

**ELT Students' and Instructors' Perceptions of the
Need for a 'World Englishes' Course:
A Case Study**

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ABSTRACT

One of the effects of the global spread of English is the emerging varieties of English, briefly known as World Englishes. In language teacher education programs where the use of British or American versions of English is dominant, there is a need to make the prospective teachers of English become aware of the changing status of English and develop an understanding and view consistent with the sociolinguistic realities of the spread of English as an international language. Although other courses in the curriculum may provide some awareness, there still seems to be a need for a course for the incorporation of World Englishes into the undergraduate program.

The purpose of this present case study is three-fold. First, it aims to investigate the beliefs of students and instructors of the FLE Department towards the changing status of the English and its varieties. Second, the study seeks to find out to what extent the current ELT curriculum fulfills the needs, wants and lacks of the teacher candidates in terms of the changing status of English, i.e. World Englishes. Finally, the study intends to obtain perceptual data on the needs, wants and lacks of pre-service teachers as regards the features of the elective course syllabus to be proposed.

The study was conducted at the Department of Foreign Language Education (FLE), Eastern Mediterranean University (EMU), in Turkish Republic of Northern Cyprus (TRNC). In the light of the above-mentioned aims, the study involved 80 pre-service teachers from the undergraduate program of ELT, and 7 instructors currently teaching in the ELT program. Both qualitative and quantitative methods were employed in order to obtain data for the study. For this purpose, Likert-scale

questionnaires and semi-structured interviews were conducted both with the pre-service teachers and the instructors.

The findings revealed that both pre-service teachers' and instructors' beliefs towards the changing status of English and its varieties were positive in many ways. Secondly, in participants' point of view, the current ELT curriculum of FLE Department is not sufficient to provide information about the changing status of English and its varieties, a finding which supports the statement of the problem. Finally, the responses given by the participants to the needs analysis part of the questionnaire and the interviews showed similarity in terms of goals of the course, content and sequencing, format and presentation, and monitoring and assessment.

Based on these findings, an elective 'World Englishes' course has been proposed with a 14-week syllabus, hoping that it will contribute to the improvement of the pre-service teachers' awareness and professional knowledge about the changing status of English, i.e. World Englishes.

Keywords: English language teaching (ELT), World Englishes (WE), English as a lingua franca (ELF), beliefs, syllabus design

ÖZ

‘Dünya İngilizceleri’ olarak da bilinen, İngilizcenin çeşitlerinin ortaya çıkması, İngilizcenin küresel yayılmasının etkilerinden biridir. İngiliz veya Amerikan İngilizcesinin egemen olduğu dil öğretmenliği eğitim programlarında, İngilizce öğretmen adaylarının, İngilizce'nin değişen statüsünün farkına varmalarına ve İngilizce'nin uluslararası bir dil olarak yayılmasının sosyo-dilbilimsel gerçekleriyle tutarlı bir anlayış ve fikir geliştirmelerine ihtiyaç duyulmaktadır. Müfredatta yer alan diğer dersler bu konuda bir miktar farkındalık sağlamasına rağmen, yine de ‘Dünya İngilizceleri’ hakkında ayrı bir dersin lisans programına dahil edilmesine gerek olduğu söylenebilir.

Bu örnek durum çalışmasının üç amacı vardır. Birinci amaç, Yabancı Dil Eğitimi Bölümünün öğrenci ve öğretim görevlilerinin İngilizcenin değişen statüsüne ve çeşitlerine yönelik inançlarını araştırmaktır. Çalışmanın ikinci amacı, mevcut İngiliz Dili Eğitimi müfredatının, öğretmen adaylarının Dünya İngilizceleri açısından isteklerini, ihtiyaçlarını ve eksikliklerini karşılayıp karşılamadığını bulmaktır. Üçüncü olarak, çalışma Yabancı Dil Eğitimi Bölümünün öğrencileri ve öğretmenlerinden elde edilen algısal verilere dayalı olarak yeni bir ders müfredatının ana hatlarını belirlemeyi amaçlamaktadır.

Araştırma, Kuzey Kıbrıs Türk Cumhuriyeti, Doğu Akdeniz Üniversitesi, Yabancı Dil Eğitimi Bölümü’nde yapılmıştır. Sözü edilen amaçlar ışığında, İngilizce Öğretmenliği lisans programında eğitim görmekte olan 80 öğretmen adayı öğrenciden ve halen programda ders veren 7 öğretim üyesinden veri toplanmıştır.

Çalışmada gerekli veriyi elde etmek için hem niceliksel hem de niteliksel yöntemler kullanılmıştır. Bu amaçla, hem öğretmen adayı öğrencilerden, hem de öğretim üyelerinden Likert tipi anketler ve yarı yapılandırılmış görüşmeler yoluyla veri toplanmıştır.

Bulgular, öğretmen adayı öğrencilerin ve öğretim üyelerinin İngilizce'nin değişen statüsüne ve çeşitlerine yönelik inançlarının pek çok açıdan olumlu olduğunu ortaya koymuştur. Bulgular aynı zamanda, katılımcıların (hem öğretmen adayı öğrencilerin hem de öğretim üyelerinin), Yabancı Dil Eğitimi Bölümünde yürütülmekte olan mevcut İngiliz Dili Eğitimi müfredatının İngilizcenin değişen statüsü ve çeşitleri hakkında bilgi sunmak için yeterli olmadığı görüşüne sahip olduklarını göstermiştir. Bu sonucun, çalışmanın problem durumunu destekleyen bir bulgu olduğu söylenebilir. Son olarak, anketin ve görüşmelerin ihtiyaç analizi bölümüne verilen cevaplar, dersin amaçları, içeriği ve sıralaması, formatı ve sunumu ile izleme ve değerlendirme konularında öğretmen adayı öğrencilerin ve öğretim üyelerinin benzer düşündüklerini göstermiştir.

Bu bulgulara dayanarak, öğretmen adayı öğrencilerin İngilizcenin değişen durumu hakkındaki farkındalıklarını ve mesleki bilgilerini geliştirmek üzere, 'Dünya İngilizceleri' başlıklı 14 haftalık seçmeli yeni bir ders müfredatı önerilmiştir.

Anahtar Kelimeler: İngiliz Dili Eğitimi, Dünya İngilizceleri, ortak iletişim dili olarak İngilizce, inançlar, müfredat tasarımı

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LIST OF ABBREVIATIONS

AQAS	Agency for Quality Assurance through Accreditation of Study Programs
BA	Bachelor of Arts
CAT	Communication Accommodation Theory
EFL	English as a Foreign Language
ELF	English as a Lingua Franca
ELFA	English as a Lingua Franca in Academic Settings
ELT	English Language Teaching
EIL	English as an International Language
EMU	Eastern Mediterranean University
FLE	Foreign Language Education
GA	General American
LFC	Lingua Franca Core
M	Mean
MA	Master of Arts
NS	Native Speaker
NNS	Non-native Speaker
PhD	Doctor of Philosophy
R	Respondent
RP	Received Pronunciation
sd	Standard Deviation
SPSS	Statistical Package for Social Sciences
TESOL	Teaching English to Speakers of Other Languages

TLA	Teacher Language Awareness
TRNC	Turkish Republic of Northern Cyprus
US	United States
VOICE	Vienna Oxford International Corpus of English
WE	World Englishes
WSSE	World Standard Spoken English

Chapter 1

INTRODUCTION

This chapter first outlines the background of the study and presents the problem statement as well as the aim of the study and research questions. Lastly, it discusses the significance of the study to the field and provides the definitions of the terms used in this study.

1.1 Background of the Study

In recent years, within the influence of globalization, English language is spoken by millions of native speakers, and approximately by a billion more as foreign or second language (Crystal, 2006). Due to the vast majority of the English language users located in the expanding circle (Kachru, 1985, 1992), more varieties of English are emerging. The term World Englishes (henceforth, WE) is issued to describe such varieties, where the plural form ‘Englishes’ emphasizes the diversity found in the language and stresses that ‘English no longer has one single base of authority, prestige, and normativity’ (Mesthrie & Bhatt, 2008, p. 3).

Kachru (1985) labelled three concentric circles of World Englishes: the inner circle, the outer circle, and the expanding circle. The spread of the English can be seen in terms of these three circles representing the types of spread, the patterns of acquisition, and the functional domains in which English is used across cultures and languages. In this regard, the inner circle refers to the regions such as the USA, the UK, Canada, Australia and New Zealand, where English is the first language. The

outer circle involves the earlier phases of the spread of English and its institutionalization in non-native contexts such as India, Malaysia, Philippines, Pakistan, Kenya and Nigeria. The expanding circle includes the regions such as China, Israel, Korea, South Africa and Turkey, where the English is used as foreign language and has no official position (Kachru, 2006).

In relation to the concepts of globalization and World Englishes, the related literature also reports studies on English as an International Language (EIL), English as a Lingua Franca (ELF), the ownership of the English language, and the dichotomy between native and nonnative speakers of English. In addition, a parallel discussion take place about whose culture to teach in the language classroom. Most recent discussions about this issue center on whether to focus on target culture, which means the native speaking (inner circle) countries, or to focus on more global perspective by bringing a variety of World cultures into English classroom (Baker, 2009), or as Byram (1997) and Alptekin (2002) call, ‘intercultural communicative competence’. Yet, answering these questions is not that easy because of the recent status of English as a lingua franca (Jenkins, 2007; Seidlhofer, 2004) among the people (nonnative speakers of English) who have no relationship either with English speaking countries or their cultures but use English for practical reasons such as for trade, communication or touristic purposes (Jenkins, 2004).

Despite the overwhelming spread of English all around the world and its resultant changing status, the demand for change in teacher education programs remains unanswered. Matsuda (2008) is one of the researchers who has discussed the effects of the global spread of English from the English language teachers’ perspective and interpreted its pedagogical implications. She questions the dominant use of British

and American versions of English in the classrooms despite the existence of several varieties of English, and emphasizes the need for examining how teacher education programs can incorporate WE perspectives. According to Matsuda (2003), there should be a pre-service course about World Englishes for ELT. She also suggests that preferably each ELT course should take the existing landscape of English language into consideration. Yet, in her view, having pre-service teachers take a World Englishes course early on while their preparation is likely to result in a "world view ... [that is] more consistent with the sociolinguistic realities of the spread of English as an international language" (p. 44). In the same vein, Kachru (2006) argues that teacher education programs or institutions that take place in inner circle should adopt a curriculum that gives information about and respect to all varieties of English.

There are a number of studies which report such attempts. Sharifian and Merlina (2012), for example, investigated how an English as an International Language (EIL) program incorporated World Englishes into the undergraduate and graduate courses. Similarly, Brown (2005) discussed about incorporating a WE course into an MA TESOL program. In another study, Dogancay-Aktuna and Hardman (2008) expressed the need for a change where teacher education programs focuses on incorporating WE viewpoints into their curriculum and addressed the problems with current practices.

1.2 Problem Statement

Although several researchers have addressed the issue of incorporating World Englishes into the ELT courses or curriculum, the literature still seems to need further research studies to investigate the ways how the research findings can be

communicated to teachers and teacher candidates in English as a foreign language (EFL) contexts so that relevant pedagogical orientations can be made.

In response to the increasing diversification of the English language, many researches have stressed the need to develop programs, courses, and curricula that teach World Englishes and adopt EIL, WE paradigm to teach intercultural communication skills for the learners (e.g. Briguglio, 2007; Brown, 1995, 2005; Brutt-Griffler, 1998; Crystal, 1999; Kubota, 2001a, 2001b; Li, 2007; Marlina, 2010; Marlina & Giri, 2009; Matsuda 2003, 2005, 2009; McKay, 2003; McKay & Bokhorst-Heng, 2008; Sharifian, 2009). Similarly, the current study attempts to develop a course that integrates the changing status of English, i.e. World Englishes, into the teacher education curriculum.

Also, based on the researcher's unofficial observation during his study as a student in the research context, the current ELT program doesn't fulfill the needs of the pre-service teachers as regards the changing status of English, i.e. World Englishes, In this respect, English Language Teaching (ELT) program in Education Faculty, Eastern Mediterranean University (EMU) may need more emphasis on varieties of English and its users, despite the fact that other courses may help the pre-service teachers to gain awareness about this reality. To the best knowledge of the researcher, there are no studies conducted in this context, concerning the beliefs and perceptions of the pre-service English language teachers and instructors as regards the World Englishes and the needs, wants and lacks of pre-service English language teachers in this respect.

1.3 Aim of the Study

Along with the above discussion, the purpose of this study is three-fold. First, it aims to investigate the beliefs of students and instructors of the FLE Department towards the changing status of the English and its varieties. It is commonly believed that theory and practice are shaped based on students' and teachers' beliefs. Second, the study seeks to find out to what extent the current ELT curriculum fulfills the needs, wants and lacks of the teacher candidates in terms of the changing status of English, i.e. World Englishes. Finally, the study intends to obtain perceptual data on the needs, wants and lacks of pre-service teachers as regards the features of the elective course syllabus to be proposed.

1.4 Research Questions

To fulfill the above-mentioned purposes, the study attempts to address the following research questions:

- 1) What are the beliefs of the students, and the instructors at the Foreign Language Education Department on the changing status of English, i.e. World Englishes?
- 2) What perceptions do the students, and the instructors have as regards the current curriculum's effectiveness in meeting the prospective teachers' needs, wants and lacks of knowledge, skills, awareness and thinking about the changing status of English, i.e. World Englishes?
- 3) How does the perceptual data obtained from the above-mentioned data sources inform the design of a World Englishes course syllabus?

1.5 Significance of the Study

The current study is significant in many ways. Firstly, by responding to the questionnaire items and getting interviewed, the participants (i.e., the pre-service

English teachers may have to contemplate about and reflect on the changing status of English deeply and critically, and thus their awareness about the various uses of English in real life may increase before they actually start the job. This is in line with what Matsuda (2006) pointed out: in order to implement changes into their context, teachers need to have a better understanding of the historical spread and current use of English.

Secondly, this study provides an insight on the perceptions of the students and instructors about the current ELT curriculum in the FLE Department in meeting the needs, wants, and lacks of the teacher candidates as regards their knowledge about the changing status of the English language. To the best knowledge of the researcher, this is the first time to evaluate the current ELT curriculum from this perspective. According to the result of the needs analysis, a World Englishes course will be developed to inform the teacher candidates about the changing status of English, i.e. World Englishes.

Thirdly, Matsuda (2003) stated that “to incorporate World Englishes in ELT, teachers themselves must be aware of the current landscape of the English” (p. 725), because teacher education programs generally tend to focus on the inner circle (Kachru 1997). Along with this reasoning, the syllabus to be proposed at the end of the study will include as many varieties of English as possible in order to prepare the pre-service teachers for their future work. This will be the most important contribution of the study to the research context.

Finally, to the best knowledge of the researcher, this research will be the first study in the research context concerning the issue of incorporating the varieties of English

into the ELT undergraduate program. The findings will be compared to those of other studies conducted in similar contexts, including Turkey and other EFL contexts. Thus, it is hoped that this will be a significant contribution to the related literature.

1.6 Definition of Terms

The terms used throughout this study refer to the following definitions:

- **World Englishes (WE):** According to Mesthrie and Bhatt (2008), World Englishes is used to describe the multiplicity of the language and to point out that English is no longer a single variety; rather, there are lots of varieties around the World. In this study, it refers to the changing status of English (i.e. its spread all over the world) and its emerging varieties.
- **English as a Lingua Franca (ELF):** Seidlhofer (2005) referred ELF as “the communication in English between speakers with different first languages” (p. 339).
- **Beliefs:** According to Fishbein and Ajzen (1975), “beliefs are what people hold as information about a person, a group of people, an institution, a behavior, a policy, an event, etc., regarding their trait, property, quality, characteristic or outcome” (p. 12). In this study, it refers to the students’ and teachers’ beliefs about the varieties of English.
- **Intelligibility:** The term ‘intelligibility’ in this study refers to the ability of the listener to recognize individual words or utterances, as described by Smith and Nelson (1985).

1.7 Summary

The chapter provided background information about the changing status of English, i.e. World Englishes and the related issues. It also outlined the statement of the

problem, aim of the study, research questions, and significance of the study. Lastly, definitions of the terms used throughout the study were listed.

Chapter 2

REVIEW OF LITERATURE

This chapter provides an overview about the changing status of English i.e. World Englishes, focusing on the globalization and its influence on the spread of the English and discussing the concept of English as a lingua franca and its association with the World Englishes. Then, the accommodation theory in relation to English language teaching (ELT) is presented. The chapter also touches upon the issue of the professional development of the English language teachers, and presents an overview about the Nation and Macalister's (2010) syllabus design framework in which the proposed syllabus is based on. Lastly, several related studies on perceptions of World Englishes and ELF are presented.

2.1 The Globalization and the Spread of English

Giddens (2013) defines globalization as “the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away and vice versa” (p. 64). Although the spread of English is seen as an outcome of the globalized world, there are some contradictory ideas in the field. Until quite recently, the spread of English is seen as the product of globalization by all means. However, Phillipson (1992) argued that English is sceptical in its nature and positioning English language as ‘linguistic imperialism’.

A similar discussion takes place in ELT, since the scholars looked for one dominant methodology and single pedagogical material. Yet, Phillipson (1992) and Pennycook

(1994) convinced the scholars to consider the social, political, economic and cultural aspects when the methodologies and materials cross borders. Eventually, in recent years, most of the scholars have come to an agreement that more reflective and nuanced approach should be considered when it comes methods and their transmission around the World (Canagarajah, 2002; Duff & Uchida, 1997; Ellis, 1996; Kramsch & Sullivan, 1996) as well as the convenience cultural patterns of particular language teaching materials around the World (Gray, 2002; McKay, 2003).

2.1.1 World Englishes and English as a Lingua Franca (ELF)

Kachru (1992) stated that the conceptualization of the World Englishes goes back to 1960's, and the formal functions and implications of the concept were shaped in 1978. Yet, this concept began to expand in the last three decades due to the drastic spread of the English around the World.

Bolton (2004) discussed three interpretations of the 'World Englishes'. First, it is used as an 'umbrella term' referring to all varieties of English around the World. Second, in a narrower sense it refers to the so-called new Englishes emerged in Asia, Africa, and the Caribbean. Third, it represents the plucentric approach to the study of English language as put forward by Kachru (1992), also referred as Kachruvian approach. Some other terms used to describe the first expression of the World Englishes, such as international English(es), and global English(es), while the second term represented by the terms nativised, indigenized, institutionalized, and new Englishes or English as a second language. Although there are several interpretations of the World Englishes, there seems to be a strong reliance among these interpretations, almost leaving no confusion.

Although the above mentioned discussion suggests that WE and its interpretations seem reasonable and whole, there are some problems in relation to these concepts. The first problem relates to the so-called phenomenon of World Standard (Spoken) English (WS(S)E). Some scholars believe that WS(S)E is hypothetical and monolithic variety of English that is developing on its own accord (Crystal, 2003; Görlach,1990; McArthur, 1987, 1998). For Crystal (2003), however, “U.S. English does seem likely to be the most influential in its development” (p. 188). ELF researchers have not taken the native speakers of English into consideration, due to the claim that ELF interactions are considered to be among those of non-native speakers of English. According to House (1999), “ELF interactions are defined as interactions between members of two or more different lingua-cultures in English” (p. 74). If, in the future, ELF forms can be codified, then the native speakers would be following the agenda set by the ELF speakers. This argument shows that WS(S)E seem to be not influenced by the American English as proposed by Crystal (2003).

Secondly, WS(S)E and ELF are criticized for promoting a single variety of English, rather than a plucentric point of view. On the contrary, ELF researchers do not try to establish a single variety for the entire World; rather, they seek to identify a well-established, frequently used, and codified forms that will enable non-native speakers to communicate without having communication breakdowns and override first language groupings. In fact, their purpose is to make sure that anyone participating in an international communication would depend on linguistic repertoire to use certain forms (phonological, lexico-grammar) that are common among various English speaker groups and widely intelligible for them. This is one of the most important factors why accommodation theory (which will be explained in detail further in this chapter) is very important for the ELF research. Regardless of whether speakers are

located in inner, outer, and expanding circle of English, ELF research encourages speakers to use their local varieties in local communication contexts.

2.1.2 Lexico-grammatical Characteristics of ELF

Seidlhofer (2004) points out that although the literature focused on phonology (Jenkins, 2000, 2002) and pragmatics (House, 1999, 2001; Meierkord, 2002), there is very few attention drawn to the lexico-grammatical characteristics of ELF. In other words, despite the overwhelming data provided about the phonology and pragmatics of the ELF, lexico-grammatical issues are not widely discussed. One of the extensive data sources is Vienna Oxford International Corpus of English (VOICE), which was initiated by Seidlhofer in 2001. The data gathered by VOICE provides an extensive characteristics of ELF forms. Still, there has been a growing tendency on specific language forms. Seidlhofer (2004) summarized these forms as follows:

- Dropping 3rd person present simple *-s*, e.g. she *'move'* instead of *'moves'*
- Confusing the relative pronouns *who* and *which*
- Invariant question tags for example (*isn't it?*) and use of other similar universal forms, such as *this* for *these*.
- Inserting redundant prepositions, as in *we have to study about*.
- Overusing certain words of high semantic generality, such as *do, have, make, take*.
- Replacing infinitive constructions with *that* clauses, as in *I want that*.
- Overdoing explicitness, as in *black color* rather than just *black*.

These features are not the final results but hypothetical characteristics that might shape the characteristics of the ELF. Most of the time, these characteristics are

considered learner errors by the English language teachers. However, these characteristics seem to constitute the lexico-grammatical characteristics of ELF.

2.1.3 The Issues of Intelligibility and ELF Phonology

Brumfit (2001) drew attention to the fact that “native speakers are in a minority for [English] language use” (p. 116). Having acknowledged the well-known sociolinguistic fact that languages are shaped by their users, then, it would be expected that English should move away from its native varieties. However, there is still a strong resistance in accepting the role of English as the medium of international communications, particularly in the case of accents. English and American accents are regarded as Received Pronunciation (RP) and General American (GA), respectively, being the most dominant accents for many decades around the World. Despite the overwhelming number of non-native speakers (NNS) of English over native speakers (NS), these two above-mentioned varieties of English are still promoted as standard varieties of English and consequently mono prestigious versions.

At this point, the intelligibility issue becomes significant in contexts where different accents are used among various speakers. Smith (1992) found that two most widely used accents of English (RP and GA) were less intelligible to the NNS of English, whereas the non-native accents were rated more intelligible. To gain more data, Jenkins (2000) conducted a study to identify which features of RP/GA were necessary for intelligibility of ELF communication and which features are damaging or producing problems to the intelligibility. The data was obtained from the interaction among NNSs of English that have different L1 backgrounds and from various domains. Eventually, Jenkins (2000) collected the necessary items and

labelled them as Lingua Franca Core (LFC). Also, she summarized the main features of LFC as follows:

- Consonant sounds except voiced/voiceless th /θ/, /ð/ and dark l (when the consonant is at the end or before a vowel sound such as month /θ/ and /ð/ think)
- Vowel length contrasts (e.g. the difference between the vowels in ‘pitch’ and ‘peach’)
- Restrictions on consonant deletion (in particular, not omitting sounds at the beginning and in the middle of words such as /k/nife, /k/night)
- Nuclear (or tonic) stress production/placement

Along with these core features, Jenkins (2000) found out that there are some unnecessary features of NS English pronunciation which have no or very little effect on ELF communication intelligibility. One of the misinterpretations of the LFC is that some people think that core features are inevitable in every ELF communication or the non-core features never have effect on intelligibility. Jenkins (2000) argue that people who engage in ELF communication should be able to talk English with the influence of their first language regional accent rather than trying to sound like a NS.

Jenkins (2000) summarized the non-core features as follows:

- Vowel quality except for the vowel sound in RP ‘fur’
- Consonants in (NS English) clusters separated by the addition of vowels (e.g. Japanese English ‘product’ as peroducuto), as well as vowels added to consonants at the ends of words (e.g. Korean English ‘luggage’ as luggagi)
- Features of connected speech such as elision, assimilation, weak forms

Consonant sounds th (e.g. German English ‘think’ as sink), and dark l (e.g. in French English, the ‘l’ in ‘hotel’ pronounced by raising the tip rather than the back of the tongue)

In terms of phonology, the field still seems to rely on the two standards (RP and GA) of English. Despite the fact that the NNS make different demands about phonological syllabuses, in general phonology syllabuses are still grounded in NS varieties (Cauldwell, 1996; Levis, 1999). In other words, there is an assumption that the evidence from the NS-NS communication can be applied for the NNS communication as well. However, the evidence from the empirical studies suggests that NNS-NNS communications should be taken into account before deciding on phonological syllabuses. In this respect, Jenkins (2002) suggests that “in order to provide sound pedagogical proposal for ELF pronunciation, firstly empirical research findings related to NNS-NNS interaction should be utilized to describe NNS speech at both production and comprehension levels” (p. 2).

Based on the above-mentioned discussion, the goal of ELF pronunciation teaching should be ‘international’ communication rather than ‘foreign’ communication, because what is meant by ELF pronunciation teaching is to facilitate the communication for international purposes (Jenkins, 2002). These arguments are highly related with the accommodation theory which is related to the desire for the interlocutors to be more intelligible. Based on the needs of the communication and interactant, speakers may adjust their way of communication so that they are understood. Details of accommodation theory are given below.

