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**EXPLORING PRE-SERVICE TEACHERS' PERCEPTIONS ON WORLD ENGLISHES
AND CULTURE COURSE**

**ÖĞRETMEN ADAYLARININ DÜNYA İNGİLİZCELERİ VE KÜLTÜRLERİ DERSİNE İLİŞKİN
ALGILARININ İNCELENMESİ**

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Abstract

The World Englishes and Culture Course is a standard component of teacher training programs offered at the majority of universities. This course aims to provide teacher candidates with the necessary knowledge and abilities to effectively understand and utilize the different varieties and forms of English worldwide. It acknowledges that English is no longer exclusively owned by native speakers from nations such as the UK, the US, or Australia. The current research study aimed to explore pre-service English teachers' perception of this course by getting better insights into the significance of the course, expected teacher roles and suggested activities for raising WE-aware language learners. 35 (21 female, 14 male) English Language Teaching program pre-service students participated in the study via purposive sampling. They received open-ended structured questions via Google Forms and replied to them in 40 minutes with the guidance of the researchers. The data was subjected to content analysis, and results were tabulated. The findings showed that nearly all participants recognized the course's significance in teacher training programs and for their future professions and offered different activities to improve their learning of varieties of English worldwide.

Keywords: Intercultural communication, pre-service teachers, world Englishes, teacher training programs

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Özet

Dünya İngilizceleri ve Kültürü Dersi, üniversitelerin çoğunda sunulan öğretmen yetiştirme programlarının standart bir bileşenidir. Bu ders, öğretmen adaylarına dünya çapındaki farklı İngilizce çeşitlerini ve biçimlerini etkili bir şekilde anlamaları ve kullanmaları için gerekli bilgi ve becerileri kazandırmayı amaçlamaktadır. Bu ders, İngilizcenin artık yalnızca İngiltere, ABD ya da Avustralya gibi ülkelerde anadili olarak konuşanlara ait olmadığını kabul etmektedir. Bu araştırma, İngilizce öğretmen adaylarının bu derse ilişkin algılarını, dersin önemi, beklenen öğretmen rolleri ve BİZ bilincine sahip dil öğrencileri yetiştirmek için önerilen etkinlikler hakkında daha iyi fikir edinerek incelemeyi amaçlamıştır. Çalışmaya 35 (21 kadın, 14 erkek) İngilizce Öğretmenliği programı öğrenci adayı amaçlı örnekleme yoluyla katılmıştır. Öğrencilere Google Formlar aracılığıyla açık uçlu yapılandırılmış sorular yöneltilmiş ve araştırmacıların rehberliğinde 40 dakika içinde soruları yanıtlamışlardır. Veriler içerik analizine tabi tutulmuş ve sonuçlar tablolaştırılmıştır. Bulgular, neredeyse tüm katılımcıların dersin önemini kabul ettiğini ve dünya çapında İngilizce çeşitlerini öğrenmelerini geliştirmek için farklı etkinlikler önerdiğini göstermiştir.

Anahtar Kelimeler: Kültürlerarası İletişim, Hizmet Öncesi Öğretmenler, Dünya İngilizceleri, Öğretmen Yetiştirme Programları

1. INTRODUCTION

As the English language is increasingly spoken day by day, the notion of "World Englishes" is used to reflect the diversification of the English language, including the multifaceted nature of these diversities that are influenced by various cultural environments. As English is more widely used globally, it is no longer a monocultural, western instrument of power (Kachru, 2020). The term "World Englishes" represents the worldwide expansion of English with its different varieties, and the concept of "World Englishes (WE)" has attracted the attention of researchers, teachers, and policymakers in Applied Linguistics and English Language Teaching in the last two decades (Kuo, 2006).

As English expands across national borders, it has included several hybrid forms, representing the fusion of different cultural aspects and influences (Crystal, 2003). Therefore, English teacher education and WE are intricately connected as English increasingly transforms into a worldwide lingua franca. The integration of WE into teacher education programs acknowledges that English is no longer owned by native-speaking countries but is influenced by many global communities. This transition contests conventional language standards and necessitates that future educators cultivate a more pluralistic comprehension of English, encompassing the diverse use of it globally (Matsuda, 2017).

In the majority of EFL classes, students believe they must produce native-like speech. When expectations diverge from reality, learners may experience demoralization and a declining enthusiasm for acquiring English proficiency. Therefore, all learners should urgently be introduced to variations of English by ensuring that they do not have to produce native-like utterances as long as they have intelligible speech (Jenkins, 2002; Walker, 2010). To address all issues mentioned and to look at how the language's evolution impacts its expressiveness, its capacity to convey meaning, and students' understanding of its relevance in global settings, several English teaching programs now include a World English and Culture course in their syllabus (Jenkins, 2006). This course has been integrated into the syllabus of ELT departments as a selective course to enable pre-service teachers to compare various aspects of spoken English and their related cultural contexts all around the world, comprehend the significance of these variations and culture in English language instruction, and recognize the linguistic and cultural differences that impact effective communication. Inclusion of such course is necessary as, particularly in non-native English-speaking environments, comprehending World Englishes helps both teachers and learners utilize English in many global contexts. Research indicates that familiarising pre-service teachers with the principles of World Englishes cultivate more inclusive and authentic viewpoints on language use, enhancing linguistic diversity and mitigating native-speaker bias in language instruction (Jenkins, 2006). This education also provides teachers with the competencies to tackle identity, power, and cultural context concerns in the classroom, particularly with various forms of English (Canagarajah, 2013).

