solely consist of conversations between NESs. The findings indicated that, in terms of percentages, only 10% of the interactions presented in the audio tracks involve non-native English speakers, while the remaining 90% exclusively involve interactions between native English speakers.

Notably, the interactions between NESs and NNESs lacked authenticity, with NNESs attempting to emulate NESs in their language use during the communications. Consequently, the interactions between NESs and NNESs, which constituted 10% of all interactions, did not reflect authentic ELF communication to the students. Furthermore, it is important to highlight that not a single instance of a conversation between NNESs was observed in the audio tracks. This absence suggests that the audio tracks in the coursebooks did not aim to introduce or portray conversations occurring among NNESs.

4. DISCUSSION and CONCLUSION

According to Schmidt et al. (1997), coursebooks are critical in making the transition from intentions and goals to classroom activities. They do so by making knowledge available, structuring it, and organizing learning challenges in a way that students find engaging. As Suzani (2007) highlighted, coursebooks and instructional materials play an important part in any educational endeavor. Thus, in this study investigating ESP coursebooks and audio tracks through the lens of ELF, the findings indicated that all of the ESP coursebooks were designed in accordance with utter Standard English norms and NESs. When the reading texts were analyzed to see whether they included multicultural idioms and phrases, it was seen that none of them reflected any multicultural elements that might introduce different cultures' features other than English. Likewise, the dialogues presented in all of the ESP coursebooks did not include any pragmatic strategies that the speakers employed to negotiate a communication breakdown or a misunderstanding about an issue that occurs frequently in ELF communications. Since English use in these dialogues reflected a native-like control, it was not challenging to state that the dialogues did not have any concern about introducing ELF talk to their readers. In the same manner as in the previous analysis, the vocabulary practices did not indicate any multicultural or multilingual words. Since the absence of ELF-informed instances and intercultural features in reading texts, dialogues, and vocabulary existed dramatically in all of the ESP coursebooks, it was obvious that the tasks and practices did not have any goals to introduce English as a Lingua Franca to their readers. In other words, Standard English, which is used by only NESs, was stressed and promoted throughout the coursebooks. The findings of the current study echoed that in ESP education, "coursebooks continue to support a more traditional perspective of teaching and learning English" (Bayyurt & Sifakis, 2017, p. 5). The same conclusion about ESP coursebooks was reached by the study conducted by Tomlinson and Masuhara (2013), which demonstrated a preference toward NESs as representatives of English users in their coursebook analyses. However, this NESs viewpoint can affect learners' conceptions of English ownership and result in a limited understanding of the language, which might leave pupils underprepared to use English with different NNESs in the future (Matsuda, 2002). Moreover, in the analysis of a series of ESP coursebooks used in the Chinese context, Si's (2020) study concluded that a dearth of ELF-informed activities, a predominance of native-speaker Standard English in language exposure, and a scant representation of non-native English culture were observed. Nonetheless, Seidlhofer (2018) claimed that since Standard English does not indicate the reality of how the language is actually spoken, trying to conform to it for NNESs is a futile effort. Standard English is not going to be recognized as a celebratory effort but rather as a defective manner due to the fact that it insists on ideal standards of proper linguistic behavior rather than representing the language itself.

The audio tracks, on the other hand, were examined to determine whether they contained interactions among NNESs. As Matsuda (2017) emphasizes, enhancing exposure to and boosting awareness of varied forms and functions of English inside the classroom is one of the specific pedagogic recommendations that approaches like ELF offer. The results indicated that except for the audio tracks in Professional English for Students of Logistics, all interactions between speakers in all audio tracks were between NES and NES. By using Standard English in their interaction, they did not represent any communication among NNESs. The audio tracks in Professional English for Students of Logistics included many interactions between NES and NNES, and these interactions exceeded the interactions between NES and NES, although there was not any interaction between NNES and NNES in the tracks analyzed. It is also crucial that, while the importance of including NNESs is crucial in audio tracks, the way they present themselves is the real issue in the tracks. Namely, trying to present themselves like NESs in an ELF context does not demonstrate how ELF users