2.2 Accommodation Theory

Accommodation theory, which is also known as communication accommodation theory (CAT) was first developed by Howard Giles in 1973. It was originally devised as a model in social psychology; more specifically it is related with the individuals' desire to be understood by their interlocutors. According to this theory, people adjust their speech characteristics, and even their gestures when they interact with others to facilitate communication. This theory suggests that the speakers adjust their speech depending on the affective dispositions of an individual speaker which is considered as the motivational factor for accommodating. Moreover, it is argued that a speaker modifies his/her speech towards the interlocutors' language due to some reasons: (i) fulfilling identity expectations, (ii) converging towards the language of the interlocutor as a result of a desire for social approval, and (iii) diverging away an interlocutor to emphasize the individual identity and/or group affiliation (Dewey, 2011).

In fact, CAT seeks to identify and predict why, how, and when people adjust their speech or communicative behavior during their interactions and what possible results may occur from these adjustments (Dragojevic et al., 2015). Moreover, these adjustments are sometimes conscious and deliberate, and in some cases they are unconscious and automatic.

Since CAT is related with wide range of applied contexts, it has undergone an extensive research work in the same pace. Majority of the work conducted about CAT have supported the theory's major tenets. CAT-based studies are generally

quantitative, experimental, and correlational; yet, one third of the CAT research are qualitative inquires or discourse analysis (Dragojevic et al., 2015).

According to Gallois and Giles (1998), CAT is a general framework which studies the communication between people and groups. It also pursues to identify the reasons behind the adjustments they do in their speech, how people adjust their communication, and upon these adjustments the resulting consequences. In this sense, Dragojevic et al. (2015) stated that what affects the nature and quality of interaction between speakers is the perception of each speaker about the other speaker as well as their own communication informed by their earlier experiences.

Although CAT has undergone several refinements and elaborations in its approximately 40 years of past, the main hypothesis of the theory continues to be the idea that individuals will employ different accommodating strategies to adjust their social interaction to their interlocutors. These strategies are discussed in the following section.

2.2.1 Accommodation Strategies

Depending on the communication goal or focus, adjustments can be employed in four different ways in relation to the interlocutors' perceived needs and characteristics (Coupland, Coupland, Giles, & Henwood, 1988). These four ways are considered to be the strategies of accommodation theory. They are 'approximation strategies', 'interpretability strategies', 'discourse management strategies', and 'interpersonal control strategies'. These strategies are used based on the goal of the social interaction in order to facilitate the communication. Several studies have investigated how this is done, especially how one speaker changes his/her speech to

become more intelligible or sometimes converge one's spoken habits to resemble those of one's interlocutors (Giles & Coupland, 1991; Giles et al., 1987).

The most common strategy of accommodation is approximation, which involves adjusting speakers' verbal (e.g., accent), and nonverbal (e.g., posture) behaviors toward (convergence) or away from (divergence) their interlocutor (Dragojevic et al., 2015). In some cases, speakers may enroll in maintenance, which is sustaining one's 'default' way of communication or without making any adjustments.

Giles and Coupland (1991) defined convergence as "strategy whereby individuals adapt to each other's communicative behaviors in terms of a wide range of linguistic-prosodic-nonverbal features including speech rate, pausal phenomena and utterance length, phonological variants, smiling, gaze, and so on" (p. 7). Similarly, Dragojevic et al. (2015) said that people may adjust their language, accent, utterance length, or pitch so that they get similar to another person or a social group in communication.

In contrast, divergence is "the way in which speakers accentuate speech and nonverbal differences between themselves and others" (Giles & Coupland, 1991, p. 8). Likewise, Dragojevic et al. (2015) defined divergence as the term used for "adjusting communicative behaviors to accentuate verbal and nonverbal differences with others, to appear more dissimilar" (p. 4).

Convergence and divergence might be used in various forms (Gallois & Giles, 1998). Firstly, convergence and divergence can take the form of upward or downward depending on the social value of the adjustment. Upward convergence refers to shift towards the more prestigious variety speech, whereas downward convergence means

the modifications towards variety which has socially less value. Conversely, in upward divergence one speaker emphasizes the more prestigious variety of speech over the interlocutors' low prestigious variety to stress the social distance. On the other hand, in downward divergence one speaker emphasizes own less prestigious variety with a speaker of high prestigious variety (Dragojevic et al., 2015).

Secondly, these adjustments can be full or partial in different aspects. For instance, an interviewee can increase his/her speech rate from 100 words to 200 words to match exactly like the interviewer speech pattern (full convergence), or else may shift from 100 words to 150 words to partially match with the interviewer speech rate. Likewise, these shifts can be enacted in terms of either full divergence or partial divergence. For example, an interactant may shift from code-switching for a few words to speaking in an entirely different language.

Thirdly, accommodation can be either symmetrical or asymmetrical. Symmetrical convergence refers to shifts which are reciprocated by others, whereas asymmetrical convergence refers to shifts which are not reciprocated by others (Dragojevic et al., 2015). Some studies suggested that convergence is generally directed toward those greater than lesser in power (Bourhis, 1991; Mulac et al., 1987).

Lastly, convergence and divergence can also be unimodal or multimodal. According to Dragojevic et al. (2015), the convergence refers to modifications on only a single aspect (e.g., accent), on the other hand the divergence refers to modifications on multiple aspects at the same time (e.g., accent, posture, topic initiation). This means that convergence and divergence are not mutually exclusive strategies; sometimes an interactant converges in some dimensions while diverging in other(s). In order to

accommodate conversational partners' need, speakers may converge towards their interlocutors' communicative characteristics and simultaneously diverge on some other dimensions. For instance, Bilous and Krauss (1988) reported that although women converged toward men's utterance length, interruptions, and pauses, they diverged on backchannels and laughter.

2.2.2 Accommodation and ELF

As discussed earlier, English has become the global language in which people from various linguistic and cultural backgrounds come together to communicate for many different purposes such as business meetings, academic reasons, or for casual talk. Most of these speakers get engaged in lingua franca contexts, where their first language has almost no effect, and operate efficiently in these diverse domains. One of the important challenges for these speakers is to manage the differences in communication and how these speakers can negotiate differences in communication. In this sense, they may change their speech patterns to resemble to those of their interlocutors' (e.g. code-switching, speech rate, using more simple words).

The literature provides a good number of studies that investigated the use of accommodation strategies with a wide of range of issues in different settings in relation to ELF pragmatics (Cogo, 2007, 2009; Cogo & Dewey, 2007; Jenkins, 2000; Mauranen, 2007; Seidlhofer, Breiteneder & Pitzl, 2006). Some of the issues investigated about the ELF pragmatics are the negotiation of non-understanding, discourse makers, code-switching, and the use of interactional features.

Jenkins (2000) investigated the ELF phonology in which she has underlined the importance of accommodation while proposing the lingua franca core, but also added that it is not enough by itself. Jenkins (2000) mentioned that “speakers need to

develop the ability to adjust pronunciation according to the communicative situation in which they find themselves” (p. 166). She also emphasized the importance of how using phonological features depends on the context and not on the native speakers’ pronunciation. She further pointed out that accommodation strategies as a key for successful ELF communication. Furthermore, she emphasized the importance of accommodation as one of the bases of intelligibility between interlocutors.

Accommodation can also be considered as a figure of overcoming the possible communication breakdowns or challenges occurring in ELF conversations. Although there might be an assumption that ELF conversations are very problematic due to the involvement of multiculturalism, some studies showed that ELF displays very few problematic situations. Even ELF speakers seem to successfully manage various strategies of accommodation and ensure the smooth running of conversation (Cogo, 2007; Cogo & Dewey, 2007). Some other studies in the literature indicated that ELF speakers deal with non-understandings successfully in wide range of contexts; business meetings (Pitzl, 2005), academic exchanges (Mauranen 2006) and casual conversations (Meierkord, 2000).

In another study, Mauranen (2007) investigated how ELF speakers engaged adapting variety of accommodation strategies in their speech in academic communities of Europe. In her findings, three main strategies appear to be the most common in ELF in Academic Settings (ELFA) corpus. They are: self-phrasing, negotiating topic, and discourse reflexivity. Similar to the Jenkins’ (2000) study, the findings showed that ELF speakers adapt their speech depending on the communicative context and conversational needs rather than imitating the native speaker model. According to

Mauranen (2007), ELF speakers use these strategies as “a way of overcoming linguistic and cultural barriers in the situation” (p. 257).

All of these afore-mentioned discussions require teachers to adapt themselves in accordance with the needs of the societal changes and influences of these changes over their professional knowledge.

2.3 Professional Knowledge of English Language Teachers

Within the impact of the changes in the society, teachers are required to keep up to date and embrace the changes that have influence over the teaching profession (Grosemans, Boon, Verclairen, Dochy, & Kyndt, 2015). There is a consensus among the prior research results that there are some factors that are highly influential to professional development and teachers’ learning which are subject knowledge, professional attitude and identity, teachers’s cognition, their orientation towards students, pedagogical knowledge and skills (De Vries, Jansen, & van de Grift, 2013; Kyndt, Gijbels, Grosemans, & Donche, 2016; Meirink, Meijer, & Verloop, 2007).

According to Avalos (2011), teacher professional learning is:

a complex process, which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change (p. 10).

The conceptions of the knowledge base of language teaching have been historically separated into two components; language and teaching. In the 1970s, knowledge of language, proficiency in the target language and knowledge about its structure was considered sufficient for teaching it. However, knowledge about teaching was gained through study of language teaching methods and in training discrete teaching skills.

The assumption was that teachers would combine what they knew about content and what they knew about pedagogy into lessons in a practicum (Freeman, 1991).

Thus, the knowledge base of teaching was conceptualized as a content component and methods/skills component. The role of teacher-education programs was to transmit the two-part knowledge-base, i) knowledge about language, learning theories, the target culture, and ii) knowledge about methodology and train teachers to use skills (Burns & Richards, 2009).

Roberts (1998) argued that the knowledge base of teaching is not a fixed set of knowledge, skills, and understanding, but an evolving one for each teacher. For the teacher education programs, this means that content needs to be tailored to learners' needs. It also means that one aim of the program is to help teachers develop tools to continue their learning once the program ends. Moreover, Roberts (1998) listed some types of language teacher knowledge; namely, content knowledge (of target language systems, text types), pedagogical content knowledge (how to adapt content to learners), general pedagogic knowledge (classroom management, repertoire of ELT activities, assessment), curricular knowledge (of the official curriculum and resources), contextual knowledge (of learners, school, and community), process knowledge (interpersonal and team skills, observation and inquiry skills, language analysis skills). These knowledge types combine together to make up a system.

Furthermore, there is an assumption that if teachers change their beliefs and attitudes towards particular aspects of teaching or instructional innovation, these changes will lead them to practical changes in their teaching contexts (Guskey, 2002). However, this is not always the case. For instance, experienced teachers seem to believe the

opposite, that is, practical changes might change teachers' attitudes and beliefs towards their teaching (Guskey & Huberman, 1995; Huberman & Crandall, 1983; Huberman & Miles, 1984).

Teacher language awareness (TLA) is another related issue to teacher professional development. Knowledge of the subject is seen as the core of TLA, and most of the definitions typically center on subject knowledge (Thornburry, 1997). Given the enlarged acknowledgement in education that subject-matter knowledge is a crucial component of teacher professionalism, it is claimed that language teachers should be aware of every feature of the language that they are supposed to teach. (Andrews, 2017). In this respect, language teacher education programs should be regularly evaluating and revising their curriculum to ensure that the curriculum remains updated to meet the needs of the prospective teachers. For this purpose, new courses need to be designed and integrated into the curriculum.

2.4 Designing a New Syllabus

Designing a course or syllabus is always challenging, difficult, and time-consuming. It is indeed an ongoing process that requires curriculum developers to consider a wide range of factors in designing an appropriate course or syllabus. In general, these factors include the learners' needs, available resources and time, environment, and so on. Each of these factors contributes to the design of an effective and efficient course or syllabus (Nation & Macalister, 2010).

Although syllabuses are a smaller part of the broader phenomenon of curriculum, they seem to be indispensable to each other. Syllabuses are usually seen as being more concerned with the selection and assessment of the content of the individual

courses, whereas curriculum covers all planning, implementation, evaluation, management, and administration of the education programs (Nunan, 1988).

As the requirements of today's world are constantly changing, the needs of the learners are changing at the same pace. As far as the gradual spread of English is concerned, teacher education programs are expected to reconsider their curriculum in order to keep up to date and equip the future teachers with the contemporary issues.

2.4.1 Nation and Macalister's (2010) Model

Nation and Macalister's (2010) model consists of three outside circles and a subdivided inner circle. The outer circles consist of practical and theoretical considerations, namely principles, environment, and needs. These considerations have major effect in the process of designing a course or curriculum. On the other hand, the inner circle involves the syllabus design in this model. In this circle, goals are at the center identifying the aims of the course. Other subdivided parts are content and sequencing, format and presentation, and monitoring and assessment. There is another circle covering all of these elements representing the evaluation of the whole process.

In this model, the outer circle factors are considered in three sub-processes, namely environment analysis, needs analysis, and the application of the principles. The results of these analyses inform the design of new curriculum or course. If these factors are not considered, the proposed course may not match with the students' needs, available resources, and the intended outcome. Therefore, before suggesting a course these factors have to be taken into account (Nation & Macalister, 2010).

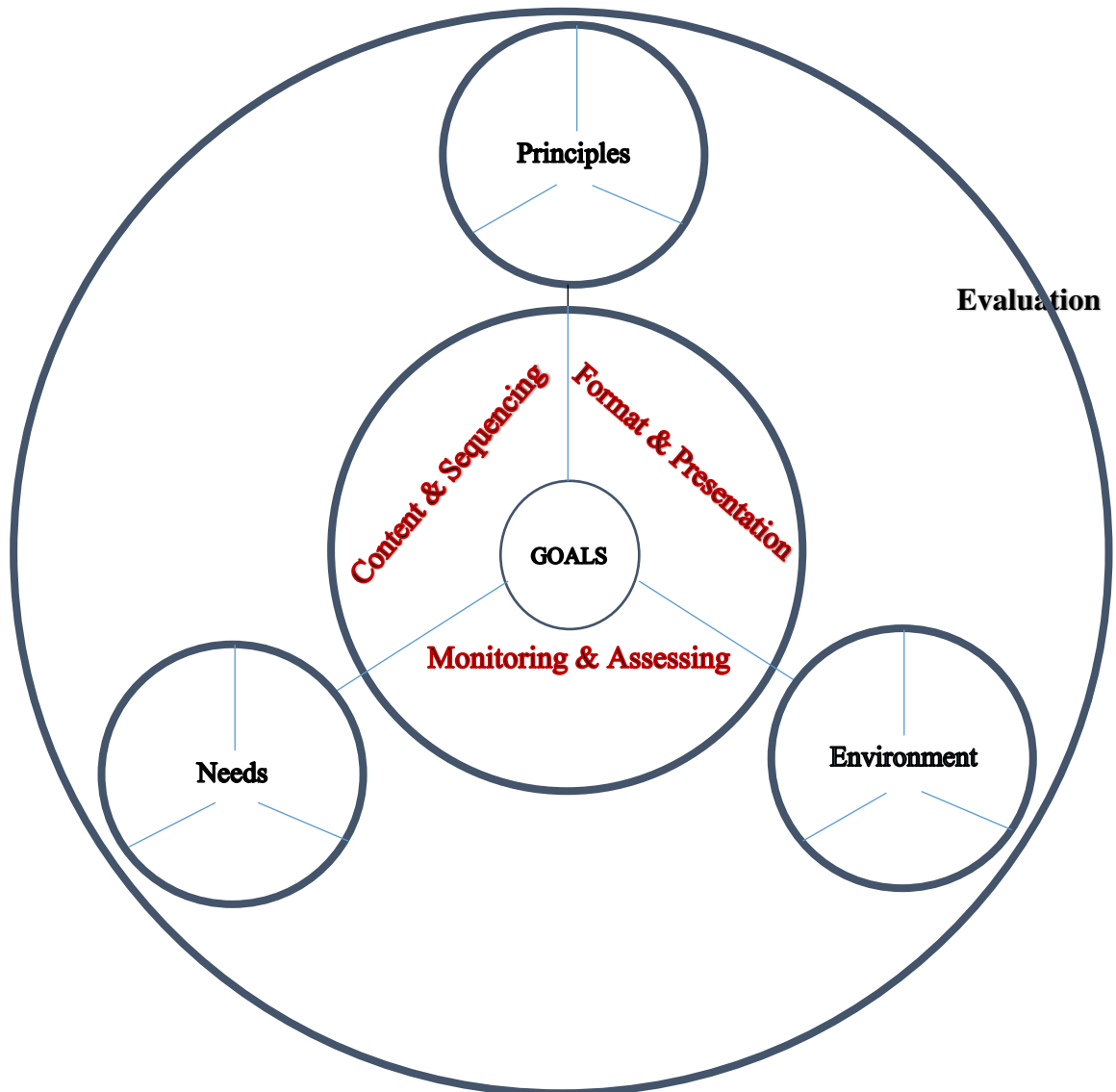


Figure 2.1: Nation and Macalister's (2010) Language Curriculum Design Model

Environment analysis is concerned with the factors that may influence the design of the course. Figure 2.2 illustrates the environment which involve learners, teachers, and teaching and learning environment. Depending on these three factors, the effectiveness of the course may dramatically change either positively or negatively. Therefore, environment factors require the attention of the course designer to ensure the usefulness of the course.

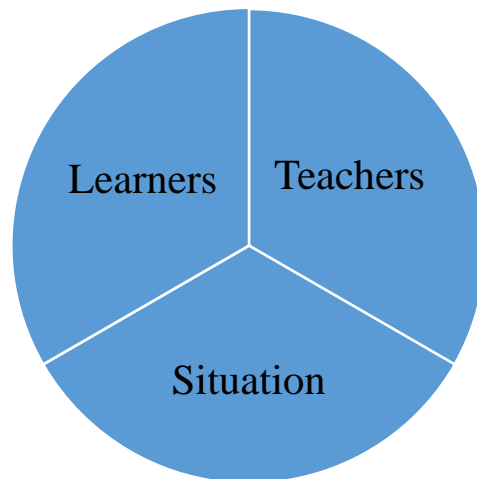


Figure 2.2: Factors in environment analysis (Nation & Macalister, 2010, p. 14).

According to Nation and Macalister (2010), needs analysis consist of three types, which are lacks, wants, and necessities of the learners. Similarly, Hutchinson and Waters (1987) categorize needs into two which are; target needs and learning needs. An important part of the needs analysis investigates the students' present knowledge as well as their lack of knowledge which is named as lacks. Necessities as another part of the needs analysis look into the demands of the target course or curriculum. Lastly, wants are the learners' own views about what they need to learn. Needs analysis helps to find out to what extent learners' views and designers' views match with each other. Needs analysis can also be employed in various ways, such as questionnaires, interviews, self-reports and testing. Pedagogical orientations can be made based on the results of any needs analysis.

Principles, the last component of the outer circle, provide a list of twenty principles which guide teaching and assist in the design of courses (Nation & Macalister, 2010). In this model, principles are divided into three groups. These groups represent the main components of the central circle in the language curriculum design model. These principles should have derived from the empirical researches so that, "the

curriculum design makes connection between the research and theory of language learning and the practice of designing lessons and courses” (Nation & Macalister, 2010, p. 5).

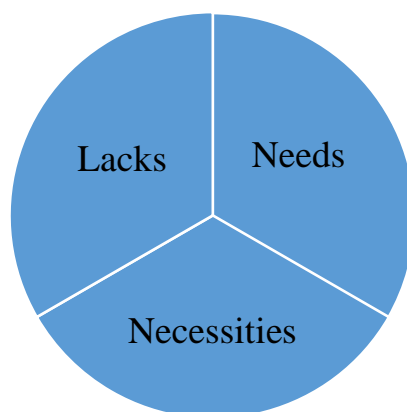


Figure 2.3: Three types of needs (Nation & Macalister, 2010, p. 24).

The goal of a course highly depends on the results of the needs analysis. In other words, the data obtained from the needs analysis inform the curriculum designer about the current position of the learners as well as their needs in the future. Likewise, the outer components of the inner circle (namely, content & sequencing, format & presentation, and monitoring & assessment) are based on the results of the needs analysis. If the curriculum designer doesn't consider the needs analysis, there is a great chance that the course doesn't match with the learners' needs.

Content and sequencing part of the curriculum design determine the content that would be implemented as well as the order of the content. It is important that the content of the course match with the learners' needs. Otherwise, excellent teaching and learning would result in poor outcomes. The content and sequences of the content can be organized based on the learner's needs. Nation & Macalister (2010)

discuss the issue of units of progression, and define it as “the items that are used to grade the progress of the course” (p. 71).

Depending on the goal of the course, the designer can choose several various units of progression. For the sequencing, they argue that there are two major ways of ordering the content of the course. When the material depends on the lessons that occurred previously, then it is linear development, whereas when each lesson is separate from each other and can be done in any order, then it is modular approach.

In the curriculum design process, format and presentation are the first parts that the obtained data come to a realization of the activities. More specifically, all the data gathered from the environment analysis, needs analysis, the principles chosen, goals, and content and sequencing helps to produce the format of the course. The ideal situation is when the learners and teachers know the aim and significance of the activities for the learners, and teachers have the pedagogical knowledge and skills to present the activities in the best possible ways so that learning is achieved (Nation & Macalister, 2010, p. 88). However, the evidence shows that both instructors and learners generally have different perspectives towards the parts of a lesson (Block, 1994), and sometimes learners defeat the purpose of activities (Hosenfield, 1976). Moreover, the presentation of the activities would depend mostly on the environmental factors, such as available time, the size of the room, number of the learners and so on.

As in all other inner circle components of curriculum design model, monitoring and assessment should take into account the data obtained from the outer circle components. This process can provide both teachers and students an insight about the

learners' current knowledge and progress, and also it can encourage learners to get more involved in the course. There are many types of assessment tools such as placement assessment, observation of learning, achievement test and so on, which can be selected based on the goals of the course and needs of the learners.

After the planning and the implementation of the course, the most outer circle, i.e., evaluation, gets involved in the process. The main aim of the evaluation is to decide whether the course is successful, and if there is any need for improvement. According to Nation and Macalister (2010), evaluation "requires looking both at the results of the course, and the planning and running of the course" (p. 123). Depending on the purpose of the evaluation, two approaches can be used; formative and summative. The former has the purpose developing the course by making adjustments whereas the latter has the purpose of making claims on the quality and appropriateness of the course (Nation & Macalister, 2010). Briefly, evaluation is a process which requires step by step preceding, involving all the stakeholders, and informing all the audience.

In this study, Nation and Macalister's (2010) model was chosen as the syllabus design model due to several reasons. Firstly, the researcher found this model friendly to use; it was easy to follow the steps and go through the process. Secondly, compared to other curriculum design models, this model is very recent. The researcher believed that this model included all the recent developments in syllabus and curriculum design. Lastly, it seems that this language curriculum design model is the most appropriate for the research context where the data was collected from the members of the FLE Department.

Before proceeding to the following chapter, the next section summarizes some of the studies conducted to explore how World Englishes and ELF are perceived in academic contexts.

2.5 Related Studies on Perceptions towards World Englishes and ELF

The issues of World Englishes and ELF have been prominently investigated throughout an extensive range of contexts. The following studies have various aims and objectives, mostly focusing on these issues; attitudes, beliefs, and perceptions (Cogo, 2010; Coskun, 2011; Ferguson et al., 2011; Jenkins, 2005, 2009; Groom, 2012; Kaypak & Ortaçtepe, 2014; McKay, 2003; Sung, 2014a, 2014b; Timmis, 2002).

Coskun (2011) investigated the attitudes of senior ELT students towards the EIL pronunciation in Turkey. Questionnaire and interviews were the instruments for data collection. The results of the study revealed that ELT students mostly communicate with non-native speakers of English, and in their point of view the main purpose of a pronunciation class should be clear and intelligible English. However, most of the participants seem to believe that speaking like a native speaker should be the goal of the pronunciation, which implies that clear and intelligible English is associated with the native speakers.

Similarly, McKay (2003) explored the attitudes of Chilean teachers of English towards EIL and reported that Chilean teachers of English attitudes were way more positive with the native-speaker pronunciation rather than non-native pronunciation. They also expressed that native-speaker pronunciation is the ideal and correct one.

Ferguson et al. (2011) examined Spanish academicians' attitudes towards the disadvantages they may have while publishing in English and factors affecting these attitudes. The study reported that a high proportion of the participants feel that only one language should be used for science subjects. The findings also reveal similar results with the previously mentioned study, high proportion of the participants accept that English advantages native speakers over non-native speakers.

In another study, Groom (2012) investigated non-native students' attitudes towards native and non-native varieties of English. The participants were 127 students from various parts of Europe. The findings of the study showed that ELF currently neither motivates the students nor meets the aspiration of the non-native English users in Europe.

