



# World Englishes instruction in an ELT department in Turkey: Student teachers' reflections

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## Abstract

This qualitative study focused on the influence of a World Englishes (WE) instruction to prospective English language teachers from a multitude of aspects, such as their awareness of the WE, their opinion on the WE instruction, and their intention to adopt WE-inclusive practices in their classes in the future. The participants comprised 27 student teachers of English. They were enrolled in an elective course titled “World Englishes and Culture”, aiming at developing students’ understanding and awareness of the WE and its possible role as part of the EFL practices. The data were gathered through self-reflection papers of all participants as well as semi-structured interviews with five of them. The analysis of the data revealed that the WE instruction had the participating student teachers raise awareness about and develop a positive attitude towards the WE-relevant issues and WE-inclusive EFL practices. The findings further illustrated that some students planned to use the WE-oriented practices in their future classes, while a majority of them believed that the course should become an obligatory component of the curriculum rather than an elective one.

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**Keywords:** World Englishes; student teachers of English; Department of English Language Teaching (ELT); English as a Foreign Language (EFL); EFL practices

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## 1. Introduction

The research on World Englishes (WE), also referred as Global Englishes, has received an increasing attention particularly in the last decades. Emerging as a separate yet intertwined thread of research in modern English language and sociolinguistic studies, the concept of WE provided fresh perspectives for English teachers and learners to view the language from a critical and multilingual perspective (Bolton, 2018; Guerra & Bayyurt, 2019). Besides, the pluralistic nature of WE has raised implications for English language teaching (ELT), which is considered as “a field which is dominated by the monolithic view of English” (Matsuda, 2020, p. 686). Therefore, the last couple of years have witnessed the emergence of concepts such as Global Englishes Language Teaching (GELT) (Galloway & Rose, 2015), ELF-aware ELT education (Sifakis, 2019), and World Englishes-informed ELT (Matsuda, 2020). Guided by similar research paradigms, these

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concepts prioritize the importance of illustrating the presence of diverse Englishes, their speakers, and relevant resources in ELT classroom contexts. Multiple English forms over standard forms and fluid cultures instead of fixed native English cultures are preferred while all English users are regarded as the owners of English rather than native English speakers (Galloway & Rose, 2018).

The perspective-shifting movements in ELT urged the stakeholders to facilitate the inclusion of World Englishes into English language teacher preparation programs as well. Given the teacher candidates are future educators of English, it is important for teacher education curriculum to feature a WE perspective, through which teachers may raise an ELF awareness and learn how to adopt a WE-inclusive ELT approach in their future pedagogies (Sifakis, 2019). It is also necessary for English teacher candidates as they can assist their students in developing “the ability to communicate effectively with the wide range of individuals who use English around the world today” (Curran & Chern, 2017, p. 145). Furthermore, a course with a focus on the issues at the intersection of World Englishes and ELT might prove beneficial for students to learn how to integrate ELF-aware resources into develop an intercultural communication competence (Matsuda, 2019).

As part of a curriculum change in teacher education programs across Turkey and in line with previous calls (e.g., İnceçay & Akyel, 2014), Turkish Higher Education Council (2020) implemented a change in ELT programs, which included the addition of an elective course titled ‘World Englishes and Culture’. It is aimed that teacher candidates will be able to develop familiarity with the terms such as ELF and English as an international language (EIL), understand the relationship between ELF/EIL and teaching English as well as the connection between language and culture and their place in language teaching, and analyze resources such as textbooks, literary sources, movies, TV shows, and advertisements from this perspective (Turkish Higher Education Council, 2020). Considering the calls for the need to conduct further research on the investigation of ELT practices with a World Englishes focus (e.g., Galloway & Numajiri 2019), the present study aims to analyze the potential of a World Englishes course offered to sophomore students in an English language teacher education program in Turkey. In addition to its possible contributions to the literature, the study may provide practical ideas and recommendations for teacher educators in both Turkey and other contexts. In an effort to demonstrate teacher candidates’ attitudes and experiences in relation to a WE-centered course, the present study is guided by the following research questions:

1. To what extent does the World Englishes (WE) instruction influence prospective English language teachers’ awareness on the WE-related issues?
2. What are the opinions of the student teachers of English about a World Englishes-inclusive curriculum in an ELT department?

3. What are the prospective English language teachers' beliefs and intentions of adopting the World Englishes-oriented practices in their future classes after they have taken the elective course titled "World Englishes and Culture"?

### *1.1. World Englishes in English Language Teaching and Learning*

The last decade witnessed a great attention devoted to the research investigating the presence and place of World Englishes (WE) in English language teaching and learning contexts across the globe. The studies explored a wide array of WE-related issues including but not limited to learners, teacher candidates, and teachers' perceptions of WE-informed practices, the role of WE courses on students' awareness of their own English and World Englishes, classroom-level research on the impact of multiple tasks for introducing WE, resources for pre- and in-service teachers of English, and ELF-aware (English as a Lingua Franca) language education in a multitude of contexts. In an effort to illustrate the relevant literature, the reported studies below specifically examine the issues of pre- and in-service teachers' perceptions and awareness of World Englishes in ELT settings.