successfully communicate in their own ways. This is crucial to how students feel about having English as their own (the ownership of English). Furthermore, the situation of the tracks in the study showed that the majority of the representatives of English users were NESs in the audio tracks. The NNESs' representations in these audio tracks only constituted 10% of all of the audio tracks. 90% of the interactions in the audio tracks were dialogue between NES and NES. This analysis matched the study of Kopperoinen (2011), who examined several ESP coursebooks used in Finland and found that NNESs were present in only 3% of the total audio materials in one group of coursebooks assessed. Another comprehensive study was conducted by Calvo-Benzies (2017), who investigated native and non-native speakers of English accents used in the audio material accompanying six ESP coursebooks. She concluded that the ESP coursebooks continued to feature far more material with NESs as models. NNESs, on the other hand, appeared less frequently, and when they did, they usually interacted with NESs; there were relatively few recordings where solely NNESs were heard. Therefore, although according to many studies (see Crystal, 1997; Kachru, 1996), today it would be hard to question that the number of NNESs outnumbers NESs and most of the interaction in English takes place between NNESs (Graddol, 2006), the lack of interactions between NNESs in ESP tracks fails to introduce real professional interaction and the dynamics of a conversation between fellow ELF users in international and intercultural professional settings. Moreover, the overemphasis on NESs and the inaccurate presentation of NNESs fall short of illuminating the foundation of ELF-informed materials.

According to the findings, which are in line with previous studies mentioned above, there haven't been notable changes in the recently released ESP coursebooks in terms of a move towards ELF-informed activities. In particular, when the reading texts were analyzed, it was seen that none of them reflected any multicultural elements that might introduce different cultures' features other than the inner circle countries. All of the dialogues reflected a native-like control. Therefore, it was not challenging to state that the dialogues in all of the ESP coursebooks did not have any concern about introducing ELF talk to their readers. In the same manner, the vocabulary practices in all of the ESP coursebooks in the study did not indicate any multicultural or multilingual words. Native-speakerism and Standard English ideologies have been dominating ESP coursebooks. However, the profound changes that have altered ESP education over the past few decades in terms of numerous issues have challenged these conventional views in terms of language use, situations, interactions, etc. A plurilithic strategy does not only assist the legitimization of their function as ESP learners by making bilingualism a realistic objective, but it also promotes awareness that English is being used more frequently (and authentically) in cross-linguistic and cross-cultural situations. This might be achieved by positively expanding on language and cultural awareness components that, as the study indicated, are inadequately included in coursebooks, so as to reach out to reality and prepare ESP learners to effectively participate in real-life professional situations.

The audio tracks, on the other hand, showed little concern about containing NNESs for their speaking interactions. It was revealed that only 10% of the audio tracks include NNESs, while 90% of them are based on NESs' interactions. The speakers of the tracks continued to be mostly NESs, with an overwhelming majority of inner circle locales. The possibility that successful authentic interactions between NNESs could represent a constructive and feasible model was not taken into account in ESP coursebooks. The ESP materials in the study were designed according to native speaker norms, and they did not have any sections that aimed to show multicultural elements to their readers. ESP coursebooks in the study appeared to substantially adhere to the assumptions and attitudes of conventional instructors toward English (Kivistö, 2005; Dewey, 2012) in relation to the exclusion of ELF-informed practices and ELF users. The native speaker norms have been shaping the ESP materials, and non-native English speakers are barely represented in the interactions in the audio tracks. The study confirmed Bayyurt and Sifakis's (2017) study, in which it was concluded that "textbooks continue to serve a more traditional perspective of teaching and learning English" since Standard varieties of English are still prioritized (p. 5). The exposure to English, however, in the ESP coursebooks, with a concentration on Standard English spoken by native speakers, does not sufficiently represent the reality in professional international settings. If editors and publishers employ

ENL-informed materials, they may assert that their coursebooks truly show how NESs use English. However, if they incorporate ENL-informed materials, they should be approached with caution when asserting that their coursebooks genuinely depict the global usage of English (Si, 2020).