Sung (2014a) examined the perceptions of a group of bilingual users of ELF in Hong Kong concerning issues surrounding accent and identity. The study revealed contradictory results that while participants preferred to speak in their local accents in EFL settings, others preferred to have native-like accents in English. The preference of the participants in their accent seems to have various reasons. Those who preferred local accents remarked that their preference was due to their desire to express their local identity, whereas remarkable number of the participants indicated that their preference was due to the fact that the use of local accent was 'natural' and 'inevitable'.

In a similar study conducted by the same author, Sung (2014b) examined Hong Kong university students' perceptions towards their identities as they get involved in ELF

interactions. The study revealed more concrete data than the previous study. The findings of the study revealed that majority of the students associated their identities with the non-native speakers of English and the uniqueness of their L2 accents in ELF interactions. In addition to that, the participants showed positive attitudes towards the use of ELF. Lastly, the study revealed that most of the participants stressed the importance of maintaining their cultural identity while using English in lingua franca contexts.

Finally, Kaypak and Ortactepe (2014) examined the beliefs of the Turkish exchange students towards their language learning in relation to English and their study abroad experience in ELF contexts. It was revealed that the learners shifted their emphasis from accuracy to intelligibility, which eventually helped them to accomplish the ultimate goal, that is, intelligible communication in ELF contexts.

2.6 Summary

Overall, the chapter presented the following issues related to ELF and World Englishes: The globalization and the spread of English, the relationship between World Englishes and English as a lingua franca (ELF), lexico-grammatical characteristics of ELF, the issues of intelligibility and ELF phonology. Additionally, some of the related discussions to the World Englishes and ELF were taken into account such as accommodation theory, accommodation strategies, accommodation and ELF, professional knowledge of English language teachers. The review of related studies revealed that there are very few studies conducted about the implementation of the World Englishes into teacher education programs. Therefore, in the latter part of the chapter, Nation and Macalister's (2010) model was briefly reviewed as this model was adapted by the researcher in the syllabus design of a new

course on World Englishes. Finally, related studies on perceptions towards World Englishes and ELF were discussed.

Chapter 3

METHODOLOGY

This chapter outlines the overall research design of the study, research questions, context and participants of the study, data collection instruments and procedures, data analysis, as well as the ethical considerations of the study.

3.1 Research Design

As stated earlier, the purpose of this study is three-fold. First, it aims to investigate the beliefs of students and instructors of the FLE Department towards the changing status of the English and its varieties. Second, the study seeks to find out to what extent the current ELT curriculum fulfills the needs, wants and lacks of the teacher candidates in terms of the changing status of English, i.e. World Englishes. Finally, the study intends to obtain perceptual data on the needs, wants and lacks of pre-service teachers as regards the features of the elective course syllabus to be proposed. To investigate these issues, this case study adapted a mixed methods research design.

A mixed methods research implements both qualitative and quantitative approaches of collecting data. By blending the data gathered from both qualitative and quantitative methods, a mixed methods research provides extensive data to draw conclusion to the subject being examined. Therefore, researchers will gain a better, and probably complete, understanding of the research problems. Moreover, this research design improves the reliability and validity of the results. For these reasons, a mixed method of data collection has been used in this study.

A mixed methods research includes “the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process” (Dörnyei, 2007, p. 163). He further discusses that mixed methods research has two main purposes for combining the qualitative and quantitative data. These are (i) to reach a wider understanding of a target context, and (ii) to compare the findings with another study. Dörnyei (2007) and Creswell (2013) state that qualitative and quantitative methods are the two extremes of a continuum, not two different methods.

On the one hand, a quantitative research method is “demanding, intensive, systematic, and controlled, involving accurate measurement and producing reliable and replicable data that is generalizable to other contexts” (Dörnyei, 2007, p. 34). Similarly, Creswell (2013) emphasized the importance of quantitative research methods in terms of statistical analysis, controlled throughout the design, and provides measures for the theory. In this study, students’ and teachers’ questionnaires were employed as a means of quantitative data.

On the other hand, Creswell (2013) makes the distinction between quantitative and qualitative, although they are similar in some ways, qualitative procedures are most likely to “depend on text and image data, also have exceptional procedures in data analysis, and draw on diverse strategies of inquiry” (p. 173). The most common qualitative data collection instruments are interviews, documents, audio-visual materials, and observations. In this study, the data also collected qualitatively in terms of students’ and teachers’ semi-structured interviews.

As stated above, the current study is a case study. According to Stake (1995), a case study refers to the study of the “particularity and complexity of a single case” (p. xi). Despite the fact that cases are generally people, researchers generally explore institutions, organizations, community, or program as cases. Thus, a case study obtains information by exploring the features of participants who are/were involved in the same context and the relationship of the participants involved (Mackey & Grass, 2015). Moreover, it has been suggested that case studies are productive and highly influential in the research studies (Duff, 2008; Van Lier, 2005).

Dörnyei (2007) lists some strengths of the case studies. Firstly, case studies allow the researchers to obtain generous data about a complex social issue. Secondly, they enable the researchers to develop in-depth insights about the intricate relationships and interactions embedded in the target phenomena. And finally, as a result of their complete and deep analysis, researchers can generate new hypotheses, models, and understandings related to their topic under study.

Overall, the current study adapts students’ and instructor’ questionnaires as a means of quantitative data, and at the same time students’ and instructor’ interviews as a means of qualitative data. Based on the collected data, the study aims to provide rich and comprehensive answers to the research questions introduced in Chapter 1.

3.2 The Context

The present study was conducted in the English Language Teaching (ELT) program of the Foreign Language Education Department at Eastern Mediterranean University located in Turkish Republic of Northern Cyprus (TRNC). EMU was established in 1979 and grown up to be one of the most prestigious international universities in

TRNC. In addition to that, EMU is one of the two state universities in TRNC. EMU provides higher education to approximately 20,000 students from 106 countries with its prominent 1,100 academic staff members from 35 countries (Emuedutr, c2017).

The Department of Foreign Language Education holds the position of being the oldest as well as the founding department of the Education Faculty; the department played an instrumental role in establishing the Education Faculty between 1999-2000. When the department was first established, it was named as English Language Education Department. Most recently, the name of the department was changed to Foreign Language Education. Since its establishment in 1995, the Department has produced over 1.000 BA, MA and Ph D graduates from 14 nationalities. The Department's mission is to provide contemporary tertiary education, in line with the University mission statement, to maintain quality standards in teaching and research at the undergraduate and postgraduate levels, to keep abreast of the academic developments and professional innovations, and to meet the educational challenges in the globalizing world (Emuedutr, c2017).

Reports presented in ELT Student Handbook published in 2015 show that all courses offered by the ELT program are entirely accredited by the Turkish Higher Education Council. In addition, in February 2014, the ELT program in EMU was accredited by AQAS (Agency for Quality Assurance through Accreditation of Study Programs). This agency is registered by the European Quality Assurance Register for Higher Education. Accordingly the FLE Department has been committed to meet international standards of excellence in teaching and research at both undergraduate and graduate levels (Student Handbook, 2015-2016, p. 1).

3.3 Participants

The participants involved in this study are students (i.e., pre-service teachers) and instructors of undergraduate ELT program in EMU. Eighty pre-service teachers from the undergraduate program of ELT and 7 instructors teaching in the same program volunteered to be participants in the study. For this reason, consent forms were given to each participant to get their permission.

3.3.1 Pre-service Teachers

The population of the pre-service English language teachers studying in the undergraduate ELT program was 106, with a multi-ethnic and multi-cultural profile. Some of these pre-service teachers are international students coming from different countries such as Turkey, Kazakhstan, Russia, Iran, Saudi Arabia, and Nigeria. However, based on their availability and convenience, 80 of them participated in this study. Regarding the gender of the participants, Table 3.1 below shows the gender distribution of the pre-service teachers.

Table 3.1: Pre-service teachers' gender distribution

Gender	Number of Students	Percent
Female	52	65%
Male	28	35%

As shown in Table 3.1, 52 (65%) of the participants were female and 28 (35%) were male. Female students almost double the male students; yet, it has no direct effect on this study.

Table 3.2: Pre-service teachers' year of study distribution

Year of study	Number of Students	Percent
1st	26	32.5%
2nd	18	22.5%
3rd	17	21.3%
4th	19	23.8%

Table 3.2 shows the distribution of pre-service teachers according to the year they are studying in. Twenty-six (32.5%) of the participants were the 1st year students, and the rest (18, 17 and 19 students) were the 2nd, 3rd and 4th year students, respectively.

Table 3.3: Pre-service teachers' age distribution

Age	Number of Students	Percent
Under 20	10	12.5%
20-25	64	80.0%
26-30	5	6.3%
31+	1	1.3%

Finally, Table 3.3 shows the pre-service teachers' age distribution. Eighty percent (n=64) of the pre-service teachers fall into the 20-25 age category, followed by 12.5% (n=10) pre-service teachers under 20 age category. Only one of the participants aged higher than 31.

3.3.2 Instructors

There are 7 full time instructors teaching in the Department of Foreign Language Education, and 5 part-time instructors from Foreign Languages and English Preparatory School. However, due to their availability and appropriateness for the study, only 7 full-time instructors were chosen for the study. The participating teachers are teaching subject matter courses at different levels of the undergraduate program. Four of the participating instructors (58%) were male and three (42%) of them were female. All of the instructors are highly experienced, teaching at the tertiary level for at least 15 years, and all of them are holding PhD degrees.

3.4 Data Collection Instruments

The present study administered questionnaires and interviews with ELT students (i.e. pre-service teachers) and instructors teaching in the ELT program. Quantitative and qualitative methods of data collection were utilized to obtain data, about beliefs of the participants on the changing status of the English, i.e. World Englishes, the effectiveness of the current ELT curriculum in fulfilling the needs, wants and lacks of the teacher candidates as regards the changing status of the English, and the perceptual data on their needs, wants and lacks as regards a course ('World Englishes') to be proposed.

The quantitative methods of data collection included two questionnaires administered with pre-service ELT teachers and ELT instructors in the FLE Department. A consent form was attached to the first page of both questionnaires to ensure that all participants are willing to participate in the study. Additionally, interviews were conducted as a means of qualitative data with 10% (n=8) of the pre-service teachers

and 5 instructors. For the interviews, only volunteers were chosen from the population of 80 pre-service teachers.

As mentioned earlier, the current study combines both quantitative and qualitative methods of data collection to obtain data from the participants. Questionnaires and semi-structured interviews were used as data collection instruments. The data collection instruments aim to explore the pre-service teachers' and instructors' beliefs towards the changing status of the English, i.e. World Englishes, to what extent the present ELT curriculum matches the needs of the pre-service teachers as regards the changing status of English, and lastly pre-service teacher's needs, lacks and wants in accordance with a 'World Englishes' course to be proposed.

The data collection instruments used in this study are as follows: Pre-service ELT teachers' questionnaire (Appendix A), ELT instructors' questionnaire (Appendix B), pre-service ELT teachers' semi-structured interviews (Appendix C), and ELT instructors' semi-structured interviews (Appendix D). Consent forms (Appendices E and F) were attached to the first page of both pre-service teachers' and instructors' questionnaires to make sure that all participants are participating in the study voluntarily. The following section outlines the content of the data collection instruments, namely questionnaires and semi-structured interviews.

3.4.1 Questionnaire

Creswell (2013) stated that survey design “provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (p. 145). Questionnaires are one of the common methods of data

collection, and they enable the researcher to make generalizations or claims about the population under investigation.

In the current study, two versions of a questionnaire were employed as an instrument of quantitative data collection method: A questionnaire was employed with 80 pre-service teachers of English and another version of the same questionnaire was employed with 7 instructors in the FLE Department. The items in the questionnaire were designed based on the 5-prompts Likert Scale as follows: (5) Strongly Agree, (4) Agree, (3) Not Sure, (2) Disagree, (1) Strongly Disagree. The participants were required to read the statements in the questionnaire and indicate their degree of agreement or disagreement or if they are not sure about the items in the survey by choosing one of these prompts. The reliability of both the pre-service teachers' and instructors' questionnaire was calculated using Cronbach alpha formula, and it was found to be 0.86 and 0.84, respectively. This shows that the degree of internal consistency is high, and that the instrument is considerably reliable.

Additionally, the students' questionnaire consisted of 4 parts, whereas the instructors' questionnaire had 3 parts. This difference is due to the biographical data part included in the student questionnaire. This part (i.e., biographical data part) aimed to elicit data about the pre-service teacher's year of study, age group, gender, and nationality. The other parts of both pre-service teachers' and instructors' questionnaires were similar to each other, and were comprised of following parts; (i) beliefs about varieties of English, (ii) evaluation of current curriculum, and (iii) needs analysis.

The ‘Beliefs about Varieties of English’ part included 20 statements about the English language, more specifically its varieties. The main aim of this part is to gather information about the participants’ beliefs on the varieties of English, and the preference of native and non-native speakerness. The items are mostly related with the accents of different varieties of English, ownership of English, native and non-native dichotomy, and specifically the local context. This part of the survey was adapted from several research studies (İnceçay & Akyel, 2014; Ke & Cahyani, 2014; Takashi, 2011). İnceçay and Akyel (2014) explored the perceptions of Turkish EFL teachers about ELF and Turkish EFL teachers and teacher educators about the role of EFL on language teacher education. In another study, Ke and Cahyani (2014) investigated how online communication activities among NNS-NNS/ELF affect learners’ belief on English, and lastly Takashi (2011) examined the current English language teaching practices in Japan from an ELF perspective and the attitudes of Japanese people towards the new ELF-oriented practice. However, in order to make sure that the survey was congruent with the context, several adaptations and improvements were made both in content and language such as changes in the wording of the statements to make them suitable for the Likert-scale format.

In the ‘Evaluation of Current Curriculum’ part, 9 statements and 1 open-ended question were included to find out the effectiveness of the current curriculum of Foreign Language Education (FLE) department in meeting teacher candidates’ needs, wants, and lacks as regards the changing status of English, i.e. World Englishes. The items in this part mostly focused on the courses offered, and the opportunities provided by the department with regard to the concept of World Englishes. For the open-ended question, respondents were asked to specify the courses which provide information about and familiarity with the changing status of

English, varieties of English, i.e. World Englishes. This part was developed based on the Nation and Macalister's (2010) language curriculum design model.

The last part of the questionnaire sought to find out the needs, wants, and lacks of the teacher candidates (i.e., the needs analysis part). It was divided into 5 sections. These were: (1) goals of the course, (2) content and sequencing, (3) format and presentation, (4) monitoring and assessment, (5) choice of topics, practical considerations, and suggestions for a new course. This needs analysis part was developed based on Nation and Macalister's (2010) language curriculum design model. The last section of the needs analysis required respondents to choose one of the three options (1 if interested, 2 if okay, and 3 if not interested/needed).

3.4.2 Semi-structured Interviews

Interviews are very popular among the researchers due to the fact that interviewing is a frequent part of our social lives (Dörnyei, 2007). According to Miller and Crabtree (1999), interviews are very effective way of collecting data due to its turn-taking construct, the opportunity given to the participant to express his/her ideas, and the emerging questions based on the dynamic of the dialogue. Although there is a wide range of qualitative data collection instruments available, the interview is the most often used method in qualitative inquiries. Based on the literature, there are three types of interviews, namely structured, semi-structured, and unstructured (informal) interviews. Semi-structured interviews are the most popular type among others. It is due to the fact that the opportunity to direct follow-up questions or discussions based on the dynamic of the discussion. In this regard, DiCicco-Bloom and Crabtree (2006) stated that semi-structured interviews "are generally organized around a set of predetermined open-ended questions, with other questions emerging from the dialogue between interviewer and interviewee/s" (p. 315).

The present study employed semi-structured interviews with 7 instructors and 8 teacher candidates to gain more insight about their beliefs about varieties of English, the effectiveness of the current curriculum, and their needs, wants, and lacks as regards the changing status of English, i.e. World Englishes.

3.5 Data Collection Procedures

Prior to all data collection procedures, necessary permissions (Appendix G) were taken from the Research and Publication Ethics Board and the Foreign Language Education Department. Then, with the support of the instructors, the researcher administered the questionnaire in the classes. For both data collection instruments (questionnaires and interviews), all participants voluntarily agreed to be part of the study.

3.5.1 Questionnaire

As mentioned earlier, in this study two versions of the same questionnaires were employed. One questionnaire with 80 pre-service teachers of English and another version of the same questionnaire with 7 instructors in the FLE Department were administered. A consent form was attached to the first page of the questionnaire, explaining the aim of the study and asking participants to grant their consent. Pre-service teachers and instructors were informed that participation is on voluntary basis and they may withdraw from the study whenever they want.

Pre-service teachers' questionnaire was administered after permission was granted from the course instructors. The questionnaires were employed at the beginning of the lessons. All the participants were given information about the purpose of the study, and the instructions related to the questionnaire were explained orally prior to distributing the questionnaires. The researcher answered all the questions of the

participants related to the questionnaire and made sure that there was no confusion. During the implementation of the questionnaire, the researcher was available to answer the participants' questions. All participants filled in the questionnaire approximately within 20-25 minutes.

3.5.2 Semi-structured Interviews

Regarding the semi-structured interviews, two versions were administered: one for the pre-service teachers and another one for the instructors. Although both interviews had six questions aiming to elicit information from the participants, some follow-up questions were added to clarify the vague and unclear points.

Firstly, the pre-service teachers were reached via their e-mail addresses, and those who volunteered to take part in the study were interviewed. The instructors, on the other hand, were kindly asked to participate in the interview, and all of them accepted to be interviewed.

All of the interviews were audio-recorded with the permission of the interviewees. The researcher gave the opportunity for the respondents to choose the language (English or Turkish) they wish to have the interview, and all of the respondents wanted to do it in English. Only one of the pre-service teachers answered the questions in writing, based on his/her wish. The interviews with the pre-service teachers lasted between 7-15 minutes, whereas the interviews with the instructors lasted between 10-15 minutes.

3.6 Data Analysis

The data was analyzed both quantitatively and qualitatively. The data gathered from the questionnaires was analyzed by the Statistical Package for Social Sciences

(SPSS) software program, version 22.0. On the other hand, the data gathered from the semi-structured interviews was analyzed by transcribing and coding the data.

3.6.1 Questionnaire

Two versions of the questionnaire were analyzed by the SPSS program (except the open-ended questions which were analyzed by content analysis). The frequencies, percentages, means, and standard deviations for each item are illustrated in Chapter 4 by tables showing the results of the quantitative data. Qualitative data obtained as the result of content analysis is also presented in the following chapter.

3.6.2 Semi-structured Interviews

Regarding the semi-structured interviews, both pre-service teachers' and instructors' interviews were audio-recorded and then fully transcribed. As one of the pre-service teachers responded the questions in writing form, there was no need to transcribe it. All of the interviewees were asked six questions, and depending on the dynamic of the discussion, some follow up questions were asked. After fully transcribing the audio-recordings, the data was categorized by their content, for instance those who had same answer for the same question were listed under the statements stated by the researcher.

3.7 Summary

The chapter presented the methodological considerations of the current study. Firstly, it outlined the research design and the context of the study. Moreover, the chapter consisted of background information of the participants, data collection instruments, and data collection procedures. Lastly, the chapter provided information about how the data was analyzed. In the next chapter, the results of the collected data were presented.

Chapter 4

RESULTS

This chapter aims to present the research results derived from the quantitative and qualitative data collected throughout the study following the order of research questions. As such, the first research question examined the beliefs of the pre-service teachers and instructors about the varieties of the Englishes (i.e. World Englishes). The second research question focused on the perceptions of the pre-service teachers and instructors about to what extent the present ELT curriculum meets the needs, wants and lacks of the pre-service teachers as regards the changing status of English. Finally, the last research question investigated the pre-service teachers' needs, wants and lacks in accordance with a 'World Englishes' course to be proposed.

4.1 Research Question #1: What are the beliefs of the students and the instructors at the Foreign Language Education Department towards the changing status of English, i.e. World Englishes?

In the present study, two data collection instruments were adapted to collect information about the beliefs of the students and the instructors regarding the changing status of English (i.e. World Englishes). A questionnaire was administered to 80 pre-service teachers. Eight of these participants were further interviewed to deeply investigate their beliefs. Consecutively, a similar version of the questionnaire and the interview were employed with 7 instructors to identify their perspectives as regards the changing status of English (i.e. World Englishes).

Part 2 of the pre-service teachers' questionnaire and Part 1 of the instructors' questionnaire included 20 statements in relation to the beliefs about the changing status of English (i.e. World Englishes). Beliefs parts of each questionnaire were designed in a form of a 5-Likert scale from "Strongly Agree (5)" to "Strongly Disagree (1)". The participants were supposed to express their beliefs by choosing one of the prompts.

In the same vein, during the interviews both pre-service teachers and instructors were invited to reflect on their beliefs about the changing status of English (i.e. World Englishes). Based on the participants' responses, several follow up questions were directed to the interviewees. In the following sections, the results of the questionnaire and interviews in relation to the beliefs parts will be discussed extensively.

4.1.1 Analysis of the Pre-service Teacher Questionnaire

In general, the analysis of the pre-service teachers' responses to the 20 items in the questionnaire indicates that they are aware of the differences between native and non-native varieties of English, and there is a positive tendency towards the native varieties of English. The highest rate ($M=4.29$) concerning Part 2 of the questionnaire is related to item 19 where 83.8% of the pre-service teachers believed that English language teachers need to develop a flexible attitude towards different varieties of English. This result can be interpreted as the participants' awareness about the different uses of English around the World and may also imply their respect for these differences. Similar results were obtained from item 20 where 85% of the participants believed that they should be informed about the changes taking place in the status of English worldwide. These two items (19 and 20) took the highest positive rates. The lowest rate ($M=2.07$) was related to the 'native speakerism' (item 1) where 72.5% of the participants disagreed with the statement 'A

language belongs only to its native speakers’, whereas, 62.6% of the participants indicated their agreement with the statement (item 6) ‘A language belongs to whoever uses it’. However, one-fourth of the participants were not sure about that statement. These two statements concerning the issue of ‘native speakerism’ and awareness towards nativeness seem to be positive; yet, there are some pre-service teachers who were not sure about these issues. Besides the native speakerism issue, items 1, 6, and 13 which were related to the ‘language ownership’ showed the beliefs of the participants indicating that language does not only belong to the nations who use it as their mother tongue; rather, they believe that whoever uses the language owns it at the same time.

Items 2, 3, and 8 were related to the ‘comprehensibility’ issue. The results revealed that 62.5% of the participants agreed with item 2 (‘Correct grammar is important to communicate with foreigners in English’), where 20.3% of them disagreed and the rest remained lower than 18%. In the next statement (item 3) participants displayed 42.5% agreement, 40% uncertainty, and 17.5% disagreement about the comprehensibility and meaning. For item 8 (‘it is important to be able to understand different English accents such as Indian, Japanese, or Middle Eastern English’), 68.8% of the participants agreed while 16.3% was not sure about it. In general, the results of these three statements related to the ‘comprehensibility’ and ‘intelligibility’ issues revealed that some of the pre-service teachers were not sure about these statements. Yet, there is a tendency towards the agreement concerning these issues. It means that these issues should be included in the process of syllabus design.

Regarding the native and non-native accents of English, the questionnaire had four items. Item 4 asking the pre-service teachers whether they want to learn about non-native English accents seem to be perceived positively by almost half of the

participants. The statement has 47.5% agreement, 28.7% uncertainty, and 23.8% disagreement. In another statement (item 5), participants indicated 56.3% of agreement with the idea that lecturers should be using native accents of English while lecturing, while 33.8% of the participants were not sure about it and less than 11% disagreed. Quite a high percentage of respondents (71.2%) in item 15 expressed that they want to speak with a native accent of English. Similarly, 67.5% of them want to learn English in order to communicate with native speakers of English (item 14). In general, based on the results of the questionnaire, pre-service teachers seem to believe that native accents of English are more important than the non-native accents of English. Also, they want to learn English to be able to communicate with the native speakers of English, despite the fact that non-native speakers of English have outnumbered the native speakers around the World.

The statements related to the beliefs of the participants concerning cultural issues and varieties of English (items 10, 11, and 12) seem to be highly positive. Participants agreed with each of these statements (72.5%, 77.6%, and 87.5%, respectively), where the disagreement for all three statements remained below 8%. This shows that pre-service teachers are highly aware of the fact that language and culture are indispensable. Moreover, they are interested in learning about the cultural patterns of the non-native English speakers.

The statements about the availability of exposure to varieties of English in the FLE Department, EMU campus and Famagusta (items 16 and 17) revealed that most of the participants agreed that there is enough exposure to varieties of English. 71.3% of the pre-service teachers believed that they get exposed to varieties of English (native and non-native) in the FLE Department, while 12.6% disagreed with the statement.

More interestingly, according to the results, EMU campus and Famagusta almost equally provide exposure to varieties of English. Based on this outcome, it would not be wrong to say that the FLE Department, the university campus and the city are significant in terms of providing exposure to the varieties of English.