Previous research has examined teachers' attitudes towards particular English varieties and World Englishes in general, which revealed that; a) teachers favored English as a native language forms over English as a Lingua Franca (ELF) resources in their teaching, b) idealized a specific native English variety, and c) approached Inner Circle variants as main target variety for their learners (Karakaya & Hatipoğlu, 2017; Özmen et al., 2018; Üresin & Karakaş, 2019).

A separate strand of research featured English language teachers' WE knowledge in relation to English language teaching, which yielded conflicting results. Teachers were found to be not being familiar with the issues concerning ELF and WE (Karakaya & Hatipoğlu, 2017). In another study, however, they were reported to be aware of ELF-related topics and their classroom practices were designed accordingly (Ceyhan-Bingöl & Özkan, 2019). In a study exploring teachers' beliefs in multiple countries, teachers reported the importance of an ELF-inclusive pedagogy although they were unsure about adopting it for their own teaching (Bayyurt et al., 2019). Among the factors negatively affecting teachers' ELF-aware practices were the division between English teachers' theoretical and practical knowledge of implementing WE in their classes, time limitations, and learner expectations (Sadeghpour & Sharifian, 2019). In an effort to provide a professional in-service teacher development, a series of transformative activities were conducted, which were positively welcomed by teachers of English, however, they had limited change in their attitudes towards a WE-inclusive ELT (Prabjandee, 2020). In another recent study, however, a theoretical course for in-service teachers presented opportunities for participants to critically reflect on ELF-related

issues by questioning their previous opinions about the imposed native English norms in ELT (Deniz, Özkan, & Bayyurt, 2020).

English learners' perceptions towards World Englishes were explored as well. Galloway (2013), for instance, found that WE-centered instructions had a positive impact on learners' attitudes. Furthermore, several other studies reported that the activities such as use of listening journals and student presentations in such instructions have created further WE awareness among English learners (Galloway & Rose, 2014; Galloway & Rose, 2018). Ören, Öztüfekçi, Kapçık, Kaplan, and Uzunkaya (2017) reported an increased awareness of the English varieties among university students, particularly with respect to its lingua franca status. Similarly, the influence of an elective WE-oriented course on learners was explored by Fang and Ren (2018). The results concluded that students developed an awareness of World Englishes and understanding of the significance of a WE-inclusive ELT education, thus indicating the potential of a critical WE approach implemented in an English language class.

Another research trend featured the examination of the attitudes of pre-service teachers enrolled in ELF and WE-aware teacher education instructions. It was frequently reported that pre-service teachers viewed native speaker models as the correct model, had a tendency to follow such norms, and opted for Inner Circle English varieties over the others (Coşkun 2011; Çeçen & Tülüce, 2019; Deniz et al., 2016). Teacher candidates often recognized the importance of ELF/World Englishes; however, they indicated a need for support for conducting practical changes in their pedagogical practices (Cameron & Galloway, 2019). The lack of materials and the existence of a high number of English varieties were cited as challenges for implementation in the literature as well (Vettorel, 2016). Another group of studies investigated the role of a WE-inclusive teacher education course. Such practitioner education practices were found to be raising participants' awareness (Sifakis & Bayyurt, 2018), increasing their level of tolerance and respect for different English varieties (Eslami, Moody, & Pashmforoosh, 2019), although some of them were concerned about possible practical challenges and barriers to innovation (Galloway & Numajiri, 2019).

Overall, previous studies highlighted university students, pre-, and in-service teachers' attitudes towards the notion of World Englishes and the place of WE in ELT practices through a number of perceptual and exploratory classroom research. However, there is still a need for the development of an effective curriculum for WE-inclusive ELT, the incorporation of WE-specific courses into teacher education programs, and how these might affect pre-service teachers' opinions of World Englishes and their future pedagogical practices.

## **2. Method**

### *2.1. Research Design*

This qualitative study aimed to scrutinize the influence of a World Englishes-instruction on prospective English language teacher candidates from a multitude of aspects such as their WE-awareness, opinions on the course “World Englishes and Culture”, and intentions to adopt a WE-oriented practices in their future classes. The rationale beyond the adoption of the method was because the present study was exploratory in nature as it was the first time a WE-focused course was offered following its inclusion in the teacher education curriculum in Turkey. Furthermore, it aimed to present an in-depth illustration of teacher candidates’ experiences in relation the tertiary-level WE course they were enrolled in.