The study is likely to offer significant practical implications for ESP material designers and ESP instructors. Firstly, since the study revealed that the ESP materials have not been keeping pace with the recent changes in ESP education, ESP material designers should pay special attention to these recent shifts in the course of designing ESP materials. Moreover, it was worth mentioning that ELF training should be needed to respond to the ESP students' ELF needs for the ESP material designers. The study has, thus, highlighted the importance of ELF awareness for the ESP material designers in adapting to students' future ELF needs in a globalized business world that is constantly changing. Secondly, the question of whether ESP coursebooks that only contain a small percentage of ELF-informed activities or that present ELF as a standalone unit alongside other ENL-informed units might adequately help students develop their own meanings in their own ways in ESP education In other words, it's crucial to think about whether ELF should be added to or fully replace ENL in ESP materials. ESP instructors who have been using ENL-informed teaching materials for a long time find the former to be less radical. Additionally, it is more cost-effective for publishers that just need to make a few small changes to their already-published coursebooks. However, its efficacy is debatable. The latter would better equip students to utilize ELF in the multilingual ESP community, but it might be dependent on how doable it is to create and deploy ELF-informed coursebooks in a particular setting. The decision-making process begins with instructors' knowledge of their students' requirements and their grasp of ELF-informed teaching resources. It is crucial that instructors make a decision that is appropriate to their unique teaching situation. Therefore, close interaction between ESP material designers and ESP instructors should be provided while designing materials.

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GENİŞLETİLMİŞ ÖZET

1. Giriş

Özel amaçlı İngilizce (ÖAİ) alanı son beş on yılda önemli bir büyüme ve gelişme yaşamıştır. Dünya genelindeki üniversiteler, çeşitli bölümlerden gelen öğrencilere ÖAİ dersleri sunmaya artan ilgi göstermiştir. Bu nedenle, araştırma bulgularını uluslararası bir okuyucu kitlesine ulaşmak için İngilizce kullanmayı gerektiren prestijli yüksek etkili dergilerde yayınlama çabası olmuştur (Flowerdew, 2015). Ayrıca, yayın dilinin İngilizce olması nedeniyle, ana dili İngilizce olan bilim insanlarından daha fazla sayıda ana dili İngilizce olmayan bilim insanlarının bilimsel başvurularını aştığı gözlemlenmiştir (Hyland, 2013). ÖAİ araştırmacıları, yüksek hızda bilgi yayılması ve web üzerinden sağlanan bağlantılı veriler aracılığıyla online tartışmalar, blog yayınları ve yayınlara erişim imkanlarının bulunması gibi etkenlerle birlikte, mezun öğrenciler de dahil olmak üzere sürekli olarak artmaktadır (Hyland, 2006). Kontra (2012), "globalleşmenin İngilizce üzerindeki etkilerinin ÖAİ alanında özellikle güçlü hissedildiğini" vurgulayarak (s. 2), ÖAİ sınıflarında Ortak dil olarak İngilizce (ODİ) özelliklerini dikkate alma öneminin anlaşılması gerektiğini belirtir (bkz. Flowerdew, 2015; Bayyurt & Akcan, 2015; Csizer & Kontra, 2012; Seidlhofer, 2016). ÖAİ öğrencileri, hem ana dili İngilizce konuşanlar hem de ana dili İngilizce olmayanlar dahil olmak üzere çeşitli dil arka planlarına sahip profesyonellerle etkileşimde bulunur ve böylece bir kültürler arası topluluğun bir parçası olurlar. Flowerdew (2015), ÖAİ araştırmalarının öğretim materyallerinin ODİ için olan etkilerini dikkate alması gerektiğini iddia ederken, Matsuda (2017), öğrencileri sınıfta ODİ ile uyumlu daha geniş bir İngilizce kullanımına maruz bırakmayı önermektedir. Sonuç olarak, mevcut literatür, ÖAİ öğretim materyallerinde ODİ konseptinin daha fazla entegrasyonu için bir ihtiyaç olduğunu vurgulamıştır. Ayrıca, ÖAİ öğretim materyallerinin ODİ özellikleri ile ne kadar uyumlu olduğu, literatürde sınırlı bir araştırma yapılmış bir alan olup (Calvo-Benzies, 2017), bu çalışma ÖAİ sınıflarında kullanılan öğretim materyalleri ile ODİ özellikleri arasındaki uyumu incelemeyi amaçlamıştır.