Table 4.1: Results of the pre-service teacher questionnaire in % (Part 2 Q1-Q20)

QUESTIONS	SD	D	N	A	SA	M	sd
1. A language belongs only to its native speakers.	43.8	28.7	11.3	8.8	7.5	2.07	1.26
2. Correct grammar is important to communicate with foreigners in English.	1.3	18.8	17.5	42.5	20	3.61	1.04
3. As long as one gets the meaning across, how one speaks English does not matter.	2.5	15	40	30	12.5	3.35	0.96
4. It is important to learn about non-native English accents.	3.8	20	28.7	26.3	21.3	3.41	1.14
5. I would like the lecturers in my department to use the native accents of English while lecturing.	2.5	7.5	33.8	23.8	32.5	3.76	1.07
6. A language belongs to whoever uses it.	6.3	10	21.3	36.3	26.3	3.66	1.15
7. It is important to learn about the English spoken by non-native speakers.	2.5	16.3	26.3	36.3	18.8	3.52	1.05
8. It is important to be able to understand different English accents such as Indian, Japanese, or Middle Eastern English.	15	0	16.3	37.5	31.3	3.85	1.03
9. Non-native speakers should sound or act like native speakers in order to be effective English users.	15	20	26.3	30	8.8	2.98	1.21

QUESTIONS	SD	D	N	A	SA	M	sd
10. It is important to learn about the cultural patterns of English speaking peoples as well as non-English speaking peoples.	1.3	6.3	20	50	22.5	3.86	0.88
11. It is important to learn about the features of English which can be understood internationally, not just in one or two countries.	1.3	3.8	17.5	43.8	33.8	4.05	0.88
12. It is important to know that different cultures use English differently.	1.3	0	11.3	52.5	35	4.20	0.73
13. English only belongs to the nations who use it as their mother tongue (e.g. England, America, Australia, New Zealand etc.).	22.5	35	21.3	13.8	7.5	2.49	1.20
14. It is important to learn English to be able to communicate with native speakers of English.	3.8	11.3	17.5	47.5	20	3.69	1.03
15. It is important to speak with a native accent of English.	1.3	3.8	23.8	42.5	28.7	3.94	0.89
16. There is enough exposure to varieties of English in my department (FLE).	10	0	18.8	46.3	25	3.86	0.91
17. There is enough exposure to varieties of English at EMU campus and Famagusta.	6.3	6.3	18.8	51.2	17.5	3.67	1.04
18. I am aware of the different uses of English around the world.	3.8	0	17.5	45	33.8	4.09	0.81
19. English language teachers need to develop a flexible attitude towards different varieties of English.	0	0	16.3	38.8	45.0	4.29	0.73

20. We, as English teacher candidates, should be informed about the changes taking place in the status of English worldwide.	7.5	0	7.5	37.5	47.5	4.25	0.89
TOTAL						3.63	1.07

Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree); **SA** (Strongly Agree) **M** = Mean **sd** = Standard Deviation

4.1.2 Analysis of the Instructor Questionnaire

The analysis of instructors' responses to the questionnaire indicates that in general the instructors held positive beliefs about the varieties of English. All parts of the instructor's questionnaire were analyzed separately by using the frequency analysis. Based on the results, items 6 and 19 got the highest (M=4.43) positive rate, while item 14 got the lowest (M=1.43). The instructors were highly positive with the statement about developing a flexible attitude towards different varieties of English and with the statement saying that a language belongs to whoever uses it. In the same line, the instructors strongly believed that a language doesn't belong to only native speakers or the countries that use it as their mother tongue (item 1 and item 13).

As regards the statements that were related to the cultural issues (item 10, item 11, and item 12), the instructors were profoundly positive towards the importance of learning the cultural patterns of English which can be understood internationally, and also they were aware of the fact that different cultures use English differently. For example, item 10 saying that 'it is important to learn about the cultural patterns of English speaking peoples as well as non-English speaking peoples' got 100% agreement, similar to the next statement (item 11). Only one of the instructors was uncertain about the 12th item, while others agreed with it.

For the statements concerning the accents and spoken language, the instructors seemed to believe that it is important to learn and understand non-native accents of English rather than just focusing on the native English. For instance, all of the instructors agreed with item 7 ('it is important to learn about the English spoken by non-native speakers'). Similarly, 85.7% of the instructors believed that it is important to be able to understand different non-native English accents (item 8). On the contrary, for the fifth item two of the instructors were not sure about the use of native accents of English while lecturing, while 4 of them agreed with the statement. More interestingly, in the fifteenth item asking about whether they prefer to speak with a native accent of English, more than half of the instructors (57.1%) were not sure about it, while the rest of them (42.9%) agreed with the statement.

For the comprehensibility issues stated in items 2, 3, and 8, the instructors believed that correct grammar and how one speaks is important while communicating with others. Item 2 shows that 42.9% of the instructors agreed that correct grammar is important to communicate in English while the same ratio of instructors was not sure about it. Similarly, three of the instructors (42.9%) reported that they agreed with item 3 ('as long as one gets the meaning, how one speaks English does not matter').

Lastly, for the statements about the availability of exposure to varieties of English in the FLE Department, EMU campus as well as Famagusta (items 16 and 17), almost all of the instructors (85.7% for each) believed that there is enough exposure to the varieties of English. For the sixteenth statement, two of the instructors were not sure that there is enough exposure to varieties of English in the FLE Department, and only one of the instructors thought that EMU campus and Famagusta do not provide enough exposure to varieties of English.

Table 4.2: Results of the instructor questionnaire in % (Part 1 Q1-Q20)

QUESTIONS	SD	D	N	A	SA	M	sd
1. A language belongs only to its native speakers.	42.9	57.1	0	0	0	1.57	0.53
2. Correct grammar is important to communicate with foreigners in English.	0	14.3	42.9	42.9	0	3.29	0.75
3. As long as one gets the meaning across, how one speaks English does not matter.	14.3	14.3	28.6	28.6	14.3	3.14	1.34
4. An ELT teacher should learn about non-native English accents.	0	0	0	71.4	28.6	4.29	0.48
5. The lecturers should use the native accents of English while lecturing.	0	14.3	28.6	57.1	0	3.43	0.78
6. A language belongs to whoever uses it.	0	0	0	57.1	42.9	4.43	0.53
7. It is important to learn about the English spoken by non-native speakers.	0	0	0	100	0	4.00	0
8. It is important to be able to understand different English accents such as Indian, Japanese, or Middle Eastern English.	0	0	14.3	57.1	28.6	4.14	0.69
9. Non-native speakers should sound or act like native speakers in order to be effective English users.	0	85.7	14.3	0	0	2.14	0.37
10. It is important to learn about the cultural patterns of English speaking peoples as well as non-English speaking peoples.	0	0	0	85.7	14.3	4.14	0.37
11. It is important to learn about the features of English which can be understood internationally, not just in one or two countries.	0	0	0	71.4	28.6	4.29	0.48
12. It is important to know that different cultures use English differently.	0	0	14.3	57.1	28.6	4.14	0.69

QUESTIONS	SD	D	N	A	SA	M	sd
13. English only belongs to the nations who use it as their mother tongue (e.g. England, America, Australia, New Zealand etc.).	42.9	42.9	14.3	0	0	1.71	0.75
14. I use English to communicate only with native speakers of English.	57.1	42.9	0	0	0	1.43	0.53
15. I prefer to speak with a native accent of English.	0	0	57.1	28.6	14.3	3.57	0.78
16. There is enough exposure to varieties of English in our department (FLT).	0	0	28.6	71.4	0	3.71	0.48
17. There is enough exposure to varieties of English at EMU campus and Famagusta.	0	0	14.3	57.1	28.6	4.14	0.69
18. It is important to be aware of the different uses of English around the world.	0	0	14.3	42.9	42.9	4.29	0.75
19. It is important for English language teachers to develop a flexible attitude towards different varieties of English.	0	0	0	57.1	42.9	4.43	0.53
20. English teacher candidates should be informed about the changes taking place in the status of English worldwide.	0	0	0	71.4	28.6	4.29	0.48
TOTAL						3.52	1.15

Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree); **SA** (Strongly Agree) **M** = Mean; **sd** = Standard Deviation

4.1.3 Analysis of Pre-service Teacher Interviews

Concerning the beliefs of the pre-service teachers about the varieties of English, two questions were directed to the participants. All of the interviews were audio-recorded with the permission of the interviewees. During the interview session, some follow-

up questions arose accordingly, depending on the answers of the interviewees such as ‘Would you disregard the non-native accents of English?’.

4.1.3.1 Interview Question 1: When you become an English teacher, which variety of English (native or non-native) will you teach to your students? Why?

This question mainly intended to gain knowledge about the pre-service teachers’ beliefs on native and non-native varieties of English. Overall, pre-service teachers indicated that they would use native variety of English rather than non-native. In some cases, they prefer to use both varieties. Therefore, in order to understand the main thoughts of the pre-service teachers, the answers of the interviewees for each question were summarized and categorized in tables. The main answers for the first interview question of the interview are summarized in Table 4.3.

Table 4.3: Pre-service teachers’ preference between native and non-native variety of English in their teaching

Main answers	# of respondents
1) I will teach native English because it is the standard given by the Minister of Education.	(R1), (R5)
2) I would teach with native variety of English because I am a native speaker of English myself.	(R1), (R3)
3) If we have multicultural class, we should use native English.	(R2), (R4)
4) I will use both native and non-native English as much as possible.	(R6), (R8)
5) I will teach my students with non-native English.	(R7)

Note: Each number in brackets represents a particular respondent

As shown in Table 4.3, there are various reasons for choosing a variety of English that will be used in class. In general, it seems that pre-service teachers are more positive with the native English rather than non-native English. Although they are

planning to teach with native speaker variety of English, they are aware of different varieties, accents, pronunciations and so on. Some of interviewees choose native English due to the fact that they identified themselves as native speakers of English.

Respondent 1 (R1) said:

That's a funny question, because I am a native speaker. I will completely speak native English to them. In any case, I have to teach with native English because it's the standard given by the Minister of Education due to our centralized system. If I have different accents in class, I will not contempt them. As long as they use right grammar form, I don't mind if they pronounce in their accents, because they are just learning the English language. I will let them speak their accents but encourage them to learn the native forms. (R1).

Similarly, R3 pointed out his/her tendency to use native variety of English:

I would choose native variety, as a native student myself from England. I prefer people to have background knowledge on English. That's why I prefer native variety of English. I won't mind teaching to non-native students, because they honestly want to learn. If I can teach a non-native person native English, it means that I'm a good teacher. (R3).

Apart from being a native speaker, there were different reasons to choose native speaker variety of English, one of which was the possibility of having multicultural classrooms;

I prefer to teach with native English. In my opinion, we have to learn different cultures and accents of English in order to be a successful English teacher. For example, in our department, we have lots of foreigners from countries like Nigeria, Cameroon, Poland and Spain. So, we should use native English, because it will be easier to teach them and take their attention and interest. (R2).

Similarly, another respondent stressed the effectiveness of using native English with multicultural class. Yet, he/she believed that non-native variety of English would be better with Turkish students:

I would probably go with native. I believe native is more effective. If we have a multi-cultural class, we should go with native. (R4).

There were those who believed that it is important to use both native and non-native varieties of English in classroom in order to make students familiar with both varieties:

I think I'm not going to concentrate only on native or non-native. I will try to use both of them, because I think students would understand either if native or non-native varieties are used in class. (R6).

R8 had a similar view:

I would probably teach both, because I think it's important for the students to have information about both dialects. Even if I have a multi-ethnic class, I would respect all varieties in my class and try to give focus on both varieties. (R8).

There was only one respondent who wanted to teach non-native variety of English due to the reason that he will only get the opportunity to teach high school or secondary school students. Yet, he believed that using native English is also important for their future development.

I will teach my students with non-native variety of English. I will graduate this June and I am not planning to do a master degree so I only have the chance of teaching high school or secondary school students. Most of them will be non-native speakers; I don't think there will be native speakers of English in these classes. If I have any native speakers in my class, I will respect them and try to do the lesson according to their needs as well. I will work on the native variety as well, because it's important for them to speak English like a native speaker for their future development (R7).

Overall, pre-service teachers' preference between native and non-native variety of English in their teaching were mixed. Some of them preferred to have native variety of English, while some others indicated non-native variety of English in their classes.

4.1.3.2 Interview Question 2: As an English teacher candidate, do you think that you should be informed about the World Englishes and the changing status of English?

For this question, most of the respondents believed that they should be informed about the World Englishes and the changing status of English in order to keep up-to-date and to be able to teach their own students. The main answers of the pre-service teachers concerning the second question of the interview are shown in Table 4.4.

Table 4.4: Interview question 2: As an English teacher candidate, do you think that you should be informed about the World Englishes and the changing status of English?

Main answers	Number of respondents
1) It is important to keep up to date.	(R1), (R3), (R4), (R6), (R8)
2) I don't think I should be informed about the World Englishes and the changing status of English.	(R5)
3) I should be aware of the changing status of English in order to be able to teach my students.	(R1), (R7), (R8)
4) It is important to be aware of how different cultures use English.	(R2)
5) It is not feasible to learn all World Englishes.	(R5), (R7)

Note: Each number in brackets represents a particular respondent

The pre-service teachers reported that they should get informed about the changing status of English and World Englishes in order to keep themselves up-to-date. Since the needs and wants of the students change dramatically fast, prospective English teachers need to be aware of the current and changing status of English:

Of course, you have to keep yourself up-dated. Once you graduate, even me, I am now 3rd year student, but even when I graduate, learning never stops. You have to keep learning, improving yourself. Every year something new comes up, and the dictionaries change. That's why we should be informed about the changing status of World Englishes. (R3).

Also, one of the pre-service teachers expressed the importance of culture while teaching different varieties of English.

Of course, I mean English has become the lingua franca in the world. And there are many Englishes and I as a teacher should be able to teach every type of English. If I can't do that, I shouldn't graduate, because the world is developing. We are not in the times where British English was used everywhere. It's no longer that, we have Pakistani English, Indian English. I should be able to teach all of them and implement their own cultures and English culture because culture is important. (R1).

Some of the pre-service teachers believed that they should be informed about the changing status of English in order to transmit the knowledge to their own students:

I think it's necessary to know what has been changing and what's new in the field. It would be useful to know about the World Englishes and the changing status of English so that my learners would also know what the other varieties are. (R8).

Another respondent, R7, expressed a very similar thought as follows:

I think that I should be informed about the World Englishes and the changing status of English. Also, it's crucial that I inform my students about World Englishes. (R7).

On the other hand, one of the pre-service teachers expressed the unnecessary of learning about all of the World Englishes around the world:

They [the students] should realize what's happening around the world. But I think it is not useful for them to learn all the World Englishes. I think they should learn the native English. (R7).

Overall, the pre-service teachers' beliefs about the varieties of English are more likely on the side of the native variety of English in the classroom, especially when the classroom is multicultural. Additionally, most of the pre-service teachers think

that they should get informed about the changing status of English and World Englishes for several reasons, such as keeping up-to-date, and using this information to teach their own students.

4.1.4 Analysis of Instructor Interviews

The first two questions of the instructors' interview were related to the beliefs on the varieties of English. All of the interviews were audio-recorded with the permission of the instructors and then transcribed for further analysis. Depending on the dynamic of the discussion, some follow-up questions were asked to the interviewees such as 'How will you react to the students who have non-native accents in class?'. Each question of the interview was analyzed separately with the summaries presented in the tables.

4.1.4.1 Interview Question 1: Which variety of English (native or non-native) do you believe pre-service teachers should be taught?

This question was asked to identify the instructors' preference between native and non-native variety of English in their teaching in the undergraduate courses. Overall, the instructors believed that both (native and non-native) varieties of English should be taught or at least prospective teachers' awareness should be raised regarding the native and non-native varieties of English. Table 4.5 provides the main ideas of the instructors in relation to their preference between native and non-native variety of English.

Table 4.5: Instructors preference between native and non-native variety of English in their teaching

Main answers	# of respondents
1) Both native and non-native varieties of English should be taught.	(R1), (R2), (R3), (R4), (R5), (R6)
2) Teacher candidates should be aware of the native as well	(R1), (R3), (R4),

as non-native varieties of English.	(R5)
3) I believe that we should teach them with standard variety of English rather than non-native varieties.	(R7)
4) Standard variety of English should be the main goal, but to what extent it is going to be applied is questionable.	(R2),
5) Due to the supplementary materials we use in the department, we have to teach both native and non-native varieties of English.	(R5)

Note: Each number in brackets represents a particular respondent

It would not be wrong to say that most of the instructors believed both native and non-native varieties of English should be taught in ELT classrooms. For instance, one of the instructors replied;

Considering the emerging status of English in the world, I believe teacher education programs should prepare the prospective teachers to be both competent at native varieties of English as language users, and also be fully aware of and knowledgeable about World Englishes as language teachers (R1).

Another instructor responded the question in the same respect;

In my opinion, I believe that they should be taught both native and non-native varieties. They need to know the native (standard) variety plus non-native varieties as well. They should be aware of this difference. Maybe we should teach both standard and non-standard varieties. It should be balanced (R3).

Also, R6 had the same opinion with these instructors;

I believe they should be taught both, I mean non-native varieties and World Englishes, native English such as American English, British English, and they should get the taste of each of these varieties (R6).

Yet, another instructor believed that they should teach both native and non-native varieties of English due to the supplementary materials used in the undergraduate courses.

I think that both of them should be taught. The problem is that some books are written in American English while some others in British English. For example, if you take the books that we use for contextual grammar it is North American, all audio lingual materials are in American English. That's why when you use all these supplementary materials; you have to make your students aware of these varieties as well. So both of them we have, there is no way out; we have to teach both native and non-native varieties, because it is beyond our control and materials are beyond our control (R4).

Lastly, one of the instructors strongly believed that they should teach native (standard) variety of English in order to ensure the ways of communication; in addition, it is a safe means of communication.

I would strongly insist that the standard variety of English should be taught. If I were going to be the instructor of such a course I myself definitely prefer the British standard variety, obviously it's not a kind of rule, but any standard variety can be used such as Australian, American or British. I would definitely go for the standard variety. That should be the main goal, and that should be taught to our students. We have to bear in mind that all these people who have different varieties, they should be familiar with the standard variety as well. So, what is practical for us in terms of communication is to be able to use the standard variety. Of course, to know the varieties of these people is a benefit, and is an advantage. Yet, I can claim that the standard variety is a kind of safe means of communication (R7).

In general, the instructors of the FLE Department believe that both native and non-native varieties of English should be taught to the teacher candidates due to various reasons such as the changing status of English, multiculturalism, and supplementary materials. Most of them mentioned that English language teachers should be aware of the fact that there is not only one standard variety of English, but there are many of them which are widely used all around the World.

4.1.4.2 Interview Question 2: Do you believe that teacher candidates of ELT program are aware of the changing status of English around the World?

This question was asked to find out instructors' perceptions toward the awareness of the teacher candidate of ELT program concerning the changing status of English

around the world. The main answers of the instructors for the second interview question are summarized in Table 4.6.

Table 4.6: Interview Question 2: Do you believe that teacher candidates of ELT program are aware of the changing status of English around the World?

Main answers	# of respondents
1) I believe that teacher candidates of the ELT program are aware of the changing status of English around the World.	(R1), (R2), (R6)
2) To some extent yes they are aware of this changing status of English.	(R3), (R4), (R5), (R7)
3) They are provided information about the changing status of English in the department.	(R4), (R5)

Note: Each number in brackets represents a particular respondent

All of the instructors thought that teacher candidates are aware of the changing status of English around the World due to various reasons such as the courses in the department, the cultural diversity within the department and the university campus and, and rapidly developing technology, specifically the Internet. One instructor said:

I think so. In many courses in the 4-year program I am sure they are introduced the recent and relevant issues about the changing status of English. Courses like Oral Communication Skills, Listening and Pronunciation, Language and Society, and Applied Linguistics offer this opportunity to the ELT students (R1).

Another instructor, R2, replied that due to the developments in the technology, the necessity for English language learning has increased parallel to the technology:

They are, they are pretty aware of that. They just deal with the technology. They simple argue that since the technology is developing in English speaking countries. There is a necessity for English language learning more than before. So they are pretty aware of that changing status of English (R2).

Although one of the instructors expressed his effort to make the students aware of the changing status and varieties of English, the department does not have a systematic way to inform and make students aware of these differences:

When I used to teach contextual grammar, I informed my students and I provided examples of the differences between American English and British English, because I wanted them to be aware of the differences between the two varieties. The book was in American English. In my classes of sociolinguistics sometimes when speaking about the differences about the dialects we also spoke about the differences of these varieties. I don't believe that we have systematically informed our students and make them aware of these differences (R4).

Yet, some of the instructors was suspicious whether the teacher candidates are aware of the changing status of English as much as they are supposed to be:

Well, I wouldn't say that they are not aware, but if I do say that they are aware of the changing status of English, then we need to question the extent to which they are aware of this fact. But I would say that obviously they know that the status of English is changing. But, of course not as much as we do, or not as much as they are supposed to know about it. Still the majority of our students are aware that the status of English is changing nowadays (R7).

The instructor R5 replied that to some extent they are aware due to the multicultural richness in the department:

I think that to some extent yes, because in some of our courses we do talk about different varieties of English. I think a good and important advantage of our program is that there are different students from various cultures and they hear all these different Englishes automatically every day. So I think they have some awareness already (R5).

On the basis of the instructors' responses, it can be concluded that most of the pre-service teachers are aware of the fact that the status of English is changing. The respondents (i.e., the instructors) listed some sources that provide information about the changing status of the English language such as undergraduate courses, and technological developments.

4.2 Research Question 2: What perceptions do the students and the instructors have as regards the current curriculum's effectiveness in meeting the prospective teachers' wants, needs and lacks of knowledge, skills, awareness and thinking about the changing status of English, i.e. World Englishes?

The second research question aims to explore the extent to which the ELT program courses provide information and meet the needs, wants, and lacks of pre-service teachers in relation to the knowledge, skills, awareness, and thinking about the changing status of English, i.e. World Englishes. In order to design an effective course concerning the varieties of English and its changing status, current courses need to be looked at more closely to gain knowledge and awareness of what is lacking.

The evaluation of the courses offered at the FLE Department was aimed in Part 3 of the pre-service teachers' questionnaire (and in Part 2 of the instructors' questionnaire), and in interview question #3 with both pre-service teachers and instructors. The questionnaire consisted of 9 statements, and 1 open-ended question which was about the specific courses that provided information about the changing status of English (i.e. World Englishes). The results of the questionnaires and interviews are presented in the next sections.

4.2.1 Analysis of Pre-service Teacher Questionnaire

The pre-service teachers' responses for each statement were analyzed by using frequency analysis in SPSS. Table 4.7 illustrates the frequency results in percentages regarding pre-service teachers' perceptions on the effectiveness of the ELT curriculum in meeting their needs, wants, and lacks about the changing status of

English (i.e. World English). Overall, the pre-service teachers' perceptions seem to be positive (M=3.65). In general, the pre-service teachers' disagreement for all of the statements remained below 10%, where the agreement was always higher than 50%. However, there is a ratio of uncertainty in their responses, between 27.5% and 37.5%, which shows that some prospective teachers are not sure whether the FLE Department provides enough information about the varieties of English and the changing status of English, i.e. World Englishes.

The statements (item 4 and item 5) which were related to the instructors' contribution to help teacher candidates become aware of emerging varieties of English were mainly perceived positively and somewhat with uncertainty. The statement 'instructors teaching in the FLE Department focus on the changing status of English, i.e. World Englishes in their classes' got the lowest mean score (M=3.55), and the highest 'not sure' score with 37.5%. Based on these outcomes, it seems that pre-service teachers perceive the instructors' input about the varieties of English not enough.

On the other hand, all the other statements were related to the effectiveness of courses in the FLE Department. There was very few participants who believed that the courses do not provide enough information about the varieties of English. The highest score (65.1%) was related to the second statement which was asking about whether the courses meet their needs as regards the changing status of English, i.e. World Englishes. Overall, the pre-service teachers believed that there should be more emphasis on the changing status of English, i.e. World Englishes.

Table 4.7: Results of the pre-service teachers' questionnaire in % (Part 3 Q1-Q9)

QUESTIONS	SD	D	N	A	SA	M	sd
1. The courses offered in the FLE Department provide enough information about the changing status of English, i.e World Englishes.	6.3	0	30	52.5	11.3	3.69	0.75
2. The courses offered in the FLE Department meet my needs as regards the changing status of English, i.e. World Englishes.	0	7.5	27.5	58.8	6.3	3.64	0.71
3. The courses offered in the FLE Department help me to increase my awareness towards the changing status of English, i.e. World Englishes.	0	5	33.8	46.3	15	3.71	0.78
4. Instructors teaching in the FLE Department focus on the changing status of English, i.e. World Englishes, in their classes.	0	8.8	37.5	43.8	10	3.55	0.79
5. I get exposed to varieties of English through the language used by instructors.	0	7.5	32.5	46.3	13.8	3.66	0.81
6. I get exposed to varieties of English through the courses offered in the FLE Department.	0	7.5	30	46.3	16.3	3.71	0.83
7. I get enough exposure to different accents of non-native English speakers through the courses offered in the FLE Department.	0	10	33.8	43.8	12.5	3.59	0.83
8. The current curriculum of the ELT program offers enough opportunity to learn about the changing status of English, i.e. World Englishes.	1.3	6.3	27.5	55	10	3.66	0.79
9. By completing all the courses in the ELT curriculum, I will be fully informed about the changing status of English, varieties of English, and	0	6.3	28.7	52.5	12.5	3.71	0.76

World Englishes.