## *2.2. Participants and Context*

This study involved 27 English language teacher candidates who were studying at the Department of English Language Teaching (ELT) at a state university in Turkey. Participants were in their second year in the department and their mean age was 22.5 with the range of 19 and 50. The group featured 10 male (37%) and 17 female (63%) student teachers. All participants were enrolled in the course ‘World Englishes and Culture’, which was offered as an elective course in the program for the first time. Apart from the basic information on the differences primarily between American and British English, students did not indicate any previous knowledge on the issues concerning World Englishes. The overall purpose of the course was to develop students’ understanding and awareness of World Englishes and discuss its potential presence and place as part of ELT practices. The course was designed and developed by the course instructor (i.e., the author) following similar courses, recommend classroom practices, and previous research in the literature (e.g., Fang & Ren, 2018; Galloway, 2013; Galloway & Rose, 2014, 2018; Lapriore & Vettorel, 2018).

The content of the course consisted of an introduction to the global status of English as well as the key terms such as lingua franca, English as a lingua franca, English as an international language, World/Global Englishes, and Kachru’s (1985) Three Cocentric English Cycles. Following the historical, cultural, and social context and legacy of English, sociolinguistic discussions including linguistic imperialism, language attitudes, and native speakerism were made. The second part of the course focused on the presence and use of World Englishes in English Language Teaching contexts along with activities such as textbook/course book analysis. To put the local context in sight, the history and status of English in the sociolinguistic context of Turkey was discussed as well. Finally, an entire week was spent on providing guidance to students on conducting an ELF and WE-relevant research in a context of their choice (see below). The course materials consisted of several articles and book chapters published by experts in the field, and PPT materials and teaching notes created by the author. As part of the course; a) Students were required to make a weekly short presentation on a variety of Englishes and cultures

of their own choice in the first part of the course. They were encouraged to bring audio and video resources to accompany their presentation so that they would illustrate certain aspects of their areas of investigation, b) they were expected to choose and bring an English language teaching textbook and analyze it from a WE perspective in the class, c) they were required to conduct a final research, either digitally or as a field work, and submit a report on the use of a multitude of Englishes in a wide array of contexts such as local schools shopping centers, digital websites, and social media pages. Students were provided with several project ideas and instructions on how to carry out their projects, and d) they were expected to write a final reflection paper which included a discussion of their experiences through the semester.

### *2.3. Data Collection and Analysis*

Two main sources of the data were gathered to address the research questions as follows:

The first source was reflection papers written by twenty-seven teacher candidates, while the data was enriched and strengthened through semi-structured interviews with five participants (2 female and 3 male students). Reflection papers consisted of students' opinions on a variety of topics they learnt and discussed throughout the semester. Although no written instruction was delivered for the assignment, participants were encouraged to reflect on the issues towards which they developed awareness and how the course assisted them. In line with the exploratory nature of the study and the course being offered for the first time as part of the new curriculum in the local context, they were also informed that they could reflect on the elective status of the course and whether it should be required and/or offered at another timeframe. Students had been informed that submitting a reflection paper was required even though it constituted a small part of their final grade. A total of twenty-seven submissions were collected at the end of the semester despite them varying in length. The second method for data collection was semi-structured interviews conducted in the following semester. The participation in the interviews was voluntary and a total of five participants took part in this part of the study. Participants were informed about the confidentiality of the data collected and they could end the interview at any time they wished. Interview protocol consisted of guiding questions, a sample of which is as follows:

- Are there any changes in your perspectives regarding World Englishes-related issues (e.g., ELF, native speakerism, World Englishes in ELT) after taking the course?
- Do you think that World Englishes should be integrated into the curriculum in the ELT Department? If so, why and how?

- What is the importance of a WE course for English language teacher candidates and their future language teaching practices?
- What do you think about the content of the course and activities carried out throughout the semester? What improvements could be made?

The qualitative content analysis was utilized to interpret the both sources of the data by following an inductive approach (Cho & Lee, 2014). The purpose was to shed a stronger light on the exploration of the research questions and gain a better understanding of participant experiences without a preconceived category or theme emerging from the previous studies. Students' opinions in both reflection papers and interviews were coded based on an idea or a phrase in one or multiple sentences, which were considered as the unit of analysis. The analysis consisted of the following steps: organizing the data and open coding, identifying preliminary patterns and classifying emerging themes, recoding data and revising themes, developing a final version of themes out of data. In an effort to illustrate the findings clearly, the data were quantified and presented in tables whenever possible. Participants were referred as P1, P7, P27 etc. when referring to their reflection papers, while abbreviations of Int1 to Int5 were attributed when referring to the interviewees. The process of analysis continued in a recursive manner (i.e., in a non-linear style) for all three main categories corresponding to the three research questions: participants' increased awareness on issues related to World Englishes, their opinions regarding a WE-inclusive ELT program, and their beliefs and intentions to adopt a WE-informed pedagogy.