Bu çalışmanın amacı, ÖAİ ders materyallerinin ODİ perspektifiyle incelemektir; çünkü bu perspektif, ÖAİ disiplini için yeni pedagojik yönelimleri geliştirmekte ve desteklemekte giderek artan bir etkiye sahiptir (McIntosh et al., 2017). Küreselleşmenin İngilizce üzerindeki etkileri özellikle ÖAİ alanında belirgin bir şekilde fark edilmektedir çünkü sadece ana dili İngilizce olanlarla değil, dünya çapındaki diğer ana dili İngilizce olmayan profesyonellerle de iletişim kurabilmek amacıyla birçok öğrenci ÖAİ programlarına kaydolmaktadır (Csizer & Kontra, 2012). Bu nedenle, Bhatia et al.'ın (2011) belirttiği gibi, ÖAİ'nin amacı, dil topluluğu tarafından yönlendirilen bir ODİ konuşucusu olarak İngilizce kullanmaktır. Öte yandan, literatür, ÖAİ ders materyalleri ve bunların ODİ ile uyumu üzerine daha fazla araştırmaya ihtiyaç duymaktadır. Bu çalışma, dolayısıyla, sınıflarda kullanılan ÖAİ öğretim materyallerinin ODİ özellikleri ile ne kadar uyumlu olduğunu incelemeyi amaçlamıştır, ki bu konu daha az araştırılan bir konu olduğu ortaya konulmuştur (Calvo-Benzies, 2017). Bu amaçtan iki araştırma sorusu ortaya çıkmıştır:

1- ÖAİ ders kitapları ODİ özelliklerini ne ölçüde içermektedir?

2- ÖAİ ders kitaplarının ses kayıtları ODİ konuşucularını ne ölçüde içermektedir?

2. YÖNTEM

Çalışma, yukarıda bahsedilen programlarda kullanılan dört ÖAİ ders kitabını incelemek için bir içerik analizi yaklaşımını benimsemiştir. Analiz, korpusta bulunan her ders kitabının kapsamlı bir incelemesini içermekte olup, dilbilgisel ve kültürel olarak yönlendirilmiş metinler ve görevleri içermektedir. Bu inceleme, tüm üniteleri ve bu üniteler içindeki çeşitli bölümleri kapsamaktadır. Dört farklı ÖAİ dersinden dört ÖAİ ders kitabı bilinçli bir şekilde seçilmiş ve bu seçim, ODİ prensipleriyle uyumu açısından yalnızca

belirli bir bölümdeki belirli bir ÖAİ ders kitabına odaklanmaktan kaçınılarak, kapsamlı bir keşif sağlamak amacıyla yapılmıştır. Seçilen bölümler arasında "Konaklama İşletmeciliği Programı", "Yiyecek ve İçecek İşletmeciliği Programı", "Uluslararası Ticaret ve Lojistik Programı" ve "Tıbbi Belge ve Sekreterlik Programı" bulunmaktadır. Bu, sırasıyla turizm, işletme yönetimi ve tıp alanlarından ikişer bölümü temsil etmektedir. İçerik analizi sırasında, çalışma ODİ bilincine sahip sınıf materyallerini incelemek için Rzonca'nın (2021) çerçevesini analitik bir çerçeve olarak kullanmıştır.