TOTAL	3.65	0.54
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Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree);
SA (Strongly Agree) **M** = Mean **sd** = Standard Deviation

4.2.2 Analysis of Instructor Questionnaire

The statements in Part 2 of the instructors' questionnaire were related to the effectiveness of the ELT curriculum in meeting their needs, wants, and lacks about the changing status of English (i.e. World English). The results were analyzed through SPSS program by using frequencies. Overall, the instructors' responses gathered around the option of 'not sure' (M=3.23) (Table 4.8).

Based on the results, it seems that the instructors are not certain whether the courses in the FLE Department fulfill the pre-service teachers' needs. For example, the first and second items got 71.4% 'not sure', while only 28.6% of the instructors agreed with these statements. All other items related to the courses concluded similar results showing that that the instructors were 'not sure'. For instance, in item 7, 71.4% of the instructors were not sure whether the courses provide enough teacher candidates exposure to the non-native varieties of English, while 28.7% of them disagreed with the statement.

On the other hand, responses given in item 4 and item 5, which were related to the instructors' contribution of becoming aware of and getting more knowledge about varieties of English, revealed contradictory results. Most of the instructors (85.7%) agreed with the statement 'I focus on the changing status of English, i.e. World English in my classes' (item 4). However, 85.7% of the instructors were not sure

whether the language they use provided enough exposure to teacher candidates about the varieties of English.

Table 4.8: Results of the instructor questionnaire in % (Part 2 Q1-Q9)

QUESTIONS	SD	D	N	A	SA	M	sd
1. The courses offered in the FLE Department provide enough information about the changing status of English, i.e World Englishes.	0	0	71.4	28.6	0	3.29	0.48
2. The courses offered in the FLE Department meet teacher candidates' needs as regards the changing status of English, i.e. World Englishes.	0	0	71.4	28.6	0	3.29	0.48
3. The courses offered in the FLE Department help teacher candidates to increase their awareness towards the changing status of English, i.e. World Englishes.	0	0	85.7	14.3	0	3.14	0.37
4. I focus on the changing status of English, i.e. World Englishes, in my classes.	0	0	14.3	71.4	14.3	4.00	0.57
5. The language I use provide enough exposure to teacher candidates about the varieties of English.	0	0	85.7	14.3	0	3.14	0.37
6. The courses offered in the FLE Department provide enough exposure to teacher candidates about the native varieties of English.	0	14.3	14.3	71.4	0	3.57	0.78
7. The courses offered in the FLE Department provide enough exposure to teacher candidates about the non-native varieties of English	0	28.6	71.4	0	0	2.71	0.48
8. The current curriculum of the ELT program offers enough opportunity for the teacher candidates to learn about the changing status of English, i.e.	0	14.3	85.7	0	0	2.86	0.37

World Englishes.

9. By completing all the courses in the ELT curriculum, students will be fully informed about the changing status of English, varieties of English, and World Englishes.	0	0	85.7	14.3	0	3.14	0.37
TOTAL						3.23	0.58

Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree); **SA** (Strongly Agree) **M** = Mean **sd** = Standard Deviation

4.2.3 Analysis of Pre-service Teacher Interview

Only one question was included in the interview to explore the effectiveness of the current ELT curriculum in meeting the needs, wants, and lacks of the pre-service teachers regarding the World Englishes and the changing status of English. The question mainly focused on the extent to which the undergraduate courses provide information about the changing status of English, i.e. World Englishes. The main responses for this question were summarized in Table 4.9.

Table 4.9: Interview question 3: Do the undergraduate courses in your department provide information about the changing status of English, i.e. World Englishes?

Main answers	Number of respondents
1) We don't have enough courses that provide information about the changing status of English, i.e. World Englishes.	(R1), (R3), (R4), (R5), (R6), (R7), (R8)
2) There should be one course that specifically focuses on the World Englishes.	(R1), (R5), (R7), (R8)
3) Although the instructors put their own notes, the books that are used are old (not updated).	(R6)
4) I think the courses provide enough information about World Englishes.	(R2)

Note: Each number in brackets represents a particular respondent

As shown in Table 4.9, most of the pre-service teachers believe that the undergraduate courses in the FLE Department do not provide enough information about the changing status of English, i.e. World Englishes. Nonetheless, some respondents mentioned that there are one or two courses that genuinely provide information about World Englishes, but still not enough:

The only course is, and we have language and society, but right now the only course that exactly focuses on World Englishes as topic is Applied Linguistics. That's the only course. I wish we had more courses, because it's not enough. I mean we only study one chapter on World Englishes and that's not sufficient for a person to go in the world and teach different forms of World Englishes. (R1).

R3, similarly, mentioned a course that focused on different varieties of English:

There is not too much from what I have seen. There is one course, which is Language and Society. It teaches us the dialects and accents of other countries. There is only one course in the department that provides information about the World Englishes so far. (R3).

Another participant, R5, said:

In our department, I think there are one or two courses that focus on the World Englishes, but I don't think it's enough. I believe that they should offer us more courses regarding the World Englishes. Applied linguistics focuses on the World Englishes, but it's not enough (R5).

Additionally, half of the respondents think that there should be a course that is specific to the changing status of English, i.e. World Englishes:

I have to research articles, watch seminars in order to learn the World Englishes, which is bad. Well, maybe it's good that I am developing myself. But I wish I could learn it from a professional, because you know seminars, you watch them for free, and you don't know if they are giving you right information, but my teachers with Ph D would give me better information. There should be a course specific to World Englishes. (R1).

Another similar view was expressed as follows:

The only undergraduate course in our department that provides information about the World Englishes is Applied Linguistics and it's not enough. There should be more courses about World Englishes, because it's important for us to have knowledge about the how other cultures use English. (R7).

One of the pre-service teachers mentioned that courses do not provide enough information about the changing status of English, i.e. World Englishes, but the instructors include their own materials and notes that give information about it:

I don't think so, because when I look at the publishing dates of the books, I see that some books are old. Some of the books are not updated but some teachers, they put their own notes or their own materials inside the books. (R6).

Overall, the pre-service teachers are not satisfied with the curriculum of the ELT program in relation to its effectiveness in meeting their needs, wants, and lacks about the changing status of English, i.e. World Englishes. Therefore, we can say that there is considerable agreement among the participating pre-service teachers about the need for a new course that specifically focuses on World Englishes in order to fulfill their needs.

4.2.4 Analysis of Instructor Interview

The third question in the interview focuses on the extent to which the instructors in the FLE Department integrate topics related to World Englishes into their undergraduate courses. The main answers of the instructors for this question are summarized in Table 4.10.

Table 4.10: Interview Question 3: To what extent do you integrate topics related to World Englishes into your undergraduate courses?

Main answers	# of respondents
1) I somehow include topics related to World English in my undergraduate courses.	(R1), (R2), (R3), (R5)
2) It depends on the material we use in the course.	(R4), (R6),
3) Due to the nature and scope of my courses, I don't focus on these issues.	(R5), (R6), (R7)

Note: Each number in brackets represents a particular respondent.

Obviously on the basis of the instructors' responses, the integration of the issues related to World Englishes highly depends on the nature and the aim of the course. Some of the instructors mentioned that they include such topics in their undergraduate courses. For example, instructor R2 pointed out that:

Well, we always talk about the World Englishes, like the Englishes spoken in Sri Lanka, Englishes spoken in inner circle or outer circle, regarding the Kachru's circles. So we talk about it, especially in the course Approaches to English Language Teaching. It is a two-semester course. We keep talking about that. We actually even refer to the concept of world Englishes and underline those issues. We are supposed to do it (R2).

Also, R3 replied in a similar way:

I generally teach methodology courses and in my courses I mention about standard and non-standard varieties. For example, when they are preparing listening materials for their micro-teaching, I always remind them that they don't have to find materials which include only the people who are speaking the standard variety. If they have materials on non-standard varieties of English as well, that would be very good for the students. I always try to make them aware that they have to present these different varieties, both standard and non-standard, as input to their students in the future. I try to make them aware of the fact that it's not only standard English that they have to focus on or they have to present their students. But we don't have a separate topic and chapter about World Englishes. I just integrate it myself (R3).

Still another instructor emphasized how s/he integrated the World Englishes topic in the course:

Depending on the course, I try to do it as much as I can. I can give you one example. In the fourth year course in Applied Linguistics, I specifically choose articles about English as a lingua franca, and World Englishes. This is one of main issues that we discuss in class, and students prepare projects about it (R5).

There were some teachers who do not integrate topics on purpose; yet, depending on the materials they use in class, they discuss these topics. One instructor explained it as follows:

I don't have a specific motivation to include this topic just for the sake of including it in my teaching. It depends on the authentic texts that we use. If the reading text has World Englishes in it, then students become aware of that English. But I don't specifically teach them, saying something like 'okay we are now learning about such and such Englishes, such as Chinese Englishes' (R6).

In general, the courses in the FLE Department are not specifically designed to integrate topics related to English as a lingua franca and varieties of English. Although there are some courses that focus on these issues, a more specific course is needed in the Department to make prospective teachers better aware of these topics.

4.3 Research Question 3: How does the perceptual data obtained from the above-mentioned data sources inform the design of a World Englishes course syllabus?

This research question aimed to use the data obtained from the two sources (questionnaire and interview) to develop a 14-week syllabus design for a 'World Englishes' course. In order to do that, a need analysis was conducted with both the pre-service teachers and the instructors of the ELT program at the FLE Department. Part 4 of the questionnaire (Part 3 in instructors' questionnaire) included questions about the goals, content and sequencing, format and presentation, and monitoring and assessment of the new syllabus, and the last three questions from the interviews

were related to the needs analysis. Each part of the curriculum design model is analyzed separately based on the participants' responses. The tables below show the frequency distribution of both pre-service teachers' and instructors' responses.

In addition to the four parts of the needs analysis, one more part was added in order to gain insight about the pre-service teachers' preferences regarding the topics and activities to be included in the new course. This part was composed of two different questions, one asking about topics that the participants are interested, while the other was related to the activities they want to do in the proposed course. They were given three options in each question. The first question's options ranged from 1 to 3 (1= interested, 2 topic is ok, 3 not interested) and the second question's options also ranged from 1 to 3 (1= need, 2= ok, 3= no need). The results of these two questions were also tabulated by the SPSS programs via frequency analysis.

4.3.1 Analysis of Pre-service Teacher Questionnaire

Overall, the responses of the pre-service teachers were positive for the needs analysis part of the questionnaire. Detailed analysis of needs analysis will be reported under subheadings which are the parts of the language curriculum design model. The frequency results of the pre-service teachers' responses for the statements of each part will be analyzed separately.

Table 4.11 shows the frequency distribution of the pre-service teachers' responses of the goals part of the needs analysis. Concerning the goals of the proposed course, nine statements were directed to the participants. These statements were generally related to the native and non-native accents of English, cultural issues about the varieties of English, history and the development of World Englishes and the respondents' expectations after taking the course. The results were dominantly

positive. Apart from item 6, disagreement with the statements remained below 7%, and agreement was never less than 67%. According to their responses, the pre-service teachers expect to learn native English accents (agreement with item 5= 76.2%) more than non-native English accents (agreement with item 6= 67.5%) in the proposed course. For the cultural issues, they expect to learn about how different cultures use English with 87.6% agreement, and be able to comprehend English spoken by different people with 85.1% agreement. Although there was almost no disagreement with the statements, there were some respondents who were not sure about some statements. For instance, item 5 and item 8 had 17.5% uncertainty, while item 6 had 21.3%. Regarding the historical development and spread of the World Englishes, the related statements item, 8 and item 9, got very high positive results with 80.1% and 81.3%, respectively, where the respective disagreement was 2.5% and 5%. In general, it seems that the participants agree with all the statements listed in the goals part of the needs analysis.

Table 4.11: Results of the pre-service teachers' questionnaire in % (Part 4A Q1-Q9)

QUESTIONS	SD	D	N	A	SA	M	sd
1. After this suggested course, I expect to become aware of different varieties of English around the world.	0	1.3	11.3	63.7	23.8	4.10	0.62
2. After this suggested course, I expect to learn about the concept of English as a lingua franca.	1.3	5	13.8	55	25	3.97	0.84
3. After this suggested course, I expect to learn about how different cultures use English.	0	1.3	11.3	57.5	30	4.16	0.66
4. After this suggested course, I expect to be able to comprehend English spoken by different people.	0	2.5	12.5	61.3	23.8	4.06	0.68

QUESTIONS	SD	D	N	A	SA	M	sd
5. After this suggested course, I expect to learn about native English accents.	0	6.3	17.5	51.2	25	3.95	0.82
6. After this suggested course, I expect to learn about non-native English accents.	2.5	8.8	21.3	47.5	20	3.74	0.96
7. After this suggested course, I expect to develop an understanding towards different uses of English.	0	0	7.5	62.5	30	4.23	0.57
8. After this suggested course, I expect to understand how varieties of English has developed.	0	2.5	17.5	46.3	33.8	4.11	0.77
9. After this suggested course, I expect to understand how varieties of English spread around the World.	0	5	13.8	53.8	27.5	4.04	0.78
TOTAL						4.04	0.56

Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree); **SA** (Strongly Agree) **M** = Mean **sd** = Standard Deviation

For the content and sequencing part of the needs analysis, Table 4.12 illustrates the frequency rates. This part mainly focuses on what the pre-service teachers want to see in the content and in what order. The responses were highly positive with a little bit of uncertainty. For instance, almost all of the participants (M=4.70) want the content to give more attention to varieties of English as regards speaking, which is followed by vocabulary again with a relatively high score (M=4.59) and pronunciation (M=4.54). Despite the fact that they want the content to give attention to the linguistic variation (item 1) and accent variation of the native and non-native varieties of English (item 2), there were still ‘not sure’ responses about these items (1 and 2), with 23.8% and 27.5%, respectively.

Surprisingly, for item 6 which is asking about the technological tools being part of the content, 18.8% of the participants selected the ‘not sure’ option. On the other hand, 78.8% of the participants indicated their agreement with the statement. Yet, another statement which is worth mentioning is item 3 about which 18.8% of the participants were ‘not sure’ whether the content should be selected and presented according to their needs and interests. Still, there was a positive outcome with both of the statements (items 6 and 3).

The results reveal that the pre-service teachers want the content to be sequenced from the simplest to the most difficult (item 14) with 77.5% agreement and from the most familiar to the least familiar (item 15) with 83.8% agreement. Pre-service teachers want the content to proceed step by step rather than jumping off topics and rushing into the more complicated issues.

Table 4.12: Results of the pre-service teachers’ questionnaire in % (Part 4B Q1-Q8)

QUESTIONS	SD	D	N	A	SA	M	sd
1. The content of the course should give attention to the linguistic variation of the World Englishes.	0	3.8	23.8	52.5	20	3.89	0.76
2. The content should focus on the native and non-native accents of English varieties.	0	0	27.5	53.8	18.8	3.91	0.67
3. The content should be selected and presented according to my needs and interests.	0	2.5	18.8	48.8	30	4.06	0.76
4. The content should address the aspects of language arisen by the World Englishes such as cultural, phonological, lexical, and grammatical needs.	0	0	13.8	57.5	28.7	4.15	0.63

QUESTIONS	SD	D	N	A	SA	M	sd
5. The content should focus on the native and non-native lexical patterns of English varieties.	1.3	1.3	20	60	17.5	3.91	0.73
6. Technological tools should be part of the learning/teaching of content.	0	2.5	18.8	41.3	37.5	4.14	0.80
7. The course content should give more attention to varieties of English as regards speaking.	0	0	2.5	25	72.5	4.70	0.51
8. The course content should give more attention to varieties of English as regards listening	0	0	6.3	37.5	56.3	4.50	0.61
9. The course content should give more attention to varieties of English as regards reading	1.3	5	11.3	40	42.5	4.18	0.91
10. The course content should give more attention to varieties of English as regards writing.	0	2.5	10	36.3	51.2	4.36	0.76
11. I want the course content to give more attention to varieties of English as regards pronunciation.	0	1.3	10	22.5	66.3	4.54	0.72
12. The course content should give more attention to varieties of English as regards vocabulary.	1.3	0	5	26.3	67.5	4.59	0.70
13. The course content should give more attention to varieties of English as regards grammar.	1.3	6.3	7.5	28.7	56.3	4.32	0.95
14. The course content should be sequenced beginning from the simplest to the most difficult.	1.3	7.5	13.8	30	47.5	4.15	1
15. The course content should be sequenced beginning from the most familiar to the least familiar.	1.3	7.5	8.8	37.5	46.3	4.23	0.9
TOTAL						4.24	0.69

Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree); **SA** (Strongly Agree) **M** = Mean **sd** = Standard Deviation

The next part is related to the format and presentation part of the curriculum design model. Table 4.13 displays the frequency results of the pre-service teachers' responses to the questionnaire. There were 14 items in that part and the results were remarkably positive. Concerning the language fluency issue as stated in item 2, the participants seem to be highly motivated (with 88.7% agreement) to have activities that facilitate the use of language they already know. Similarly, they want to have activities that facilitate learning about varieties of English (item 1). The mean for that item is 4.24.

Moreover, the pre-service teachers want the content to be presented in terms of grammar and vocabulary lists with 81.3% agreement, authentic materials with 82.5% agreement, and tasks and activities with 88.8% agreement. Therefore, the content can be presented by using all these elements to fulfill the expectations of the pre-service teachers in relation to the varieties of English.

As for the statements (item 6 and item 7) which were asking whether the content to be presented in terms of modules or units, the pre-service teachers believe that the content in the textbook should be presented in terms of units (73.8%), whereas only 58.8% of the pre-service teachers wanted the content in the textbook presented in terms of modules. This result shows that they feel more comfortable working through units in the textbook. Considering this outcome, the selected textbook would be more effective and enjoyable for the pre-service teachers if presented in terms of units. Although more than half of the pre-service teachers agreed with the modules format in the textbook, the majority of them wanted to have otherwise which is in units.

The items ranging from 8-12 were asking about what kind of activities (pair work, group work, classroom discussions, individual work, and project-based activities) make them feel comfortable while working with the content. The results revealed that, most of the pre-service teachers feel comfortable working/learning through these activities (pair work, group work, classroom discussions, individual work, and project-based activities). Yet, among all of these activities individual work seems to have the most agreement (78.8%), while group work activities had 68.8% agreement.

Lastly, for the sequencing of the content, they exceptionally believed that the content should have more practical activities than theoretical input. For instance, 84% of the pre-service teachers were positive for the content to have more practical activities (item 14), whereas only 55.1% of them agreed for the content to have more theoretical input (item 15). Therefore, it can be concluded that pre-service teachers are motivated to see more practice in the proposed course rather than having more theoretical input.

Table 4.13: Results of the pre-service teachers' questionnaire in % (Part 4C Q1-Q7)

QUESTIONS	SD	D	N	A	SA	M	sd
1. The content should include materials and activities that facilitate learning about varieties of English.	0	2.5	8.8	51.2	37.5	4.24	0.71
2. The content should include activities that increase familiarity and allow me to use the language I already know.	0	3.8	8.8	57.5	30	4.14	0.72
3. The course content should be presented in terms of grammar and vocabulary lists.	1.3	3.8	13.8	47.5	33.8	4.09	0.86
4. The course content should be presented in terms of authentic	0	2.5	15	40	42.5	4.23	0.79

materials.

QUESTIONS	SD	D	N	A	SA	M	sd
5. The course content should be presented in terms of tasks and activities.	0	1.3	10	48.8	40	4.28	0.69
6. The course content should be presented in the textbook in terms of modules.	2.5	5	33.8	38.8	20	3.69	0.93
7. The course content should be presented in the textbook in terms of units.	0	3.8	22.5	38.8	35	4.05	0.85
8. It is comfortable to work/learn the content through pair work activities.	5	3.8	20	30	41.3	3.99	1.01
9. It is comfortable to work/learn the content through group work activities.	11.3	6.3	13.8	31.3	37.5	3.78	1.32
10. It is comfortable to work/learn the content through classroom discussions.	3.8	7.5	17.5	28.7	42.5	3.99	1.11
11. It is comfortable to work/learn the content through individual work.	1.3	8.8	11.3	38.8	40	4.08	0.99
12. It is comfortable to work/learn the content through project-based activities.	2.5	6.3	16.3	40	35	3.99	1
13. The course content should have more theoretical input.	5	20	20	43.8	11.3	3.36	1.08
14. The course content should have more practical activities.	0	2.5	12.5	33.8	51.2	4.34	0.79
TOTAL						4.01	0.79

Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree); **SA** (Strongly Agree) **M** = Mean **sd** = Standard Deviation

For the monitoring and assessment part of the needs analysis, the pre-service teachers believed that they should get feedback on their progress and be able to check their own progress. As shown in Table 4.14, the related items about the feedback issue (i.e., item 1 and item 2) got the highest mean scores (M=4.50 and M=4.37,

respectively). This result might imply that the respondents would like the course to be designed in such a way that they would be able to get feedback and thus monitor and improve their learning.

Regarding the assessment tools such as mid-term exams, homework and assignments, quizzes, portfolios, project work, in-class discussions, final exam, and oral production, that can take place in the proposed syllabus, the pre-service teachers showed agreement with almost all of them, yet with varying proportions. For instance, homework and assignments (item 4) and oral production (item 10) are the most frequently preferred ones among others with the same frequency rate (81.3%). Portfolios (item 6), however, are comparatively less preferred one with the lowest frequency rate (71.3%).

Lastly, the participants want the assessment and monitoring tools to demonstrate their understanding of English varieties (item 11). The mean score of this item is 4.20. Based on this finding, it can be said that proposed syllabus should provide the learners with supportive feedback which will help them to improve their language.

Table 4.14: Results of the pre-service teachers' questionnaire in % (Part 4D Q1-Q4)

QUESTIONS	SD	D	N	A	SA	M	sd
1. I need to receive feedback on my learning.	0	1.3	7.5	31.3	60	4.50	0.69
2. The course should provide an opportunity to check my progress.	1.3	1.3	7.5	38.8	51.2	4.37	0.78
3. I need to be assessed in this course in terms of mid-term exams.	5	6.3	15	36.3	37.5	3.95	1.13
4. I need to be assessed in this course in terms of homework and assignments.	6.3	3.8	8.8	37.5	43.8	4.09	1.11

QUESTIONS	SD	D	N	A	SA	M	sd
5. I need to be assessed in this course in terms of quizzes.	5	3.8	13.8	36.3	41.3	4.05	1.07
6. I need to be assessed in this course in terms of portfolios.	6.3	6.3	16.3	32.5	38.8	3.91	1.17
7. I need to be assessed in this course in terms in project work.	3.8	5	10	38.8	42.5	4.11	1.03
8. I need to be assessed in this course in terms of in-class discussion.	7.5	5	10	32.5	45	4.02	1.2
9. I need to be assessed in this course in terms of final exam.	5	10	12.5	37.5	35	3.88	1.15
10. I need to be assessed in this course in terms of oral production.	1.3	1.3	16.3	33.8	47.5	4.25	0.86
11. I want the assessment to demonstrate my understanding of English varieties.	0	0	13.8	52.5	33.8	4.20	0.66
TOTAL						4.12	0.76

Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree); **SA** (Strongly Agree) **M** = Mean **sd** = Standard Deviation

As long as the topics of interests are concerned, 10 different topics were given to the participants to indicate their degree of interest ranging from 1-3 (1= interested, 2= topic is ok, 3= not interested). Overall, the responses revealed that the pre-service teachers are interested in the given topics. Some topics such as ‘communication strategies to negotiate linguistic differences’ and ‘multilingualism’ got more interest than others with 55% and 53.8% frequency of interest, respectively. Apparently, ‘ownership of a language’ got the least interest with 28.7% from the pre-service teachers, followed by ‘testing and WE’ with 27.5%.

Based on the results of this part, ‘multilingualism’, ‘communication strategies’ and ‘cultural issues related to World Englishes’ seem to be the most desired topics that

the pre-service teachers want to see in the newly proposed course. On the contrary, the pre-service teachers are not very much interested in ‘testing and WE’ and ‘ownership of a language’. Considering the importance of motivation of the pre-service teachers, the topics should be selected based on their interests. As shown in Table 4.15, pre-service teachers are satisfied with most of the topics. Therefore, these topics can be included in the new course in accordance with their degree of interest.

Table 4.15: Results of the pre-service teachers’ questionnaire in % (Part 4E1)

QUESTIONS	1	2	3	M	sd
1. Variations of English grammar	35	46.3	18.8	1.84	0.71
2. Cultural issues related to World Englishes (WE)	43.8	48.8	7.5	1.64	0.62
3. Communication strategies to negotiate linguistic differences	55	30	15	1.60	0.73
4. Linguistic and cultural diversity and identity	45	37.5	17.5	1.72	0.74
5. Ownership of a language	27.5	43.8	28.7	2.01	0.75
6. Multilingualism	53.8	37.5	8.8	1.55	0.65
7. WE-oriented materials development	32.5	48.8	18.8	1.86	0.70
8. Designing WE-aware lesson plans	33.8	50	16.3	1.82	0.68
9. Native vs Nonnative speakerness	41.3	45	13.8	1.73	0.69
10. Testing and WE	32.5	40	27.5	1.95	0.77
TOTAL				1.77	0.64

Note: **1**= Interested; **2**= Topic is ok; **3**= Not interested **M** = Mean
sd = Standard Deviation

Lastly, the participants were given several options of activities and tools that they want to do in the newly proposed course. They were supposed to select a prompt ranging from 1-3 (1= need, 2= ok, 3= no need). The analysis of their responses is shown in Table 4.16 with the frequency, mean and standard deviation rates. Mostly, their answers were positive, which shows that they are satisfied with the activities

and tools provided in the questionnaire and want them to be integrated in the new course.