### **3. Findings**

#### *3.1. Increased Awareness on Issues related to World Englishes*

The analyses of the reflection papers indicated that English language teacher candidates reported awareness on a series of issues in relation to World Englishes (WE) phenomenon (Table 1). Findings for each of the specified issues will be presented below. Individuals' awareness on World Englishes-informed ELT will be separately reported in the final section as it is largely concerned with teacher candidates' opinions on adopting a WE-inclusive pedagogy in the future.

The most commonly reported area in which participants reported an increase in their awareness was the varieties of English and a number of factors in relation to the emergence of Englishes across the globe. Participants sometimes mentioned their familiarity with the most common English varieties (e.g. American, British) while remarking on their lack of previous knowledge on other Englishes: (*"We did not realize that there are many types of English in the world; we worked on them. This raised our awareness and it was worthy"*, Int4). During the interview one student mentioned:

Before the lesson, I was thinking that there are three or four types of English that can be counted in the world like British, American, Canadian and Australian, but with this lesson, I have learned that there are lots of types of Englishes in the world. For example, learning about Singlish was really fascinating for me as I had no idea about it. (Interviewee 1).

Table 1. Reported awareness on WE-related issues emerging from participants' reflection papers

Topics	<i>f</i>	Participants
Varieties of English	23	1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27
World Englishes in ELT	18	2, 3, 6, 7, 8, 9, 10, 11, 12, 14, 15, 17, 21, 23, 24, 25, 26, 27
WE-relevant terms (e.g., lingua franca, ELF)	17	3, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 21, 22, 23, 24, 25, 27
Global status and importance of English	16	3, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 20, 21, 24, 25, 27
Historical context of English	15	1, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 17, 21, 25, 27
Cultural value and power of English	11	5, 6, 10, 11, 13, 14, 16, 17, 20, 25, 27
Language ideologies	10	6, 7, 12, 15, 17, 18, 22, 23, 24, 25
History and status of English in Turkey	8	6, 9, 10, 12, 14, 17, 21, 25
Kachru's Concentric Circles of English	4	7, 10, 12, 22

Some students pointed out the factors which had impact on the emergence of variety differences, an area which had been discussed throughout the course: *"The course also showed me different varieties of English... that the country's culture, history, the first language, geography affect English language and also causes a distinction"*, P15. For some students, learning about World Englishes was a valuable experience, which broadened their horizons. To illustrate, one student compared his limited knowledge of different varieties such as British, American, and Indian prior to the course and the changes followed during and after the course: *"... after taking this lecture and studying other varieties of language, especially English, I can say that this has expanded my field of view quite frankly"*, P1. As demonstrated by sample comments, participants reflected



on developing awareness on several issues concerning the presence of a multitude of Englishes around the world.

Participants frequently reported their learning experiences with respect to certain WE-related terms such as lingua franca and English as a lingua franca while emphasizing a raised awareness in understanding the global status and importance of English. Several students expressed statements revealing the fact that the course introduced them the term 'lingua franca' (e.g., *"I had never heard [of] 'lingua franca' before this course"*, P6; *"There are new terms like lingua franca which I heard for the first time"*, Int2), which contributed to their perception of the status of English around the world: *"We gained different perspectives to English with the help of these new terms"*, P3. Some participants acknowledged the lingua franca status of English by highlighting the ubiquitous presence of English from signs and advertisements, to scientific journals, literary and multimedia content produced in English. One student highlighted the lingua franca status of English through a practical perspective: *"The one who understands and speaks English can reach every kind of source in the world easily"*, P11. Among the other cited terms by teacher candidates were English as a foreign language, English as a second language, and the differences between them, about which they did not have prior knowledge as well: *"I was so interested in the lesson and learnt things that I wouldn't have been aware of without it. I haven't heard these terms [EFL, ESL, lingua franca, Inner Circle, Expanding Circle etc.] before and they are both interesting and necessary"*, Int3.

Recurring topics among teacher candidates also consisted of the global status and importance of English, the historical context of English, and the cultural value and power of English, all of which had been covered throughout the semester. It was clear in the data that participants had a particular level of insight regarding the global expansion and power of English, nonetheless, more than half of them reported a profound realization of its global prominence as illustrated in one participant's statements: *"I had already been aware of the significance of English even before this lesson but now this lesson absolutely has raised my awareness about the impact and effectiveness of English in nearly all fields and sectors and all over the world"*, Int1. They reflected on underlying reasons why and how a language reaches to a global status like English, what makes and do not make a language a global one (e.g., *"The globalization of a language is not directly proportional to the number of speakers of that language"*, P13). History of a language was mentioned by some participants as one of the factors affecting its lingua franca status. In relation to the historical context of English, the data featured key events such as wars and migrations leading to the changes in the dynamics of English, the changing status of English in particular societies due to linguistic colonialism (e.g., *"In many cases, the British forced those under their sovereignty to speak English, even if they are [it is] not their mother tongue. It is really interesting to see how local languages mixed with English and formed different varieties in those places"*, Int5), and the historical status of English in multiple contexts from Inner to Outer Circles. Furthermore, they displayed awareness

with respect to understanding cultural legacy of English spanning areas including but not limited to music, cinema, media and press, advertising, and education. One participant notably attracted attention to the presence and visibility of English on the World Wide Web and noted the lingua franca status of English expanding onto digital areas: *“English is the most commonly used language on the Internet, with approximately one billion users messaging and chatting in this language. If you can understand and read English, you can access more resources on the Internet”*, P5.