3. BULGULAR, TARTIŞMA VE SONUÇ

Bu çalışmada, ÖAİ ders kitapları ve ses kayıtları ODİ perspektifiyle incelendiğinde, bulgular, tüm ÖAİ ders kitaplarının tamamen Standart İngilizce normları ve anadili İngilizce olan konuşmacılara göre uyumlu olarak tasarlandığını gösterdi. Okuma metinleri, çok kültürlü deyimler ve ifadeler içerip içermediği açısından analiz edildiğinde, hiçbirinin İngilizce dışında farklı kültürlerin özelliklerini tanıtabilecek çok kültürlü unsurları yansıtmadığı görüldü. Benzer şekilde, tüm ÖAİ ders kitaplarında sunulan diyaloglar, ODİ iletişimlerinde sıkça karşılaşılan bir iletişim sorunu hakkında konuşmacıların kullandığı pragmatik stratejileri içermiyordu. Bu diyaloglardaki İngilizce kullanımı, ana dil konuşucusu gibi bir kontrolü yansıttığından, diyalogların okuyucularına ODİ konuşmasını tanıtmakla ilgili herhangi bir endişe taşımadığı rahatlıkla söylenebilirdi. Önceki analizde olduğu gibi, kelime pratiği de çok kültürlü veya çok dilli kelimeleri göstermiyordu. ODİ bilgisi ve çok kültürlü özelliklerin, okuma metinlerinde, diyaloglarda ve kelime dağarcığında belirgin bir şekilde eksik olduğu için, tüm ÖAİ ders kitaplarının görevlerinin ve uygulamalarının okuyucularına İngilizce'yi Lingua Franca olarak tanıtmak gibi bir hedefi olmadığı açıktı. Yani, sadece anadili İngilizce olanlar tarafından kullanılan Standart İngilizce, ders kitapları boyunca vurgulandı ve teşvik edildi. Bu çalışmanın bulguları, ÖAİ eğitiminde "ders kitaplarının İngilizce öğretimine daha geleneksel bir perspektifi desteklemeye devam ettiğini" yineliyordu (Bayyurt & Sifakis, 2017, s. 5). Aynı sonuca, Tomlinson ve Masuhara'nın (2013) yaptığı çalışma da ulaştı ve ders kitapları analizlerinde İngilizce kullanıcılarını temsil etme konusunda NES'lere bir öncelik gösterdi. Ancak bu anadili İngilizce olanların bakış açısı, öğrencilerin İngilizce'ye sahiplik algılarını etkileyebilir ve dilin sınırlı bir anlayışına neden olabilir, ki bu da öğrencileri gelecekte farklı ana dili İngilizce olmayanlarla İngilizce kullanmaya hazırlıksız bırakabilir (Matsuda, 2002).

Ayrıca, çalışmadaki ses kayıtlarının durumu, İngilizce kullanıcılarının temsilcilerinin çoğunun ses kayıtlarında anadili İngilizce olan konuşmacılar olduğunu gösterdi. Bu ses kayıtlarındaki anadili İngilizce olmayan konuşmacıların temsilleri, tüm ses kayıtlarının yalnızca %10'unu oluşturmuştur. Ses kayıtlarındaki etkileşimlerin %90'ı, İngilizce olan konuşmacılar arasındaki diyaloglardan oluşmaktadır. Bu analiz, Finlandiya'da kullanılan birkaç ÖAİ ders kitabını inceleyen Kopperoinen'in (2011) çalışmasıyla uyuşmaktadır ve bu çalışma, değerlendirilen bir grup ders kitabının toplam ses materyalinin yalnızca %3'ünde anadili İngilizce olmayan konuşmacıların bulunduğunu ortaya koydu. Diğer bir kapsamlı çalışma, Calvo-Benzies'in (2017) tarafından gerçekleştirildi; bu çalışmada, altı ÖAİ ders kitabına eşlik eden ses materyalinde kullanılan konuşmacıları inceledi. ÖAİ ders kitaplarının hala modeller olarak daha fazla içeren anadili İngilizce olan konuşmacıların olduğu materyalleri sunduğunu sonucuna vardı.

Sonuç olarak, çalışma, ÖAİ materyallerinin oluşturulmasında anadili İngilizce olanların normlarının etkili olduğunu ve ses kayıtlarındaki etkileşimlerde ana dili İngilizce olmayanların neredeyse hiç temsil edilmediğini ortaya koydu. Bu çalışma, Bayyurt ve Sifakis'in (2017) çalışmasını doğruladı; "kitapların hala İngilizce öğretimine daha geleneksel bir perspektif sağlamaya devam ettiği" ve Standart İngilizce çeşitlerinin hala önceliklendirildiği sonucuna varılmıştır (s. 5).

ARAŞTIRMANIN ETİK İZNİ

Yapılan bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir.

Etik kurul izin bilgileri

Etik değerlendirmeyi yapan kurul adı: Bahçeşehir Üniversitesi

Etik değerlendirme kararının tarihi: 22.09.2021

Etik değerlendirme belgesi sayı numarası: 20021704-604.01.02-16112

ARAŞTIRMACILARIN KATKI ORANI

Araştırma tek yazarlı olduğu için yazarın katkısı %100'dür.

ÇATIŞMA BEYANI

Araştırmada herhangi bir kişi ya da kurum ile finansal ya da kişisel yönden bağlantı bulunmamaktadır.