The pre-service teachers definitely want to have speaking practice in the proposed course (71.3%). Similarly, it is worth noting that they desire to have classroom discussions with 63.7% ratio. It seems that options from 2 to 4 (i.e., have vocabulary practice, have grammar practice, read more, and have listening practice) took similar proportion of interest from the pre-service teachers. However, ‘prepare small-scale projects’ option was not very favorable among the responses with 37.5% ‘need’, and 20% ‘no need’.

Table 4.16: Results of the pre-service teachers’ questionnaire in % (Part 4E2)

QUESTIONS	1	2	3	M	sd
1. Speaking practice	71.3	16.3	12.5	1.41	0.70
2. Vocabulary practice	53.8	35	11.3	1.58	0.68
3. Grammar practice	46.3	37.5	16.3	1.70	0.73
4. Reading practice	52.5	36.3	11.3	1.59	0.68
5. Listening practice	55	31.3	13.8	1.59	0.72
6. Small-scale projects	37.5	42.5	20	1.82	0.74
7. Technology-integrated	57.5	33.8	8.8	1.51	0.65
8. Negotiating skills	47.5	38.8	13.8	1.66	0.71
9. Classroom discussions	63.7	26.3	10	1.46	0.67
TOTAL				1.59	0.59

Note: **1** = Need **2** = Activity is ok **3** = No need **M** = Mean
sd = Standard Deviation

The last question of the pre-service teacher questionnaire was related to their expectations from the newly proposed course. Out of 80 pre-service teachers who responded the questionnaire, only 33 of them answered this particular question. Some of them mentioned that it is important to have a practical class rather than

having only theoretical input, and to create a friendly and enjoyable atmosphere in the classroom to make teaching/learning process more effective.

4.3.2 Analysis of Instructor Questionnaire

Similar to the previous section, the analysis of responses given by the instructors as regards needs analysis about the newly proposed course is reported under the following subheadings: goals, content and sequencing, format and presentation, and monitoring and assessment, by giving frequency distribution for the related items in each subheading.

Table 4.17 presents the frequency distribution of the instructors' responses in the 'goals' part of the needs analysis. Concerning the goals of the proposed course, nine statements were directed to the participants. These statements were generally related to the native and non-native accents, cultural issues about the varieties of English, history and the development of World Englishes and the respondents' expectations after taking the course. None of the instructors disagreed with or was uncertain about any of the statements related to the goals part, which means that they totally agree with all of the statements as the goals of the proposed course. For instance, the statements related to the accents of the native accent (item 5) and non-native accents (item 6), the instructors indicated their agreement with 85.7% 'agree' and 14.3% 'strongly agree'. The second statement (i.e., 'teacher candidates should learn about the concept of English as a lingua franca') was the highest in mean score (M=4.57) with 57.1% 'strongly agree'.

Table 4.17: Results of the instructor questionnaire in % (Part 3A Q1-Q9)

QUESTIONS	SD	D	N	A	SA	M	sd
1. After this suggested course, I expect the teacher candidates to							

become aware of different varieties of English around the world.	0	0	0	57.1	42.9	4.43	0.53
QUESTIONS	SD	D	N	A	SA	M	sd
2. After this suggested course, I expect the teacher candidates to learn about the concept of English as a lingua franca.	0	0	0	42.9	57.1	4.57	0.53
3. After this suggested course, I expect the teacher candidates to learn about how different cultures use English.	0	0	0	71.4	28,6	4.17	0.40
4. After this suggested course, I expect the teacher candidates to be able to comprehend English spoken by different people.	0	0	0	57.1	42.9	4.43	0.53
5. After this suggested course, I expect the teacher candidates to learn about native English accents.	0	0	0	85.7	14.3	4.14	0.37
6. After this suggested course, I expect the teacher candidates to learn about non-native English accents.	0	0	0	85.7	14.3	4.14	0.37
7. After this suggested course, I expect the teacher candidates to develop an understanding towards different uses of English.	0	0	0	71.4	28,6	4.29	0.48
8. After this suggested course, I expect the teacher candidates to understand how varieties of English has developed.	0	0	0	71.4	14.3	4.00	0.57
9. After this suggested course, I expect the teacher candidates to understand how varieties of English spread around the World.	0	0	0	85.7	14.3	4.14	0.37
TOTAL						4.26	0.22
Note: SD (Strongly Disagree); D (Disagree); N (Not Sure); A (Agree); SA (Strongly Agree) M = Mean sd = Standard Deviation							

Table 4.18 illustrates the results of the ‘content and sequencing’ part of the instructors’ questionnaire. This part of the questionnaire seeks to find out the thoughts of the instructors in relation to the content and the order of the content to be presented in the proposed course. The responses revealed that there was no disagreement with the statements, with slight uncertainty, and the rest of the answers were highly positive. For instance, item 1 and item 2, which were related to the linguistic variation and accents of native and non-native accents of English, got very high agreement with 85.7% and 100% agreement, respectively.

Table 4.18: Results of the instructor questionnaire in % (Part 3B Q1-Q8)

QUESTIONS	SD	D	N	A	SA	M	sd
1. The content of the course should give attention to the linguistic variation of the World Englishes.	0	0	14.3	71.4	14.3	4.00	0.57
2. The content should focus on the native and non-native accents of English varieties.	0	0	0	100	0	4.00	0
3. The content should be selected and presented according to the needs and interests of teacher candidates.	0	0	14.3	57.1	28.6	4.14	0.69
4. The content should address the aspects of language arisen by the World Englishes such as cultural, phonological, lexical, and grammatical needs.	0	0	14.3	71.4	14.3	4.00	0.57
5. The content should focus on the native and non-native accents of English varieties.	0	0	0	100	0	4.00	0
6. Technological tools should be part of the learning/teaching of content.	0	0	14.3	42.9	42.9	4.29	0.75
7. The course content should give more attention to varieties of English as regards speaking.	0	0	0	85.7	14.3	4.14	0.37

QUESTIONS	SD	D	N	A	SA	M	sd
8. The course content should give more attention to varieties of English as regards listening.	0	0	0	85.7	14.3	4.14	0.37
9. The course content should give more attention to varieties of English as regards reading.	0	0	28.6	71.4	0	3.71	0.48
10. The course content should give more attention to varieties of English as regards writing.	0	0	57.1	42.9	0	3.43	0.53
11. The course content should give more attention to varieties of English as regards pronunciation.	0	0	28.6	57.1	14.3	3.86	0.69
12. The course content should give more attention to varieties of English as regards vocabulary.	0	0	42.9	57.1	0	3.57	0.53
13. The course content should give more attention to varieties of English as regards grammar.	0	0	57.1	42.9	0	3.43	0.53
14. The course content should be sequenced beginning from the simplest to the most difficult.	0	0	0	71.4	28.6	4.29	0.48
15. The course content should be sequenced beginning from the most familiar to the least familiar.	0	0	0	85.7	14.3	4.14	0.37
TOTAL						3.94	0.44
Note: SD (Strongly Disagree); D (Disagree); N (Not Sure); A (Agree); SA (Strongly Agree) M = Mean sd = Standard Deviation							

Table 4.19 shows the frequency distribution of the ‘format and presentation’ part of the instructors’ questionnaire. The instructors agreed with most of the statements (M=3.99). There were some statements that they were not sure. For instance, item 3, which was related to the presentation of the content in terms of grammar and vocabulary lists, got 57.1% uncertainty, and 28.6% agreement, whereas the other related items were relatively more positive. For item 4, the instructors stated their

total agreement (100%) for the content to be presented in terms of authentic materials. Similarly, for item 5, they were positive with 85.7% agreement.

For the two statements (item 6 and item 7) that were related to the presentation of the textbook in terms of modules or units, the instructors strongly believed that a textbook should be presented in terms of units with 85.7% agreement, while presentation in terms of modules remained at 28.6% agreement. This shows that the instructors dominantly want the textbook to be presented in terms of units rather than modules.

The statements from item 8 to item 12 were related to the instructors' perceptions of the types of activities in which teacher candidates would feel comfortable while working with. Since the instructors' responses were highly positive with the statements, there was no priority among the instructors' answers in these activities (pair work activities, group work activities, classroom discussions, individual work, and project-based activities). Yet, the tenth and twelfth statements 'it will be comfortable for the teachers' candidates to work/learn the content through classroom discussions' (item 10) and 'project-based activities' (item 12) were more preferable than the others with the highest mean score ($M=4.43$), while 'individual work' was the least preferable among others with the lowest mean score ($M=4.00$).

As for the statements (item 13 and item 14) that were asking about whether the content should have more theoretical input or more practical activities, the instructors indicated their preference on the more practical activities with 85.7% agreement, while they reported their disagreement with the statement 'the content should have more theoretical input' with 42.9%. Clearly, the instructors strongly believed that

such a course should have more practical activities than just focusing on the theories, concepts, and terms.

Table 4.19: Results of the instructor questionnaire in % (Part 3C Q1-Q7)

QUESTIONS	SD	D	N	A	SA	M	sd
1. The content should include materials and activities that facilitate learning about varieties of English.	0	0	0	28.6	71.4	4.71	0.48
2. The content should include activities that increase familiarity, and allow the teacher candidates to use the language they already know.	0	0	0	57.1	42.9	4.43	0.53
3. The content should be presented in terms of grammar and vocabulary lists.	0	14.3	57.1	28.6	0	3.14	0.69
4. The content should be presented in terms of authentic materials.	0	0	0	71.4	28.6	4.29	0.48
5. The content should be presented in terms of tasks and activities.	0	0	14.3	57.1	28.6	4.14	0.69
6. The content should be presented in the textbook in terms of modules.	0	28.6	42.9	28.6	0	3.00	0.81
7. The content should be presented in the textbook in terms of units.	0	0	14.3	85.7	0	3.86	0.37
8. It will be comfortable for the teachers' candidates to work/learn the content through pair work activities.	0	0	0	71.4	28.6	4.29	0.48
9. It will be comfortable for the teachers' candidates to work/learn the content through group work activities.	0	0	0	71.4	28.6	4.29	0.48

QUESTIONS	SD	D	N	A	SA	M	sd
10. It will be comfortable for the teachers' candidates to work/learn the content through classroom discussions.	0	0	0	57.1	42.9	4.43	0.53
11. It will be comfortable for the teachers' candidates to work/learn the content through individual work.	0	0	14.3	71.4	14.3	4.00	0.57
12. It will be comfortable for the teachers' candidates to work/learn the content through project-based activities.	0	0	0	57.1	42.9	4.43	0.53
13. The content should have more theoretical input.	14.3	28.6	28.6	28.6	0	2.71	1.11
14. The content should have more practical activities.	0	0	14.3	57.1	28.6	4.14	0.69
TOTAL						3.99	0.80

Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree); **SA** (Strongly Agree) **M** = Mean **sd** = Standard Deviation

The frequency distribution of the 'monitoring and assessment' part of the instructors' questionnaire is shown in Table 4.20. In general, the instructors' responses were positive (M=4.11). The first two items in this part got the highest mean score with M=4.43. They were related to the fact that teacher candidates need to receive feedback on their learning and be provided with the opportunity to check their progress. Based on this result, it would not be wrong to say that the instructors strongly believe that providing feedback to teacher candidates is very important.

The statements ranging from item 3 to item 10 were related to the instructors' preferences of how the teacher candidates need to be assessed in this course. Each

item was provided with an assessment tool, namely mid-term exams (item 3), homework and assignments (item 4), quizzes (item 5), portfolios (item 6), project work (item 7), in-class discussions (item 8), final exam (item 9), and oral production (item 10). According to the results, most of the instructors agreed with all the assessment tools to be used in the proposed course. Hence, there were some more preferable and less preferable tools. For example, ‘class-discussions’ was the most preferable with 4.29 mean score, while ‘final exam’ was the least preferable with 3.71 mean score. Only one instructor was not sure about items 6 and 7, and two of the instructors were not sure about item 10, while other instructors agreed with these items.

Table 4.20: Results of the instructor questionnaire in % (Part 3D Q1-Q4)

QUESTIONS	SD	D	N	A	SA	M	sd
1. Teacher candidates need to receive feedback on their learning.	0	0	0	57.1	42.9	4.43	0.53
2. The course should provide an opportunity for them to check their progress.	0	0	0	57.1	42.9	4.43	0.53
3. Teachers candidates need to be assessed in this course in terms of mid-term exams.	0	14.3	0	71.4	14.3	3.86	0.90
4. Teachers candidates need to be assessed in this course in terms of homework and assignments.	0	0	0	85.7	14.3	4.14	0.37
5. Teachers candidates need to be assessed in this course in terms of quizzes.	0	0	0	85.7	14.3	4.14	0.37
6. Teachers candidates need to be assessed in this course in terms of portfolios.	0	0	14.3	71.4	14.3	4.00	0.57

QUESTIONS	SD	D	N	A	SA	M	sd
7. Teachers candidates need to be assessed in this course in terms of project work.	0	0	14.3	71.4	14.3	4.00	0.57
8. Teachers candidates need to be assessed in this course in terms of in-class discussion.	0	0	0	71.4	28.6	4.29	0.48
9. Teachers candidates need to be assessed in this course in terms of final exam.	0	14.3	14.3	57.1	14.3	3.71	0.95
10. Teachers candidates need to be assessed in this course in terms of oral production.	0	0	28.6	42.9	28.6	4.00	0.81
11. The assessment should demonstrate their understanding of English varieties.	0	0	0	71.4	28.6	4.29	0.48
TOTAL						4.11	0.38

Note: **SD** (Strongly Disagree); **D** (Disagree); **N** (Not Sure); **A** (Agree); **SA** (Strongly Agree) **M** = Mean **sd** = Standard Deviation

Table 4.21 presents the frequency distribution of the instructors' responses in relation to the topics of interest. Overall, the instructors selected 'interested (1)' option rather than 'not interested (3)', which indicates their agreement with the topics. There were 10 topics included in the questionnaire, and based on the results, some of the topics were more favorable than the others. For example, 'WE-oriented materials', 'cultural issues related to World Englishes (WE)', and 'designing WE-aware lesson plans' were the most preferable ones with 85.7% agreement. On the other hand, topics like 'ownership of a language', and 'testing and WE' were the least preferable ones with 14.3% and 28.6% agreement, respectively.

Moreover, the instructors had a more positive view of some other topics. For instance, ‘multilingualism’ was desirable with 71.4% interest, and 28.6% of the instructors thought the topics were fine. Also, topics like ‘variations of English grammar’, and ‘native vs non-native speakerness’ were found to be interesting by 57.1% of the instructors. Since most of the time instructors are the authorities in class, it is very important to consider their ideas/thoughts in designing such a course.

Table 4.21: Results of the instructor questionnaire in % (Part 4E1)

QUESTIONS	1	2	3	M	sd
1. Variations of English grammar	57.1	28.6	14.3	1.57	0.78
2. Cultural issues related to World Englishes (WE)	85.7	14.3	0	1.14	0.37
3. Communication strategies to negotiate linguistic differences	42.9	57.1	0	1.57	0.53
4. Linguistic and cultural diversity and identity	42.9	57.1	0	1.57	0.53
5. Ownership of a language	14.3	85.7	0	1.86	0.37
6. Multilingualism	71.4	28.6	0	1.29	0.48
7. WE-oriented materials development	85.7	14.3	0	1.14	0.37
8. Designing WE-aware lesson plans	85.7	14.3	0	1.14	0.37
9. Native vs Nonnative speakerness	57.1	42.9	0	1.43	0.53
10. Testing and WE	28.6	57.1	14.3	1.86	0.69
TOTAL				1.45	0.56

Note: **1**= Interested; **2**= Topic is ok; **3**= Not interested **M** = Mean
sd = Standard Deviation

The last question of the needs analysis part of the instructors’ questionnaire was related to the activities and tools to be used in the proposed course. Table 4.22 shows the responses of the instructors in percentage. The instructors were provided with 10 statements about the activities to be done in the course based on their perceptions. Apparently, all of the instructors believed that listening practice is the most important

activity among others. Similarly, the instructors were in favor of some other activities such as ‘speaking practice’ and ‘classroom discussions’ with 85.7% agreement, as well as ‘preparation of small-scale projects’, ‘use of technology’, and ‘practicing negotiating skills’ with 71.4% agreement. However, some other activities like ‘grammar practice’ and ‘reading more’ were not desired by the instructors. As shown in the table below (Table 4.22), these two options got the lowest ‘need’ (1) option and the highest ‘no need’ (3) option.

Table 4.22: Results of the instructor questionnaire in % (Part 4E2)

QUESTIONS	1	2	3	M	sd
1. Speaking practice	85.7	14.3	0	1.14	0.37
2. Vocabulary practice	57.1	14.3	28.6	1.71	0.95
3. Grammar practice	28.6	42.9	28.6	2.00	0.81
4. Reading practice	42.9	57.1	0	1.57	0.53
5. Listening practice	100	0	0	1.00	0
6. Small-scale projects	71.4	28.6	0	1.29	0.48
7. Technology-integrated	71.4	28.6	0	1.29	0.48
8. Negotiating skills	71.4	14.3	14.3	1.43	0.78
9. Classroom discussions	85.7	14.3	10	1.14	0.37
TOTAL				1.39	0.41

Note: **1** = Need **2** = Activity is ok **3** = No need **M** = Mean
sd = Standard Deviation

The last question in the questionnaire was an open-ended question to find out if the instructors have any other expectations from the proposed course. Out of seven instructors who participated in the questionnaire, only four of them answered this question. They mostly referred to the statements in the questionnaire such as raising pre-service teachers’ awareness of the varieties of English, informing students about the changing status of English, and providing them with samples of different uses of English that are included in the previous parts of the questionnaire. Other than that,

some of the instructors added new issues related to the World Englishes and varieties of English such as intercultural competence (IC), communicative competence (CC), which are highly important to consider for syllabus design.

4.3.3 Analysis of Pre-service Teacher Interviews

The last three questions of the interview were related to the needs analysis in accordance with the third research question. The data gathered through these three questions enable the researcher to identify the needs, wants, and lacks of the pre-service teachers regards to the changing status of English, i.e. World Englishes. The responses of the pre-service teachers for each question were analyzed separately and then summarized in tables.

4.3.3.1 Interview Question 4: What should be the goals of the new course?

This question explores the pre-service teachers' beliefs concerning the goals of the proposed course. In fact, it was asked to cross-check and verify the answers given in response to a similar question in the questionnaire. The main answers for this question are displayed in Table 4.23.

Table 4.23: Interview question 4: What should be the goals of the new course??

Main answers	Number of respondents
1) become aware of different varieties of English around the world.	(R1), (R2), (R3), (R5), (R6), (R7), (R8)
2) learn about the concept of English as a lingua franca.	(R1), (R5), (R6)
3) learn about how different cultures use English.	(R3), (R4), (R6), (R8)
4) be able to comprehend English spoken by different people.	(R1), (R6), (R7)
5) learn about native English accents.	(R4), (R6), (R7)
6) learn about non-native English accents.	(R4), (R6), (R7)
7) develop an understanding towards different uses of English.	(R1), (R4), (R5), (R6)
8) understand how varieties of English have developed.	(R2), (R6)

9) understand how varieties of English spread around the World. (R2), (R6)

Note: Each number in brackets represents a particular respondent

As seen in Table 4.23, the key word for the goals of the course is ‘awareness’ in relation with different varieties of English around the World. Apart from one pre-service teacher, all of them emphasized this goal (i.e., become aware) as the main goal of the proposed course. Some other responses were as follows:

The goals should be, for example, they should teach you the differences between the varieties, like why are there specifically American English, why are there British English. For example, why they call it a ‘bin’ in England, but in America they call it ‘trash can’. They should explain the differences why (R3).

It seems that the respondent did not understand what World Englishes refer to, and thus focused on the differences between only two standard (British and American) varieties of English. Another respondent (R6) added:

Obviously, all of the aims that you mention in your questionnaire are important, especially to become aware of different varieties of English around the World (R6).

Additionally, half of the respondents believed that it is important to learn about how different cultures use English:

We should learn different cultures, believes to understand them carefully. This is really important for me. If you can’t understand other cultures, it means you are not open-minded yet (R4).

Another mostly mentioned goal for the proposed course was ‘develop an understanding towards different uses of English’.

Goals should be to help us understand different varieties of English and to develop the English as a lingua franca and also to become aware of different cultures uses English differently (R5).

Overall, it seems that pre-service teachers agree with the given statements in the goal part of the questionnaire. Obviously, the most frequently mentioned goal was to become aware of different varieties of English around the world.

4.3.3.2 Interview Question 5: What should the content of the new course consist of?

The fifth interview question was related to the content of the proposed course in which the pre-service teachers believe the course should have. The main focus of the question was to identify the pre-service teachers' thoughts on the content of the course. The answers were not varied much among the respondents. Table 4.24 summarizes the main thoughts of the pre-service teachers concerning the content of the proposed course.

Table 4.24: Interview question 5: What should the content of the new course consist of?

Main answers	Number of respondents
1) The content of the proposed course should be selected according to the needs and interests of the students.	(R1), (R2), (R5), (R7), (R8)
2) The content of the proposed course should focus on the accents of the English varieties.	(R1), (R2), (R3), (R4), (R6)
3) The content of the proposed course should focus on the linguistic variation of the English varieties.	(R2), (R5)
4) The content of the proposed course should give attention to the differences between native and non-native varieties of English.	(R5), (R6)
5) The content of the proposed course should focus on the culture of the English speaking countries.	(R4), (R6)
6) The content of the proposed course should have authentic materials and real-world tasks.	(R1), (R2)

Note: Each number in brackets represents a particular respondent

Based on the responses, it can be concluded that most of the pre-service teachers preferred the content to be selected based on their needs and interests. Some examples from the responses:

The content of the proposed course should be based on our needs and interests. Then, it would be motivating and attracting. (R5).

The content of the proposed course should be selected on the needs and interests of us (R7).

Furthermore, they believed that learning the accents of English varieties is exceptionally important. Most of the pre-service teachers mentioned that they want to have the content to focus on different accents so that they would be able to comprehend different people from different ethnic backgrounds:

It should be about the accents, even the dialects. I think the dialects are the most important. Because as you know even in the Cyprus the Turkish words spoken are not the same as spoken in Turkey and even in Turkey there are different words used in different dialects. There is a huge difference (R3).

If I'm going to be a teacher, I will not focus on only native or non-native varieties of English. I will try to use both. For example, when I'm going to use audio recordings or videos, I'm not going to choose people from only the native countries such as USA or England, but I will put people from different parts of the World such as Japan, Singapore, and China. So that students could be familiar with different accents (R6).

Two of the pre-service teachers stressed the importance of authenticity and real-world tasks. One of them (R1) also believed that this course should be more practical than theoretical:

There should be real-world tasks for the content, because students will go out to the real World. Authenticity is important. They can't just sit down, hear it from book, here is present simple, here is present past, and they will throw it our face (R1).

I believe that authentic materials take more attention from the students and this makes them more successful because they pay more attention, more

importance to the courses. The task should be real-world topics such as daily life routines (R2).

The pre-service teachers believed that the content of the course should be selected and presented according to their needs. Also, they preferred to have the content to present the native accents of English than the non-native accents of English.

4.3.3.3 Interview Question 6: How would you like to be assessed in the new course?

For the last question of the interview, the pre-service teachers were asked to identify what kind of assessment tools they would like to have in the proposed course. The issue of assessment is definitely linked to the content of the course. Since the earlier results show that the pre-service teachers prefer to have more practical activities and tasks in the course, similar opinions are expected to emerge as preferred assessment tools. The results are summarized in Table 4.25.

Table 4.25: Interview Question 6: How would like to be assessed in the proposed course?

Main answers	Number of respondents
1) Doing projects will be more effective.	(R1), (R2), (R3), (R4), (R5), (R6), (R7), (R8)
2) Exams are not a good way to assess the students in this course.	(R4), (R5), (R6), (R7), (R8)
3) Presentations would be very helpful for the students.	(R4), (R5), (R7)

Note: Each number in brackets represents a particular respondent

The results revealed that all of the pre-service teachers believed that projects would be the best assessment tool in this course. There were various reasons put forward by the pre-service teachers against exams. Some of these reasons were:

I think doing just mid-term and final is wrong. I think there should be mid-term, but the final should be a project where we go out and find students and different types of World Englishes, analyze them how we can teach them, make a course for them, I think it will so effective into teaching them (R1).

In my opinion, I personally don't like projects, but the best way to do would be projects, to go outside, have exposure. When you meet people, you can see the differences, when you are talking. Projects are the best way to do it (R3).

I think having projects or doing activity in class is much better than examination. We can't delete the exams 100%, but at least we can put for example most of the points on the projects or activities, because for example for the exam something might happen to that student, he/she might be stressful, or won't be able to come to the lesson or working at somewhere else. Also, when they go outside and do projects or activities, they can remember stuffs much better (R6).