Language ideologies and attitudes towards certain forms of Englishes were among the areas sparking participants' interests as demonstrated through the analysis of the data. Students displayed a particular awareness in discussions surrounding native-speakerism, which was described as a concept that *“is worth to study for many hours”* (P18). For one participant, who considered it as *“the most interesting part of the lesson”* (Int3), learning about this notion assisted them in changing their viewpoints specifically towards ELT. In line with these views, some students opined that native-speakerism had indeed existed although they put forward arguments against such ideologies (e.g., *“If English is my mother tongue, that doesn't mean I can teach you English perfectly... The important thing shouldn't be the nationality of the teacher”*, P24). Several participants discussed the issue from the contextual perspective of Turkey to illustrate practices featuring native-speakerism:

Unfortunately, I realized that somebody who speaks English like a native (speaker) or a native speaker himself could find better opportunities to teach English. It was interesting to see this happening in Turkey as well... It was really surprising for me to observe the assumption of native speaker being automatically considered as a better or more skillful teacher, having different advantages such as earning more money compared to a non-native English teacher. (Interviewee 3)

Finally, the status and role of English in Turkey and Kachru's Concentric Circles of English were among the remaining themes about which students reported a development in their awareness. Participants found it meaningful to observe the functions of English in their local contexts and highlighted various roles English maintained. While they recognized Turkey as one of the Outer Circle countries, only few of them actually mentioned about their learning experiences with respect to Circles of English in their reflection papers.

Overall, the analysis revealed that participants reported a raise in their awareness of a multitude of World Englishes-relevant issues including varieties of English, WE-related terms such as ELF, global status of English, historical and cultural context of English, language ideologies and attitudes towards Englishes including native-speakerism, history and status of English in Turkey and Circles of English.

### 3.2. Opinions regarding a WE-inclusive ELT Program

The second research question sought to address the opinions of teacher candidates about a World Englishes-inclusive language teacher education program. The analysis of the qualitative data revealed two major themes illustrating participants' opinions: a) their views on the elective status of the WE course in the program, b) the evaluation and critique of the activities conducted throughout the course. Findings regarding both sections will be presented below.

The data analysis yielded that the majority of the participants (N=19) were of the opinion that the elective course of *World Englishes and Culture* should be compulsory at the department of English language teaching. Only one participant thought that the elective status of the course should be preserved, while no mention of the subject was observed in the papers of the remaining students (N=7). Some teacher candidates (P14, P18) opined that a single semester was not enough for the course and another participant (P21) shared the view that in-service teachers needed to take a WE course as well.

The analysis of the data also demonstrated students' views on three main reasons why a WE-centered course was to be required rather than being elective: the importance and relative novelty of the concept (P1, P3, P18, P22), its contributions to students in multiple areas (P1, P6, P9, P11, P12, P14, P23, P24, P27), and the participants being future teachers of English (P1, P3, P9, P14, P16, P20, P21, P22, P24, P26). Some participants associated the required integration of WE into ELT program with the notion being up-to-date and current in the field. Based on their familiarity following some course readings and discussions in the class, two of the participants provided reasons such as the concepts (e.g., ELF, WE, Global Englishes) becoming widespread and gaining more recognition and importance in the field. Another group of individuals drew a connection between a potential mandatory status of the course with its contributions to them in various areas including a perceived improvement in many areas such as learning more about English language itself, which "*makes students to think through some basic questions on English during the whole process which helps to get a thorough understanding of the English language and main world cultures*", P14. The illustration of the relationship between language and culture through the course content was among the cited reason, which is perhaps best evidenced in one of the participants' reflection paper: "*This class opened my mind because I can know [about] different cultures by learning World Englishes. It should be mandatory for the department of English Language Teaching*", P23. Finally, a large group of students specified the importance and influence of the course for pre- and in-service teachers of English as a reason for a WE-inclusive ELT curriculum. They acknowledged the value of the course for teachers of English to equip themselves with WE-relevant content for the purpose of understanding more about the language they were going to teach: "*This course should be compulsory for ELT students because we need to know how much the language we will teach has*

*worldwide impact and how it differs from culture to culture, and the fact that language is beyond just grammatical points*", Int4. Furthermore, they recognized the role of the course for transferring and being able to provide satisfying responses to learners: *"I believe that this course must be required in order to answer these questions which will be asked by our students: "Why do we learn English?" or "What do we do in English?" Many teachers cannot answer these questions because of the lack of information about the English culture"*, P9.

The second major theme emerging from the data were about participants' evaluations and critique of the course-related activities such as student presentations, mid-term projects, textbook analysis, and final projects. With respect to in-class presentations, most of the participants held positive opinions by pointing out that the presentations allowed them to research about a wide variety of 'fun-to-do' topics (P1, P12), acquire knowledge on various content through their or classmates' presentations (e.g., *"We learned many things from each of our friends"*, Int1), and develop their presentation management skills (P16, P19). On the other hand, a group of other students (P4, P16, P21, P22, P26) criticized the low quality of some presentations and the lack of student participation as noted by a participant: *"Some of them [the students] were well-prepared, on the other hand the others didn't paid enough attention to their presentations"*, P26. Mid-term project, which was assigned as a take-home exam, was positively perceived by the participants who cited reasons such as the projects being practical work rather than a theoretical one, involving little or no memorization, and requiring them to do a complete research (e.g., *"Instead of memorizing information for examinations, preparing homework is also very productive for us as we use what we have learned"*, P22). Textbook analysis, an in-class activity as part of which students examined English course books from a WE perspective, was found to be very useful for some participants although it was not frequently mentioned. Nevertheless, it was the highlight of the course for one participant: *"The most interesting topic I have learned from this lesson is to examine an English textbook in terms of its language and culture, and even, we examined some textbooks in the class"*, P8. Regarding final projects, participants remarked on the opportunity to observe the theoretical information, particularly the status of English, in the local context, which increased awareness as illustrated by some students:

This course helps me take my attention on things which we see all day but do not pay attention. For example; we had a chance to learn why the shops' names are English and what their effects are on people's life with the study we carried out. Even now (after the course finished) I can observe its long-term effect because I keep looking and seeing how many English signs are around us (Interviewee 2)

Thanks to our applied project, I saw that the use of English is high even in non-touristic areas in the city and that English occupies a big place in our lives. (Participant 16, Reflection Paper)

Overall, participants had favorable opinions towards the work they carried out for the final project, which were described as ‘meaningful’ by some participants.

### *3.3. Beliefs and Intentions to Adopt a WE-informed Pedagogy*

The third research question addressed English language teacher candidates’ beliefs and intentions of adopting a World-Englishes (WE) pedagogy after taking a WE course as part of their teacher education program. The qualitative analysis of the data comprised of participants’ post-course reflection papers and semi-structured interviews demonstrated that the majority of the English teacher candidates positively approached to a WE-inclusive ELT pedagogy while some of them exhibited their intentions to feature WE-relevant resources and materials in their future English classes.

The data indicated that the course positively contributed to changing perspectives of future teachers of English with respect to the integration of WE resources in their teaching. Some participants (e.g., P23, P24) noted the potential impact of taking a WE course on their career in teaching: as illustrated by one student: *“I can say that this course and projects related to the class affect my teacher life in the future. When I become a teacher, I will try to put my knowledge into practice while I am teaching my students”* (Int2). Being exposed to a wide array of WE-related content changed the perspectives of several teacher candidates (e.g., P12, P14, P26) towards their future occupations of teaching English. One participant linked the situation with the lingua franca status of English and how it would create various avenues for their learners, while another student emphasized the potential of the course for gaining a deeper understanding of the importance of English and teaching it. The following excerpt offers a glimpse of participants’ evolving ideas about their future profession:

This lesson has changed also my point of view on English teaching. As an English teacher, I am not teaching something ordinary and usual. On the contrary, I am serving English to people because what I teach can change their whole life. How? They can find well-paid jobs, they can communicate with other people globally, they can also change their points of view on everything through the conversation that they are likely to make with people all over the world thanks to English. (Participant 12, Reflection paper)

A group of students (P1, P3, P14, P21, P24, P27) drew a parallel between the profession of teaching English and the content of the course. They often regarded knowing information about WE-relevant issues as an important qualification for teachers of English. The knowledge they associated with English teaching consisted of topics such as global status of English (P1), different aspects of English (P3) such as its history (P21), its economic and cultural value (P1). One of the participants summarized why teaching English necessitated a better understanding of the language itself: *“In my opinion, if you want to learn a language; you should learn its background, where it is spoken and the cultures of these places. I will be an English teacher and I have to know language in all its*

*parts, especially the relationship between language and culture. Honestly, that will also attract our learners' attention more*", Int4. Referring to a WE-inclusive English language teaching, one participant stated that teachers needed to take the cultural, historical, and literary elements into account and noted the habit-changing potential of such resources: *"Improvement in using English accompanied by these elements will certainly be helpful both for the learning and analyzing process of educational needs. And it may also be possible to shape learning habits of EFL groups"*, P27.