Also, some of the pre-service teachers believed that doing presentations would be a very effective way of assessing the students. Some of them mentioned that presenting their final projects in front of the class would be very beneficial:

I think examination is not good with these topics, because in exams, students cannot reflect their beliefs and ideas properly. I think projects, presentations and discussions would be great for such a course (R4).

Similarly, another pre-service teacher mentioned that:

For me, I don't like exams; final-projects would be better. I also like presentations like using power point; it would be very helpful for students, it would help me to speak more and that's why I can improve my English as well. Okay exams are good for most of the students and teachers. It would be easy for teachers especially, but I believe projects would be good as I experienced in my previous courses (R5).

Overall, it seems that the pre-service teachers would like to have final projects, presentations, in-class discussions and activities as preferable assessment tools,

rather than having final examinations. Although they dislike the examinations in general, they are aware of the fact that they cannot be excluded completely.

4.3.4 Analysis of Instructor Interviews

For the needs analysis, three questions (Q4, Q5, and Q6) were asked to the instructors during the interview. In general, these questions were related to the instructors' perceptions of the needs, wants, and lacks of the pre-service teachers in relation to the World Englishes and the changing status of English; more specifically the instructors' thoughts about the goals, the content, and assessment tools of the proposed course. Each question was analyzed separately and the main answers were summarized in tables.

4.3.4.1 Interview Question 4: What should be the goals of the new course?

The fourth question focuses on the instructors' thoughts about the goals of the course to be newly proposed. It seems that the majority of the instructors believed that the most important goal should be to raise pre-service teachers' awareness concerning the changing status of English and varieties of English. The summary of the instructors' responses is shown in Table 4.26.

Table 4.26: Interview Question 4: What should be the goals of the new course?

Main answers	# of respondents
1) One of the main goals should be to raise pre-service teachers' awareness.	(R1), (R4), (R5), (R7)
2) This course should introduce samples of different varieties of English.	(R1), (R3), (R5) (R7)
3) This course should help students to identify the differences between varieties in terms of grammar, pronunciation, and vocabulary.	(R4)
4) This course should inform the prospective teachers of ELT with the relevant information about the English.	(R2), (R6), (R7)

Note: Each number in brackets represents a particular respondent

Several instructors listed a couple of main goals that should be in the proposed course. Although the most frequently used word was ‘awareness’, some other goals were reported in the interview sessions such as:

As I said before, the students at the ELT program should be well-informed and well-equipped about the concerns of World Englishes, including its challenges. A course on World Englishes should have three goals, in my opinion. Firstly, it should inform the prospective teachers about the changing status of English due to global spread of English language. Secondly, it should raise their awareness of the challenges that this situation can create in their own teaching context, and thirdly it should involve them in developing ways (plans) about how to integrate the relevant research findings into their own teaching context (R1).

Similarly, another instructor indicated similar but also somehow different goals:

Definitely the first main goal should be to raise their awareness in the students rather than teaching all of these varieties. They should be aware of the fact that English is not only one variety. There are so many varieties, that’s why we all have these World Englishes. Once we raise this awareness in the students regarding these World Englishes and different varieties, I believe that students will be much more open to understand what is going on. Even, I would go one step further: once they have this awareness, they will be more positive regarding familiarizing themselves with these varieties. To what extent are they going to be able to do these is another question. But at least they will open their mind. In other words they will be very positive about these. So the main goal of this course should be raising their awareness, and the second goal might be to familiarize them, and then the third might be to teach them some of these varieties. To provide with examples, maybe depending on their choice to familiarize them with some of these varieties. Maybe try to learn some aspects of these varieties, to put some demos in the classroom. They themselves should be the ones that decide which variety they want to learn (R7).

One of the instructors stressed the importance of different varieties in terms of grammar, vocabulary, and pronunciation:

The main goal should be, as Kachru mentioned, about different circles of English use and at least they should be made aware of the differences between American and British English. In other words, the purpose should be to analyze or compare and contrast the differences in terms of grammar, in terms of vocabulary, and in terms of pronunciation and pragmatics and sociolinguistic differences could also be focused on. The main things should be grammar, vocabulary and pronunciation (R4).

More than half of the instructors believed that pre-service teachers should be introduced to samples of different varieties of English;

The first goal of such a course should be to raise awareness of the students regarding World Englishes. Maybe to give some theoretical backgrounds regarding this. Also maybe this course should also aim to introduce samples from different varieties of English, maybe discourse analysis (R3).

In the same vein, another instructor mentioned that;

The main goal to me is the awareness of different kinds of Englishes. They should be introduced to different kinds of Englishes and of course cultures as well, because you cannot talk about a different kind of English without its culture (R5).

The responses of the instructors show that raising the awareness of the teacher candidates should be the main goal apart from other frequently mentioned objectives such as informing the students about the changing status of English, familiarizing them with different varieties of English, and providing them with samples of different Englishes. Also, it is mentioned that the goals should focus on the linguistic differences and features of the varieties.

4.3.4.2 Interview Question 5: What should the content of the new course consist of?

This question was asked to find out the preference of the instructors in relation to the content of the proposed course. Mainly, their responses were based on the goals that they have mentioned in Question 4. The responses of the instructors are summarized in Table 4.27.

Table 4.27: Interview Question 5: What should the content of the new course consist of?

Main answers	# of respondents
1) The content should include theoretical input about the	(R1), (R2), (R3),

World Englishes.	(R4), (R7)
2) The content should include practical activities about the World Englishes.	(R1), (R3), (R5), (R6), (R7)
3) Pre-service teachers should be provided with an opportunity to choose topics based on their interests and needs.	(R2), (R7)
4) The content should focus on the general linguistic features of the varieties.	(R4), (R5)
5) The content should include different kinds of activities.	(R6), (R7)
6) The content should focus on preparing materials which are related to World Englishes.	(R3)

Note: Each number in brackets represents a particular respondent

Equal number (5) of instructors believed that the content should include theoretical input as well as practical activities about the World Englishes. One instructor said:

Firstly some concepts like variation and change should be made clear. Then standards and norms, pidgins and creoles can be reviewed. Globalization and Global (World) English(es), ownership of the English language, native speakerism, linguistic imperialism, the global use of English in education and its implications can be other topics to be studied. Also, projects like VOICE (Vienna-Oxford International Corpus of English), ELFA (English as a Lingua Franca in Academic Settings) can be introduced in the syllabus. Finally, the course may include some readings about challenges that World Englishes (English as a lingua franca) can create/has created in different settings and involve the course participants to think of ways of dealing with such challenges (R1).

R7 had a similar view:

First of all, there should be a sort of historical background about these varieties, and giving them some samples from the previous years. I don't know how far we should go backwards. At least to give them a sort of chronological development of the English. To give them some samples from different periods and different parts of the World. There should be some practical aspect, not only theoretical. We can divide the content into three. Firstly, we need to give them some theoretical background, then when it comes to familiarize themselves, maybe we should give them some sources and study those different varieties. Finally, the third might be regarding the objectives to give them the chance in the classroom or elsewhere to put into practice what they have investigated, and to have some kind of demos (R7).

Some of the instructors stressed the importance of giving opportunity to learners to choose the topics according to their needs and interests:

Considering the situation right now, we should give students opportunity to talk about the content. They should have a say about it because the demand for the World Englishes is different right now compared the 20 years ago. They are supposed to have a say regarding the globalization, the development in technology, and the emergence of using English or the hysteria of using English. These are the things that are guiding us towards the direction that students should have a say about the content of such a course (R2).

R6 believed that the content should be full of activities such as:

The content should be full of activities, such as group work activities, pair work activities, classroom discussions and project based activities, but not so much mid-term exam or final-exam. It has more to do with activities. It should be more practical things that they can do in class. It should be mainly project based activities that can be graded because they have certain amount of time that they can go around and search for the topic (R6).

Based on the interview responses, the instructors believed that both theoretical input and practical activities should be included in the content. Moreover, they believed that teacher candidates should have a say about the content which is based on their needs and interests. Although the topics mentioned by the instructors varied, there was consensus about the linguistic features, and theoretical background of the World Englishes.

4.3.4.3 Interview Question 6: What kind of assessment tools should be used in the new course?

This question mainly focuses on the instructors' ideas concerning assessment tools that would be used in the proposed course. According to the results of the interview, the instructors believed in the power of alternatives in the assessment. They also believed that both theoretical and practical assessment tools should be employed in the proposed course. The main answers of the instructors in relation to the sixth interview question are summarized in Table 4.28.

Table 4.28: Interview Question 6: What kind of assessment tools should be used in the new course?

Main answers	# of respondents
1) Both theoretical and practical assessment tools should be employed.	(R1), (R2), (R3), (R4), (R7)
2) Instead of giving exams, projects or more practical tools should be used.	(R5), (R6)
3) Alternative assessment tools are very effective and should be used.	(R1), (R2), (R3), (R4), (R7)

Note: Each number in brackets represents a particular respondent

Majority of the instructors mentioned various assessment tools that could be used in the proposed course such as:

Since the course will be both theoretical and practical, appropriate assessment tools should be employed. A written exam is necessary. Course participants can also be assigned relevant research topics to be investigated. Also, they may be assigned to contribute to an online discussion (on the Moodle, for example). Finally, they can prepare and demonstrate some lesson plans where they address a challenge related to the use of World Englishes (or ELF) (R1).

Another instructor replied that multiple ways of assessment tools would be more effective, and students will enjoy such assessment tools:

I think it should be balanced, couple of different source assessments should be added. I always try to assess my students from different perspectives, different angles and help them to explore about the things they learn. I just give them opportunity of choice. So, only one exam may not be enough to see the capabilities of the students. So, projects, exams, and some other tools should be used, but there should be a balance. Other than simply giving them a paper and pencil exam and couple of quizzes and be done at the end of semester with mid-term and final. I personally believe that portfolios, diaries, observations can be used, it depends on the design of the course. Other than paper and pencil, I highly recommend projects, blogs, and journals. That would give them hands-on experience. That would be a part of active learning and they will enjoy learning, because World Englishes is something like that they have to have some amount of awareness and hands on experiences. They deserve to have a good way of assessment. Actually it is better to have multiple different ways of assessment tools (R2).

In the same vein, some instructors stated that instead of employing exams, projects, presentations, portfolios, and similar assessment tools would be more appropriate for the course:

Because we are talking about not perhaps different languages as different systems but languages or varieties that are mostly similar but different in some ways. To me it's hard to think of traditional kind of exams but rather assessment forms/types like portfolios, projects and in these projects they can work as groups and explore different kinds of Englishes (R5).

Similarly, R6 replied:

Instead of mid-term and final exams, I suggest that you go for projects. It should be project based assessment and lots of pair work and group work activities. Teachers can prepare criteria for these activities and based on these criteria students can be assessed. (R6).

In other words, the instructors put emphasis on alternative assessment tools such as portfolios, projects, presentations, and online discussions, to be used in the proposed course in order to establish a relation between both practical and theoretical input and the appropriate practical and theoretical assessment tools.

4.4 Summary

This chapter provided the key findings of the present study. The results of both pre-service teachers' and instructors' questionnaire and interviews were analyzed and the major findings of each research question were tabulated and explained. It seems that both pre-service teachers and instructors had positive beliefs on the changing status of English, i.e. World Englishes. Also, the pre-service teachers' and the instructors' perceptions about the effectiveness of the current ELT curriculum in meeting the needs, wants, and lacks of the pre-service teachers were in line. They believed that there should be more emphasis given to these issues. In the next chapter, the presented results were analyzed.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

This chapter provides a detailed analysis of key research findings presented in Chapter 4, with reference to each of the research questions. The results of the study are compared with the findings of some previous research studies in the literature. The first section (Section 5.1) discusses both the pre-service teachers' and instructors' beliefs about the varieties of English, the effectiveness of current ELT curriculum, and data gathered from the needs analysis. The following sections provide the implications of the study, limitations of the study, and suggestions for further research.

5.1 Discussion of Results

The study had a threefold purpose. First, it aimed to investigate the beliefs of students and instructors of the FLE Department towards the changing status of the English and its varieties. Second, the study sought to find out to what extent the current ELT curriculum fulfilled the needs, wants and lacks of the teacher candidates in terms of the changing status of English, i.e. World Englishes. Finally, the study intended to obtain perceptual data on the needs, wants and lacks of pre-service teachers as regards the features of the elective course syllabus to be proposed.

In order to fulfill these aims, the study attempted to address the three research questions below:

- 1) What are the beliefs of the students and the instructors at the Foreign Language Education Department towards the changing status of English, i.e. World Englishes?
- 2) What perceptions do the students and the instructors have as regards the current curriculum's effectiveness in meeting the prospective teachers' wants, needs and lacks of knowledge, skills, awareness and thinking about the changing status of English, i.e. World Englishes?
- 3) How does the perceptual data obtained from the above-mentioned data sources inform the design of a World Englishes course syllabus?

The first research question investigated the beliefs of the pre-service teachers and the instructors at the FLE Department of EMU about the changing status of English, i.e. World Englishes. The results of the questionnaire indicated that both groups were highly positive about the statements given in the beliefs part of the questionnaire. Based on the results of the questionnaire, the pre-service teachers were positive about the cultural patterns of those non-English speaking countries, exposure to the varieties of English in and out of the campus, and native speakerism. The results were consistent with the instructors' beliefs about the given issues except for native speakerism. Although the instructors expressed the importance of native (standard) variety of English, they were pretty much aware that the non-native speakers of English outnumbered the native speakers of English which was put forward by Crystal (2006). Therefore, prospective English language teachers should be aware of different non-native varieties of English all around the world as well.

Furthermore, the analysis of the first two interview questions which were related to the beliefs about the varieties of English indicated that most of the instructors prefer

teaching both native and non-native varieties of English, while the pre-service teachers' responses were mixed. Three out of eight participants believed that they would use native English in their classroom, while two others reported that they will probably use both native and non-native varieties of English. One of the reasons for why the pre-service teachers are eager to use native variety of English in their classroom might be the prejudice for the NNS of English language teachers. Moreover, the pre-service teachers believed that they need to be informed about the changing status of English in order to keep up-to-date with the new developments and innovations in the field. Likewise, the instructors expressed the importance of pre-service teachers' becoming aware of the changing status of English. However, they believed that not all of the pre-service teachers are aware of this fact, or at least not as much as they are supposed to be.

The findings above seemed to be consistent with the findings of previous studies such as Coşkun (2011), McKay (2003), and Groom (2012). In a similar study conducted by Coskun (2011) who investigated the attitudes of senior ELT students towards the EIL pronunciation in Turkey found out that the participants had positive attitudes towards the non-native speakers of English. The data gathered through a questionnaire and interviews revealed that most of the time the participants use English with non-native speakers of English, and they also believe that native-speaker pronunciation should be the main goal of a pronunciation class. However, they associated the clear and intelligible pronunciation with the native speakerism, which seems to be in line with the findings of the current research. In another similar study, Groom (2012) investigated non-native students' attitudes towards native and non-native varieties of English. The findings of the study showed that the participants were negative towards the use of ELF. Moreover, it was reported that

ELF neither motivate nor meet the needs of the students in Europe which is contradictory with the findings of the current research study. However, the findings of the present study indicate that the participants were positive with the ELF communication.

The second research question of the present study explored the effectiveness of the current ELT curriculum in meeting the needs, lacks, and wants of the pre-service teachers in relation to the changing status of English, i.e. World Englishes. The frequency analysis revealed that although some pre-service teachers believed that the instructors in some courses provide some information about these issues, there was still a tendency towards uncertainty. On the other hand, the instructors reported that they were not sure whether the courses in the FLE Department meet the needs, wants, and lacks of the prospective English language teachers. However, they mentioned that the instructors in the FLE Department provide enough exposure and focus on the changing status of English, i.e. World Englishes in meeting those needs of the pre-service teachers.

Moreover, the analysis of the third interview question indicated the pre-service teachers' beliefs about the insufficiency of the current ELT curriculum in meeting their needs, wants, and lacks in relation to the changing status of English, i.e. World Englishes. Despite the fact that a couple of interviewees mentioned that some of the courses such as ELTE309 (Language and Society), ELTE447 (Applied Linguistics), and ELTE105/106 (Listening and Pronunciation I/II) provide information about these issues, they were not satisfied, and they believed that there should be more input about the changing the status of English, i.e. World Englishes. On the other hand, most of the instructors reported that they somehow integrate topics related to 'World

Englishes' into their undergraduate courses depending on the nature of the course. Yet, similar to the pre-service teachers' ideas, some of instructors also believed that there should be a new course that specifically focuses on the changing status of English, i.e. World Englishes, and varieties of English (native and non-native). In other words, there was a consensus among the two group towards designing a new 'World Englishes' course.

The findings of the present study concerning the second research question do support Grosemans et al.'s (2015) claim that teachers are required to keep up to date and embrace the changes that have influence over the teaching profession. Therefore, the current study attempts to design a new course on the basis of the needs, and interests of the pre-service teachers and instructors of the FLE Department in order to keep the prospective teachers of ELT up to date, and inform them about the changing status of English all around the World.

The third research question examined the needs, wants, and lacks of the pre-service teachers in relation to the changing status of English, i.e. World Englishes, The obtained data was expected to inform the design of a 'World Englishes' course to be proposed. A needs analysis was conducted in order to gain in-depth information both from the pre-service teachers and the instructors. The responses for the questionnaire were mainly positive with most of the statements. As long as the 'goals' part is concerned, the pre-service teachers agreed with all the given statements yet with a bit of uncertainty about some statements (4AQ5, 4AQ6, 4AQ8, 4AQ9). Other than that, the given goals of the proposed course satisfied the pre-service teachers. More interestingly, all of the instructors agreed with the statements without any uncertainty

or disagreement. These results indicate that the participants do agree with the given goals for the proposed course.

Results from the examination of the ‘content and sequencing’ part of the needs analysis revealed that the pre-service teachers want the content to give more attention to varieties of English as regards speaking and listening rather than other skills or areas. Likewise, most of the pre-service teachers reported during the interview sessions that accents of the native and non-native varieties of English are important issues for the content of the proposed course. On the other hand, the instructors selected speaking and listening as the most important skills, and grammar, vocabulary and writing as the least important areas/skills as regards the varieties of English. The instructors during the interview sessions mostly focused on the presentation of the content such as putting more theoretical input at the beginning of the lessons, and then moving towards more practical issues. Also, both groups (i.e., pre-service teachers and instructors) want the content to be sequenced from the simplest to the most difficult and at the same time from the most familiar to the least familiar. It is interesting to note that although the vast majority of the pre-service teachers want the content to give more attention to listening and speaking, more than quarter of them was not sure about focusing on the native and non-native accents of English varieties. Another contradictory result shows that instructors indicated grammar and vocabulary as the least important sub-skills as regards the varieties of English, but majority of them want the content to give attention to the linguistic variation of the World Englishes. A possible reason for this dilemma might be that as pointed out by Seidlhofer (2004), the lexico-grammatical characteristics of ELF were not widely investigated.

The above issues concerning the content and sequencing of the proposed course give the research a clear idea about what to include and not to include in the content, for instance, the content should focus more on the speaking and listening skills rather than focusing on writing or reading. Based on the analysis of the interviews, it is worth noting that the content should first introduce the historical background of English, then move towards today's English and the changing status of English. Once the prospective teachers are informed about these issues, they might be required to put the theory in practice through projects, presentations, micro-teaching, and so on.

Concerning the format and presentation part of the course, both the pre-service teachers and the instructors show somehow similar results. Both the pre-service teachers and the instructors indicated the importance activities and materials selection in the proposed course. Although there was an agreement between the pre-service teachers and the instructors about the content presentation in terms of authentic materials, tasks and activities, instructors were not sure whether the content should be presented in terms of vocabulary and grammar lists while 81.3% of the pre-service teachers agreed with the item. In addition to the content, most of the instructors and pre-service teachers wanted the textbook to be presented in terms of units rather than modules. Yet another striking point derived from the results is that both groups wanted the course to have more practical activities than theoretical input. Despite the fact that the participants mentioned that the course should provide a theoretical background of the World Englishes and the historical background of the varieties of English, including samples of different varieties, and getting involved to these varieties by making researchers or projects were more favorable.

Based on the results of the monitoring and assessment part of the questionnaire, it was found out that there was a total agreement that the course should provide feedback and opportunity for learners to check their progress. Also, as presented in chapter 4 the interview sessions revealed that the pre-service teachers were highly motivated to deal with projects instead of examinations. They wanted the course to be more practical in nature and the assessment tools should provide this, whereas instructors believed that both theoretical and practical assessment tools should be used. Given the fact that the instructors indicated their total agreement with idea of alternatives in assessment, many different tools can be used such as presentations, portfolios, diaries, projects, and so on.

It is worth noting that both the pre-service teachers and the instructors seem to agree on several topics to be included in the course such as ‘cultural issues related to World Englishes (WE)’, ‘Multilingualism’ and ‘Communication strategies to negotiate linguistics differences’. In other words, they were generally interested in the topics. This may have been due to the fact that all the given topics are highly influential concerning the issues of World Englishes.

On the other hand, pre-service teachers preferred to have speaking practice, classroom discussions, listening practice, and to use technology with higher percentage over all other activities. The examination of the instructors’ questionnaire showed similar results as well. They also preferred activities such as having classroom discussions and listening practice. On the basis of this result, it is apparently worth noting that both pre-service teachers and instructors wanted to deal with more production-based activities than merely comprehension.

The key findings of the current study lend support to the assumption that if teachers change their beliefs and attitudes towards particular aspects of teaching or instructional innovation, these changes will lead them to practical changes in their teaching contexts (Guskey, 2002). Therefore, beliefs are one of the key features in prospective teachers' career. The present study provides an opportunity for the prospective teachers of ELT to reflect on their beliefs concerning the changing status of English, i.e. World Englishes. By doing that, they will be able to respond to the demands of the globalized and rapidly changing World.

The findings of the study are also in line with the Nation and Macalister's (2010) language curriculum design model in a way that the learners should be provided with the opportunity to choose, and reflect their ideas about the assessment tools. In addition to that, as the instructors suggested that the assessment tools should have alternatives rather than focusing on single assessment tool such as examination, Nation and Macalister (2010) stressed the importance of negotiated syllabus which involves the instructors and the learners working together to make decisions about many parts of the course design. Based on this, the present study attempts to design a 'World Englishes' course on the basis of the instructors and pre-service teacher's needs, wants, and lacks in relation to the changing status of English, i.e. World Englishes.

5.2 Conclusion

The findings of the current study showed that most of the pre-service teachers' and the instructors' beliefs towards the changing status of English, i.e. World Englishes were positive. They believed that it is important to be aware of the different uses of the English around the World. In addition, they believed that it is not only that the

native varieties of English are spoken around the World, but billions of people are using English as non-native speakers.

It is also worth noting that the findings of the study indicated the current curriculum's insufficiency for fulfilling the needs, wants, and lacks of the pre-service teachers in relation to the changing status of English, i.e. World Englishes. Although the instructors provide their input to deal with these issues, the participants of the study believed that there should be more focus on the World Englishes.

The results of the needs analysis reported the needs, wants, and lacks of the prospective English language teachers from the perspective of both the pre-service teachers and instructors of the ELT undergraduate program. On the basis of their perceptions, the newly proposed course should have more practical activities than theoretical input. Moreover, after carefully considering both pre-service teachers' and instructors' perceptions on the needs, wants, and lacks of the prospective teachers of ELT, the outline of the proposed course which includes the weekly instructional plan was presented in Appendix H.

Mainly, this course provides learners' with theoretical (linguistic, cultural, and ideological) background and also practical issues about the changing status of English, i.e. World Englishes. The main aim of the course is to increase the awareness of the learners' towards the emerging varieties of English and with samples of English varieties all over the World. The course mostly consists of practical activities such as WE-aware lesson plans and micro-teachings, WE-oriented materials development, classroom assignment/activities, and a final project which address the goals of the proposed course.

5.3 Implications of the Study

On the basis of the findings of the current study, several pedagogical implications can be derived for classroom practices. First of all, all the data obtained provides the researcher or any curriculum designer to design a course in relation to the changing status of English, i.e. World Englishes and the varieties of English. As it was the main goal of the current study, the proposed course can be adapted to similar contexts in order to fulfill the needs, wants, and lacks of the students concerning the above mentioned issues. Matsuda (2003) reported the demand for a pre-service course concerning the issue of World Englishes. One of the implications of the present study stressed the need for the same demand, that is designing a ‘World Englishes’ or ‘varieties of English’ course in order to contribute to the pre-service ELT teachers’ professional knowledge.

Secondly, as the interview analysis revealed that most of the pre-service teachers requires more awareness about the status of English is changing due to the globalization and the rapidly increasing number of non-native speakers of English. On the basis of this fact, it is highly important to raise the awareness of the prospective English language teachers in relation to the changing status of English and the native and non-native varieties of English used all around the World. The current study provides an opportunity for both the pre-service teachers and the instructors to reflect on their beliefs concerning this issue.

Finally, by evaluating the current curriculum of the ELT program, the instructors would have a chance to renew or adapt their undergraduate courses in order to meet the needs, wants, and lacks of the pre-service teachers in relation to the changing

status of English, i.e. World Englishes, as well as other related concepts such as globalization, English as a Lingua Franca (ELF), and so on.