The analysis of the data revealed valuable insights regarding participants' intentions to adopt a World Englishes-informed language teaching pedagogy as well. Despite being a sophomore, who has not taken basic language teaching courses yet, some of the teacher candidates positioned themselves as future teachers who practice Global Englishes Language Teaching (GELT), a term discussed through the end of the semester. Regarding GELT, which is one of the umbrella terms referring to WE-inclusive ELT, one participant reflected by stating: *"I have learned the differences between them [GELT and ELT] thanks to this class and I think I tend to be following GELT, because I accept that there can be different Englishes around the world"*, P7. In addition to acknowledging the variety of Englishes in connection with their future teaching practices, participants commented on the discussions related to native-speakerism and shared their own perspectives on why being a native speaker was not enough to be a good teacher of English, which was evidenced in the following excerpt:

Before the class, I was thinking that the best way to learn English would be with the help of native English speakers. However, I now think that being a native speaker is not enough. A qualified English language teacher from an African country or China can be as helpful as a native speaker, and surely better than those without pedagogical background. Not being a native speaker of English should not be an obstacle for teaching English and people should not view such teachers with a prejudice. (Interviewee 5)

Finally, teacher candidates expressed their willingness to put their theoretical knowledge into practice after they engaged in in- and out-of-class experiences with respect to World Englishes. To illustrate, upon examining certain features of English language teaching textbooks based from a GELT perspective, one participant commented on his experience by highlighting the activity's influence on him: *"It [the textbook analysis activity] was very new for me and I will apply this experience when I choose a textbook for my students in the future"*, P8. In addition, some students spent additional time in two private and state schools for the purpose of investigating the presence of English in these places for their final project, which positively shaped their views. Two of the students from this group mentioned the importance of their projects for them as it provided them *"a chance to experience school life as a teacher"* (P24). Aside from these, learning and regularly discussing about the relationship between language and culture seemed to have an impact on participants envisioning themselves as future teachers of English. To

exemplify, one of the participants envisioned herself and her colleagues as future teachers of English while remarking on the prominence of the issue by using a collective noun (i.e., we):

“In addition to knowing a language, knowing its culture is also necessary. If a teacher does not know its culture, he or she is not adequate for teaching that language. We cannot separate culture and language from each other. We are going to be English teachers so we should know all things about English.” (Participant 10, Reflection paper)

Overall, it can be argued that English teacher candidates possessed positive perceptions and displayed their intentions to adopt a World-Englishes (WE) pedagogy following the WE course they electively took in their English language teacher education program.

#### **4. Discussion**

The present study investigated the influence of the “World Englishes and Culture” course on prospective English language teachers with respect to their WE-awareness, opinions on the instruction, and their intentions to adopt a WE-inclusive ELT pedagogy. Adopting a qualitative research design, the study revealed that the course assisted teacher candidates in developing awareness towards WE-relevant issues and positively changing their beliefs regarding the integration of WE into ELT classrooms. The findings further illustrated that a majority of participants believed that the course should be a required component of the curriculum rather than being an elective. Each of these major findings will be discussed within the field of recent literature on the examined phenomena.

The study demonstrated that a single-semester World Englishes instruction raised English teacher candidates’ awareness on WE-related issues including English varieties, WE-relevant terms (e.g., ELF), global status of English, historical and cultural context of English, language ideologies (e.g., native speakerism), and the presence of English in sociolinguistic context of Turkey. These findings concur well with those reported in the literature, which showed that WE-specific instructions had a positive impact on learners’ attitudes (Galloway, 2013), contributed to their understanding of English varieties and lingua franca status of English (Ören et al., 2017) as well as their awareness of World Englishes and WE-inclusive ELT education (Deniz et al., 2020; Fang & Ren, 2018). Based on these findings, it is suggested that teacher educators develop the content of a WE course based on the practices tested and reported in the previous research. Besides, it is necessary to tailor the topics and discussions based on teacher candidates’ background and level of studies. For instance, the WE course investigated in this study featured a discussion on the history and presence of English in the sociolinguistic context of Turkey due to the context of the study. As also reported by the participants, such content can prove to be useful as it allows students to observe the roles of Englishes or language

ideologies being discussed and/or preserved in various local contexts. Moreover, it is important to take students' background knowledge (i.e., year of studies in their program) into account while balancing the theoretical and practical content of the course as not all students may have been enrolled in practical courses such as ELT methodology and teaching English to young learners.

The findings also illustrated that the majority of teacher candidates held the opinion that the elective WE course should be compulsory at the department of English language teaching due to the importance of the key issues, and its contributions to them in various areas including their future teaching practices. Although there is not a comparable study with respect to teacher candidates' views on the integration of a WE-specific course into ELT curriculum, these findings are in tune with previous research, in which EFL teachers recognized the need for an EFL-centered course in teacher education programs (İnceçay & Akyel, 2014), and researchers recommended the incorporation of such an awareness-raising course for teacher candidates to “develop critical and reflective questioning skills” (Deniz et al., 2020, p. 279), and “confront their own preconceived notions about the English language” (Eslami et al., 2019, p. 13). Given the attitudes of teacher candidates are likely to have an impact on their pedagogical practices in future classrooms, pre-service teachers equipping themselves with the knowledge and practices based on a more pluralistic view of ELT would assist them in developing ELF-aware practices and thus raising their students' WE awareness.

As part of another finding regarding the activities conducted throughout the course, participants generally voiced positive views for in-class presentations, textbook analysis, mid-term and final projects. This finding is in line with the prior research (e.g., Eslami et al., 2019; Prabjandee, 2020) in which participants often positively responded to the activities carried out as part of WE-relevant instruction. Despite the positive feedback, a group of students criticized their peers' preparation and performance of in-class presentation by citing a lack of effort in planning and limited participation by the audience. Despite this drawback, presentations can be a valuable part of a WE instruction as they provide means for teacher candidates to explore a specific variety of English or a cultural/historical aspect of English in a more meaningful way. Galloway and Rose (2018), who found the presentation approach to be more beneficial than students keeping listening journals as reported in their previous study (Galloway & Rose, 2014), argued that students engaging with different aspects of one English variety “allowed them to appreciate the features of the language” (p. 12). It is perhaps through the combination of theoretical presentations and practical activities such as students' mid-term and final projects (i.e., fieldwork in digital or non-digital contexts) and in-class textbook analysis that teacher candidates can gain and display a heightened awareness towards WE-related issues.



Finally, the study showed that the “World Englishes and Culture” course created a positive impact on the majority of participants’ beliefs regarding a WE-inclusive ELT pedagogy and some of them specified their intentions to include ELF-aware resources and materials in their future classes. This finding also concurs well with the previous studies (e.g., Eslami et al., 2019; Sifakis & Bayyurt, 2018), which the potential of practitioner education courses on participants’ approaches to ELT practices featuring World Englishes resources and activities. It is important to point out that not all participants reported their views on the potential and place of World Englishes within ELT methodology. A likely reason for that could be associated with the participants still being within the first three semesters in their teaching program, a stage where they have not taken any class specifically related to teaching English language. Thus, it is perhaps the time to discuss when the WE-inclusive instruction should be implemented in language teacher education program rather than examining whether such a course should be incorporated or not. A major advantage of introducing a pluralistic view of ELT to teacher candidates early in their programs would help them recognize and grapple with the realities of a multitude of WE-related issues as early as possible. However, it is only true if the students receive an efficient instruction and they have the necessary background knowledge to fully engage in the content and the issues presented. Nonetheless, it is now clear that teacher education programs in EFL contexts need to embrace a World Englishes perspective by either offering a stand-alone course focusing on WE issues and its relationship with ELT or have theoretical and practical courses featuring pluralistic views of English and ELF-aware materials, which will challenge teacher candidates’ views towards imposed native speaker models by gaining them a critical perspective at the very least (Curran & Chern, 2017; Deniz et al., 2020).

## **5. Conclusion**

The study shows that the student teachers of English who take the class “World Englishes and Culture” become more aware of the issues such as English varieties, global status of English, and the significance of adopting a pluralistic view of ELT teaching while highlighting participant voices regarding the instruction being compulsory for teacher candidates. This study lends support to the recent pluralistic views of English in the field of English language teaching in various contexts including inner and expanding circle countries. Although the study is exploratory in nature and is unable to capture all the details regarding the influence of a WE instruction as curricular innovation for WE-informed ELT is complex (Galloway and Numajiri, 2019), it does create an avenue for teacher educators to follow by adopting the performed activities into their own contexts. Given the course will start to be offered in many universities around Turkey for the first time, these findings might assist teacher educators in developing their courses with the key relevant research and practices carried out. In conclusion, it is recommended for teacher educators and researchers to investigate the impact of different activities on

increasing student awareness. However, it is of utmost importance to help pre-service teachers become designers and developers of their own WE-focused ELT instruction as they may still have a tendency to comply with the standard native speaker forms (Çeçen & Tülüce, 2019).

There are several limitations associated with the present study. First, the study relies on self-reported data from teacher candidates despite an effort to strengthen data through semi-structured interviews. It is suggested that future research examine the impact of WE instruction in similar contexts through mixed methods approaches and specifically focus on one of the activities carried out as part of the instruction. Second, the study presents an overview of the explored phenomena mainly through participants' post-study reactions. In this respect, future studies may document more specific changes in teacher candidates' attitudes by means of data collected during the pre-study phase. Finally, the analysis of the data could have featured another researcher who is an expert in the relevant area, which would have increased the reliability of the findings. Therefore, the results should be interpreted cautiously particularly when the findings are applied into another context. Despite the limitations, the study presents an overview of an elective WE instruction in teacher education contexts by having implications particularly for contexts like in Turkey, where WE instruction has just found its way into the English language teacher education curriculum.

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