5.4 Limitations and Directions for Future Research

Although the study has mostly achieved its aims, there were some limitations based on the methodological concerns. First, the study did not involve the FLE graduates as participants. Obtaining their perspectives about whether they have had any teaching-related experiences in their profession in relation to the changing status of English, and if yes, how they cope with it, would surely add a more realistic dimension to the proposed syllabus of a new course.

Second, the size of the participants (80 pre-service teachers and 7 instructors) in the study may seem small to generalize the results for larger groups or other pre-service English teachers in other universities in North Cyprus. Nevertheless, these numbers comprise one-third of the total population of pre-service teachers and instructors in the FLE Department. It should also be added that each participant provided as much and rich data as possible, enabling the researcher to make meaningful and useful interpretations.

Finally, the study employed questionnaires and interviews to collect data assuming that the pre-service teachers were all familiar with and knowledgeable about the research topic, i.e., the changing status and varieties of English. However, some irrelevant responses given by some of these respondents, specifically to the open-ended questions and during the interviews, revealed that they lacked the necessary background knowledge about the topic. If time had allowed, they should have been given a brief explanation about the changing status and varieties of English prior to the data collection stage.

5.5 Suggestions for Further Research

The present study has some suggestions to be taken into account for further research. Firstly, as the status of English is changing and the use of non-native varieties of English is enormously growing all over the World, more comprehensive studies that investigate the needs, wants, and lacks of the prospective English language teachers in terms of English as a Lingua Franca (ELF) and World Englishes (WE) should be conducted. The current study investigated the context of Eastern Mediterranean University. Similar studies can be conducted in different contexts to compare the findings. In other words, the English language teacher education programs in different contexts should consider and evaluate the effectiveness of their curriculum in meeting the needs, wants, and lacks of the pre-service teachers studying in their program. Along with this consideration, pre-service teacher training programs might consider designing new courses or adapt their existing courses which aim to raise the pre-service teachers' awareness in relation to the changing status of English, i.e. World Englishes.

Secondly, future research can look into the real-life experiences of in-service English language teachers in terms of varieties of English, especially in the field of testing and assessment, due to the fact that large ELT examination boards will have to take account of the findings of ELF research (Jenkins et al. 2011). Studies comparing the perceptions and experiences of both pre-service and in-service teachers would draw more realistic results. Also, it is important to include larger number of participants to make generalizations about the results of the study.

As the final word, it is hoped and indeed believed that the work described here may be of substantial assistance to those who wish to design a new syllabus to improve pre-service teachers' awareness and knowledge about the changing status of English, i.e. World Englishes.

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APPENDICES

Appendix A: Pre-service Teacher Questionnaire

Dear Participant,

Please read the following statements carefully and tick the option which describes your degree of agreement or disagreement. The information you provide will be used in a study of ‘World Englishes course syllabus design’. Your personal information will be kept confidential. Thank you in advance for your contribution.

Taner Uyar

MA student

Dept. of Foreign Language Education

Education Faculty - EMU

Part One: Biographical Data

1. Year of study: () 1st year () 2nd year () 3rd year () 4th year
2. Age group: () 20-25 () 26-30 () 31-35 () 36 +
3. Sex : () Male () Female
4. Nationality:

Part Two: Beliefs about Varieties of English

Please read the following statements about the English language, more specifically its varieties. Indicate your agreement or disagreement with them by ticking the most relevant option from your viewpoint. **(5) SA** Strongly Agree **(4) A** Agree **(3) NS** Not Sure **(2) D** Disagree **(1) SD** Strongly Disagree

	Item	SA 5	A 4	NS 3	D 2	SD 1
1	A language belongs only to its native speakers.					
2	Correct grammar is important to communicate with foreigners in English.					
3	As long as one gets the meaning across, how one speaks English does not matter.					
4	It is important to learn about non-native English accents.					
5	I would like the lecturers in my department to use the native accents of English while lecturing.					
6	A language belongs to whoever uses it.					
7	It is important to learn about the English spoken by non-native speakers.					
8	It is important to be able to understand different English accents such as Indian, Japanese, or Middle Eastern English.					
9	Non-native speakers should sound or act like native speakers in order to be effective English users.					
10	It is important to learn about the cultural patterns of English speaking peoples as well as non-English speaking peoples.					
11	It is important to learn about the features of English					

	which can be understood internationally, not just in one or two countries.					
12	It is important to know that different cultures use English differently.					
13	English only belongs to the nations who use it as their mother tongue (e.g. England, America, Australia, New Zealand etc.).					
14	It is important to learn English to be able to communicate with native speakers of English					
15	It is important to speak with a native accent of English.					
16	There is enough exposure to varieties of English in my department (ELT).					
17	There is enough exposure to varieties of English at EMU campus and Famagusta.					
18	I am aware of the different uses of English around the world.					
19	English language teachers need to develop a flexible attitude towards different varieties of English.					
20	We, as English teacher candidates, should be informed about the changes taking place in the status of English worldwide.					

Part Three: Evaluation of Current Curriculum

Please read the statements below about the effectiveness of the current curriculum of ELT program in meeting your needs, wants, and lacks as regards the changing status of English, i.e. World Englishes.

Indicate your agreement or disagreement with them by ticking the most relevant option from your viewpoint.

	Item	SA 5	A 4	NS 3	D 2	SD 1
1	The courses offered in the FLE Department provide enough information about the changing status of English, i.e World Englishes					
2	The courses offered in the FLE Department meet my needs as regards the changing status of English, i.e. World Englishes.					
3	The courses offered in the FLE Department help me to increase my awareness towards the changing status of English, i.e. World Englishes.					
4	Instructors teaching in the FLE Department focus on the changing status of English, i.e. World Englishes, in their classes.					
5	I get exposed to varieties of English through the language used by instructors.					
6	I get exposed to varieties of English through the courses offered in the FLE Department.					

7	I get enough exposure to different accents of non-native English speakers through the courses offered in the FLE Department.					
8	The current curriculum of the ELT program offers enough opportunity to learn about the changing status of English, i.e. World Englishes.					
9	By completing all the courses in the ELT curriculum, I will be fully informed about the changing status of English, varieties of English, and World Englishes.					

10. Which courses you've taken so far, do you think, provide information and familiarity about the changing status of English, varieties of English, and World Englishes? Please specify.

.....

Part Four: Needs Analysis

If a new course is designed for you to develop your knowledge, skills, awareness and thinking about different varieties of English (i.e. World Englishes) and other related issues, how would you like it to be? Go through the sections below and indicate your agreement or disagreement with them by ticking the most relevant option from your viewpoint.

A	Goals of the Course (After this suggested course, I expect to)	SA 5	A 4	NS 3	D 2	SD 1
1	become aware of different varieties of English around the world.					
2	learn about the concept of English as a lingua franca.					
3	learn about how different cultures use English.					
4	be able to comprehend English spoken by different people.					
5	learn about native English accents.					
6	learn about non-native English accents.					
7	develop an understanding towards different uses of English.					
8	understand how varieties of English has developed.					
9	understand how varieties of English spread around the World.					
B	Content and Sequencing	SA	A	NS	D	SD

		5	4	3	2	1
1	The content of the course should give attention to the linguistic variation of the World Englishes.					
2	The content should focus on the native and non-native accents of English varieties.					
3	The content should be selected and presented according to my needs and interests.					
4	The content should address the aspects of language by the World Englishes such as cultural, phonological, lexical, and grammatical needs.					
5	The content should focus on the native and non-native lexical patterns of English varieties.					
6	Technological tools should be part of the learning/teaching of content.					
7	The course content should give more attention to varieties of English as regards:					
	speaking					
	listening					
	reading					
	writing					
	pronunciation					
	vocabulary					
	grammar					
8	The course content should be sequenced beginning from:					
	the simplest to the most difficult					
	the most familiar to the least familiar					
C	Format and Presentation	SA	A	NS	D	SD
		5	4	3	2	1
1	The content should include materials and activities that facilitate learning about varieties of English.					
2	The content should include activities that increase familiarity and allow me to use the language I already know.					

3	The content should be presented in terms of:					
	grammar and vocabulary lists					
	authentic materials					
	tasks and activities					
4	The content should be presented in the textbook in terms of:					
	modules					
	units					
5	It is comfortable to work/learn the content through:					
	pairwork activities					
	groupwork activities					
	classroom discussions					
	individual work					
	project-based activities					
6	The content should have more theoretical input.					
7	The content should have more practical activities.					
D	Monitoring and Assessment	SA	A	NS	D	SD
		5	4	3	2	1
1	The course should give feedback on my learning.					
2	The course should provide an opportunity to check my progress.					
3	The assessment in this course should be in terms of:					
	mid-term exams					
	homework and assignments					
	quizzes					
	portfolio					

	project work					
	in-class discussion					
	final exam					
	oral production					
	Others.....					
4	The assessment should demonstrate my understanding of English varieties.					

E. 1. Which topics would interest you most on this course? (Circle 1 if interested, 2 if the topic is OK, and 3 if not interested.)

Variations of English grammar	1 2 3	Multilingualism	1 2 3
Cultural issues related to World Englishes (WE)	1 2 3	WE-oriented materials development	1 2 3
Communication strategies to negotiate linguistic differences	1 2 3	Designing WE-aware lesson plans	1 2 3
Linguistic and cultural diversity and identity	1 2 3	Native vs Nonnative speakerness	1 2 3
Ownership of a language	1 2 3	Testing and WE	1 2 3
Other topics (write them below):			
2	What would you like to do on this course? (<u>Underline</u> 1 if need, 2 if OK, and 3 if no need)		
speaking practice	1 2 3	reading practice	1 2 3
vocabulary practice	1 2 3	listening practice	1 2 3
grammar practice	1 2 3	small-scale projects	1 2 3
technology-integrated activities	1 2 3	classroom discussions	1 2 3
negotiating skills	1 2 3		

Appendix B: Instructors' Questionnaire

Dear Instructor,

Please read the following statements carefully and tick the option which describes your degree of agreement or disagreement. The information you provide will be used in a study of 'World Englishes course syllabus design'. Your personal information will be kept confidential and used only for research purposes. Thank you in advance for your contribution.

Taner Uyar
MA student

Dept. of Foreign Language Education
Education Faculty - EMU

Part One: Beliefs about Varieties of English

Please read the following statements about the English language, more specifically its varieties. Indicate your agreement or disagreement with them by ticking the most relevant option from your viewpoint. (5) SA Strongly Agree (4) A Agree (3) NS Not Sure (2) D Disagree (1) SD Strongly Disagree

	Item	SA 5	A 4	NS 3	D 2	SD 1
1	A language belongs only to its native speakers.					
2	Correct grammar is important to communicate with foreigners in English.					
3	As long as one gets the meaning across, how one speaks English does not matter.					
4	An ELT teacher should learn about non-native English accents.					
5	The lecturers should use the native accents of English while lecturing.					
6	A language belongs to whoever uses it.					
7	It is important to learn about the English spoken by non-native speakers.					
8	It is important to be able to understand different English accents such as Indian, Japanese, or Middle Eastern English.					
9	Non-native speakers should sound or act like native speakers in order to be effective English users.					
10	It is important to learn about the cultural patterns of English speaking peoples as well as non-English speaking peoples.					
11	It is important to learn about the features of English which can be understood internationally, not just in one or two countries.					
12	It is important to know that different cultures use					

	English differently.					
13	English only belongs to the nations who use it as their mother tongue (e.g. England, America, Australia, New Zealand etc.).					
14	I use English to communicate only with native speakers of English.					
15	I prefer to speak with a native accent of English.					
16	There is enough exposure to varieties of English in our department (ELT).					
17	There is enough exposure to varieties of English at EMU campus and Famagusta.					
18	It is important to be aware of the different uses of English around the world.					
19	It is important for English language teachers to develop a flexible attitude towards different varieties of English.					
20	English teacher candidates should be informed about the changes taking place in the status of English worldwide.					

Part Two: Evaluation of the Current Curriculum

Please read the statements below about the effectiveness of the current curriculum of ELT program in meeting your needs, wants, and lacks as regards the changing status of English, i.e. World Englishes. Indicate your agreement or disagreement with them by ticking the most relevant option from your viewpoint.

	Item	SA 5	A 4	NS 3	D 2	SD 1
1	The courses offered in the FLE Department provide enough information about the changing status of English, i.e World Englishes.					
2	The courses offered in the FLE Department meet teacher candidates' needs as regards the changing status of English, i.e. World Englishes.					
3	The courses offered in the FLE Department help teacher candidates to increase their awareness towards the changing status of English, i.e. World Englishes.					
4	I focus on the changing status of English, i.e. World Englishes, in my classes.					
5	The language I use provide enough exposure to teacher candidates about the varieties of English					
6	The courses offered in the FLE Department provide enough exposure to teacher candidates about the native varieties of English.					
7	The courses offered in the FLE Department provide enough exposure to teacher candidates about the non-native varieties of English.					

8	The current curriculum of the ELT program offers enough opportunity for the teacher candidates to learn about the changing status of English, i.e. World Englishes.					
9	By completing all the courses in the ELT curriculum, students will be fully informed about the changing status of English, varieties of English, and World Englishes.					

10. Which courses in the curriculum, do you think, provide information and familiarity about the changing status of English, varieties of English, and World Englishes? Please specify.

.....

.....

Part Three: Needs Analysis for a New Course on World Englishes

If a new course is designed for the English teacher candidates to develop their knowledge, skills, awareness and thinking about different varieties of English (i.e. World Englishes) and other related issues, how would you like it to be? Go through the sections below and indicate your agreement or disagreement with them by ticking the most relevant option from your viewpoint.

A	Goals of the Course (After this suggested course, I expect the teacher candidates to)	SA 5	A 4	NS 3	D 2	SD 1
1	become aware of different varieties of English around the world.					
2	learn about the concept of English as a lingua franca.					
3	learn about how different cultures use English.					
4	be able to comprehend English spoken by different people.					
5	learn about native English accents.					
6	learn about non-native English accents.					
7	develop an understanding towards different uses of English.					
8	understand how varieties of English has developed.					
9	understand how varieties of English spread around the					

	World.					
B	Content and Sequencing	SA 5	A 4	NS 3	D 2	SD 1
1	The content of the course should give attention to the linguistic variation of the World Englishes.					
2	The content should focus on the native and non-native accents of English varieties.					
3	The content should be selected and presented according to the needs and interests of teacher candidates.					
4	The content should address the aspects of language arisen by the World Englishes such as cultural, phonological, lexical, and grammatical needs.					
5	The content should focus on the native and non-native accents of English varieties.					
6	Technological tools should be part of the learning/teaching of content.					
7	The course content should give more attention to varieties of English as regards:					
	speaking					
	listening					
	reading					
	writing					
	pronunciation					
	vocabulary					
	grammar					
8	The course content should be sequenced beginning from:					
	the simplest to the most difficult					
	the most familiar to the least familiar					
C	Format and Presentation	SA 5	A 4	NS 3	D 2	SD 1
1	The content should include materials and activities that facilitate learning about varieties of English.					
2	The content should include activities that increase familiarity, and allow the teacher candidates to use the language they already know.					
3	The content should be presented in terms of:					
	grammar and vocabulary lists					
	authentic materials					
	tasks and activities					
4	The content should be presented in the textbook in terms of:					
	modules					

	units					
5	It will be comfortable for the teachers candidates to work/learn the content through:					
	pairwork activities					
	groupwork activities					
	classroom discussions					
	individual work					
	project-based activities					
6	The content should have more theoretical input.					
7	The content should have more practical activities.					
D	Monitoring and Assessment	SA	A	NS	D	SD
		5	4	3	2	1
1	Teacher candidates need to receive feedback on their learning.					
2	The course should provide an opportunity for them to check their progress.					
3	Teachers candidates need to be assessed in this course in terms of:					
	mid-term exams					
	homework and assignments					
	quizzes					
	portfolio					
	project work					
	in-class discussion					
	final exam					
	oral production					
4	The assessment should demonstrate their understanding of English varieties.					

E. 1. Which topics do you think would interest the English teacher candidates most on this course? (Circle 1 if interested, 2 if the topic is OK, and 3 if not interested.)

If you would like to offer other topics, write them in the empty spaces in the table, too.

Variations of English grammar	1 2 3	Multilingualism	1 2 3
Cultural issues related to World Englishes (WE)	1 2 3	WE-oriented materials development	1 2 3
Communication strategies to negotiate linguistic differences	1 2 3	Designing WE-aware lesson	1 2 3

		plans	
Linguistic and cultural diversity and identity	1 2 3	Native vs Nonnative speakerness	1 2 3
Ownership of a language	1 2 3	Testing and WE	1 2 3
Others (write them here)			
2	What should the English teacher candidates do on this course? (<u>Underline 1</u> if need, 2 if OK, and 3 if no need)		
speaking practice	1 2 3	reading practice	1 2 3
vocabulary practice	1 2 3	listening practice	1 2 3
grammar practice	1 2 3	small-scale projects	1 2 3
technology-integrated activities	1 2 3	classroom discussions	1 2 3
negotiating skills	1 2 3		
Others :			
3	What other expectations can be made from this course? Describe in 5-6 sentences.		

Thank you for your participation ☺

Appendix C: Pre-service Teachers' Semi-structured Interview

1. When you become an English teacher, which variety of English (native or non-native) will you teach to your students? Why?
2. As an English teacher candidate, do you think that you should be informed about the World Englishes and the changing status of English?
3. Do the undergraduate courses in your department provide information about the changing status of English, i.e World Englishes?
4. What should be the goals of the new course??
5. What should the content of the new course consist of?
6. How would you like to be assessed in the new course?

Appendix D: ELT Instructors' Semi-structured Interview

1. Which variety of English (native or non-native) do you believe pre-service teachers should be taught?
2. Do you believe that teacher candidates of ELT program are aware of the changing status of English around the World?
3. To what extent do you integrate topics related to World Englishes into your undergraduate courses?
4. What should be the goals of the new course??
5. What should the content of the new course consist of?
6. What kind of assessment tools should be used in the new course?

Appendix E: Consent Form for Questionnaire

Dear Participant,

I am an MA student, and as my MA thesis, I am carrying out a research study entitled *A Proposed 'World Englishes' Course for Pre-service EFL teachers in Eastern Mediterranean University: A Case Study*. The purpose of this study questionnaire is twofold: firstly, to investigate your beliefs about the recent changes taking place in the status of English due to globalization, more specifically English as a Lingua Franca, varieties of English and World Englishes; and secondly, to find out what your needs, wants, and lacks are as regards a new course proposal on World Englishes. The information you provide will be kept confidential and will be used for research purposes only. Please be informed that you have the right to withdraw your consent at any time of the research without any penalty or loss of benefits. Also, if you need further information, you can contact me or my thesis supervisor anytime.

Thank you for your cooperation.

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CONSENT FORM

Upon reading the information given above, I understood the purpose of this reasearch study and how my responses will be used; so I agree to participate in this study by answering the questions in this questionnaire.

Name Surname: Date:

Signature:

Appendix F: Consent form for Interview

Dear Participant,

I am an MA student, and as my MA thesis, I am carrying out a research study entitled *A Proposed 'World Englishes' Course for Pre-service EFL teachers in Eastern Mediterranean University: A Case Study*. The purpose of this study is twofold: firstly, to investigate your beliefs about the recent changes taking place in the status of English due to globalization, more specifically English as a Lingua Franca, varieties of English and World Englishes; and secondly, to find out what your needs, wants, and lacks are as regards a new course proposal on World Englishes. This interview is designed to collect your opinions about the varieties of English and consider your opinions in the design of a World Englishes course syllabus. With your permission, your interview will be audio-recorded. The information you provide will be kept confidential and will be used for research purposes only. Please be informed that you have the right to withdraw your consent at any time of the research without any penalty or loss of benefits. Also, if you need further information, you can contact me or my thesis supervisor anytime. Thank you for your cooperation.

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✂-----

CONSENT FORM

Upon reading the information given above, I understood the purpose of this research study and how my responses will be used; so I agree to participate in this study by answering the questions in this interview.

Name Surname:

Date:

Signature:

Appendix G: Permission from Ethics Committee

 <p>Doğu Akdeniz Üniversitesi "Uluslararası Karriyer İçin"</p>	<p>Eastern Mediterranean University "For Your International Career"</p>	<p>P.K.: 99628 Gazimağusa, KUZLEY KIBRIS / Panagosta, North Cyprus, via Mersin-10 TÜRKİYE Tel: (+90) 392 630 1995 Faks/Fax: (+90) 392 630 2519 bayek@emlu.edu.tr</p>
<p>Etik Kurulu / Ethics Committee</p>		
<p>Sayı: ETK00-2017-0048</p>	<p>24.03.2017</p>	
<p>Sayın Taner Uyar İngiliz Dili Eğitimi Bölümü Yüksek Lisans Öğrencisi</p>		
<p>Doğu Akdeniz Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun 06.03.2017 tarih ve 2017/39-35 sayılı kararı A Proposed 'World Englishes' Course for Pre-service EFL Teachers in Eastern Mediterranean University: A Case Study adlı tez çalışmanızı, Prof. Dr. Ülker Vancı Osam'ın danışmanlığında araştırmanız Bilimsel ve Araştırma Etiği açısından uygun bulunmuştur.</p>		
<p>Bilginize rica ederim.</p>		
		
<p>Doç. Dr. Sükrü Tüzmen Etik Kurulu Başkanı</p>		

Appendix H: Outline of the New Course

Course Code	ELTE 3XX (3-0-0)3
Course Title	World Englishes (or Varieties of English)
Aim of the Course	
<p>This course aims at helping candidates acquire both a comprehensive historical and theoretical (linguistic, cultural, and ideological) background and also practical familiarity about the changing status of English, i.e. World Englishes, by raising their awareness towards the varieties of English. The course provides the candidates with samples of English varieties all around the World such as British, American, Indian and Nigerian English, and also English as a lingua franca. The course requires the candidates to get involved in several practical activities such as WE-oriented materials development, designing WE-aware lesson plans, and project-based research.</p>	
Learning Outcomes	
<p>On successful completion of the course, the participants are expected to</p> <ol style="list-style-type: none"> 1. describe the linguistic, cultural, and ideological factors that determine the emergence of Englishes 2. recognize different accents of English by listing their phonological peculiarities 3. discuss the relationship between cultures and different varieties of English 4. distinguish between the concepts such as standard English, World Englishes, and English as a lingua franca 5. explain how World Englishes may effect testing and measurement policies in ELT 6. analyze written samples of texts produced by different users of English varieties 7. appraise the use and function of World Englishes 8. develop WE-oriented materials 9. design WE-aware lesson plans 	

Classroom Procedures	
<p>Instructional strategies to be used in this course include classroom discussions, listening practice with samples of different varieties of English, oral presentations, project-based research, technology oriented in/out class activities, and working on grammar and vocabulary lists specific to varieties of English. Also, participants will be required to develop WE-oriented materials and design WE-aware lesson plans. This course is, in essence, participant-oriented which gives opportunity to learners to negotiate the syllabus, assessment tools, activities and the units of progression.</p>	
Weekly Instructional Plan	
Week 1	<p>Section 1 Introduction / Historical development of Englishes</p> <p>Factors/reasons that determine the emergence of Englishes</p>
Week 2	<p>Ownership of the English language</p> <p>Native-speakerism (Kachru's circles)</p>
Week 3	<p>Section 2 World Englishes & Linguistic Areas</p> <p>Phonology & Pronunciation</p>
Week 4	Grammar (Syntax) & Vocabulary
Week 5	Semantics & Pragmatics
Week 6	Cultural Diversity/ Multilingualism
Week 7	<p>Section 3 English as a Lingua Franca (ELF)</p> <p>Linguistic Features</p>
Week 8	<p>Research into English as a lingua franca</p> <p>VOICE (Vienna-Oxford International Corpus of English),</p> <p>ELFA (English as a Lingua Franca in Academic Settings)</p>
Week 9	Section 4 Common Practical Issues for ELT Purposes

	Which norms in everyday practice, and why? Accommodation Theory and Accommodation Strategies
Week 10	World Englishes (WE) and Testing
Week 11	Academic Englishes
Week 12	Developing WE-oriented materials
Week 13	Designing WE-aware lesson plans
Week 14	The Future of Englishes: one, many or none?
Requirements	
<p>All participants are required to attend the classes with the assignments completed and participate in classroom discussions. Your work should be completed on time and warranted by the ideas and discussions presented in the course or discussion.</p> <p>Code of Ethics</p> <p>As students of the undergraduate program of ELT, all participants must have the honesty and integrity in terms of highest academic standards. Violations of any copyright or plagiarism will be considered as academic dishonesty and treated as ethics violations.</p>	
Resources	
<p>Main coursebook:</p> <p>Kirkpatrick, A. (2010). <i>The Routledge handbook of world Englishes</i>. London: Routledge.</p> <p>Other references:</p> <p>Alptekin, C. (2002). Towards intercultural communicative competence in ELT. <i>ELT Journal</i>, 56(1), 57-64. doi: 10.1093/elt/56.1.57</p> <p>Baker, W. (2009). The cultures of English as a lingua franca. <i>TESOL Quarterly</i> 43(4), 567-592.</p>	

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Matters.

Evaluation	Percentage
Mid-term exam	30
WE-aware lesson plans + micro-teachings	15
WE-oriented materials development	15
Final project	30
Classroom assignments/activities	10