Despite receiving years of English language instruction, there is a need to understand pre-service teachers' reflections on the importance of the World Englishes and Culture course in their training. Due to the scarcity of research exploring pre-service teachers' perceptions, there is a lack of clarity regarding whether prospective teachers consider this course crucial and how they view their

responsibility in cultivating their students' knowledge of the various types of English spoken worldwide. Moreover, there is limited insight into to what extent pre-service teachers perceive themselves well informed about World Englishes (WE) after taking the World Englishes and Culture course. This study aims to fill these knowledge gaps by examining the perceptions and self-evaluations of pre-service teachers regarding their perceptions of the importance of the course, perceived roles of teachers in the L2 context, and suggested areas for improvement in increasing awareness of World Englishes.

This study aims to offer valuable insights into the preparedness of prospective English language teachers by examining the perspectives of pre-service teachers regarding the importance of the World Englishes and Culture course, as well as their own understanding of the role of teachers in language classes in raising student awareness on world Englishes. Gaining insight into these perspectives is essential for improving course syllabi and educational programs that provide teachers with the expertise and abilities to cultivate linguistic and cultural consciousness in their students, ultimately leading to more efficient and all-encompassing practices in teaching the English language.

The following research questions were asked to reach the objectives of the research:

1. Do pre-service language teachers think World Englishes and Culture courses are essential to their teacher training education? Why?
2. What do pre-service teachers think about the roles of ELF instructors in creating language instruction activities that focus on World English and culture-specific topics?
3. What recommendations do pre-service language instructors have for classroom activities that might enhance students' knowledge of World Englishes?

2. LITERATURE REVIEW

World Englishes are different varieties of the language spoken worldwide, each reflecting particular social dynamics and cultural circumstances. The term highlights the cultural politics of English as a global language, claiming that educators must comprehend these dynamics to appreciate the ramifications of teaching English in various contexts (Holborow, 1996). Holbrow's viewpoint is supported by Adipat (2023), who claims that knowledge of many English dialects is necessary for successful cross-cultural communication, especially as an international language. Adipat (2023) also criticizes the CELTA syllabus for not emphasizing cultural characteristics, as he claims that a more inclusive approach might improve new teachers' cultural competency. Within the context of World Englishes, another essential component in educating pre-service teachers is culturally responsive teaching or CRT, which emphasizes that teachers' self-efficacy about culturally responsive behaviors may be significantly increased by professional development in CRT, which will help them better comprehend the cultural settings in which English is used (Cruz et al., 2019).

Irrespective of the specific variant of English employed in English Language Teaching (ELT), prospective educators must be aware of the wide range of English varieties they may encounter in their classrooms (Matsuda, 2017; Tatar, 2019). Therefore, English teachers should be exposed to World Englishes (WE) at an early stage to address issues arising from different English varieties effectively. In addition, Canagarajah, 2014 and Gagnier, 2023 pointed out that it is necessary to reevaluate the ELT curriculum in order to incorporate the examination of World Englishes standards alongside the conventional, single-language norms. Depending on such emphasis in literature, many ELT programs in Turkiye integrated World Englishes and Culture courses into their curriculum.

Many researchers investigated or explored the integration of WE into teacher education curricula. In Turkish contexts, Kemaloglu-Er and Bayyurt (2018) implemented a teacher-education project that followed a transformational teacher-education approach. They contended that teacher education that is cognizant of ELF (English as a Lingua Franca) Programs facilitates the development of student teachers' understanding and use of English as a Lingua Franca (ELF) and ELF-aware teaching methods by providing them with opportunities to explore and critically analyze the theoretical components of ELF.

In Japan, Hino (2017) investigated the effect of a one-year-long project to raise awareness among pre-service teachers on the global use of English. In his study, the trainees engaged in practical exercises to enhance their proficiency in English, with a specific emphasis on the dynamics of cross-cultural talks. This activity facilitated their comprehension of global English's adaptable and ever-changing characteristics. Similarly, Vettorel and Lopriore (2017) developed a program in two phases to raise awareness of pre-service teachers in world Englishes. In the first phase, they provided theoretical information on the expansion of English and its variations worldwide. In the second phase, they asked students to practice their knowledge with micro-teaching activities. Their study revealed an enhanced recognition of the WE concept among pre-service teachers.

The literature examines several research on learners' perceptions of English as a Lingua Franca (ELF), highlighting varying perspectives across distinct educational and cultural contexts. Norton (2000) and Seidlhofer (2010) mentioned favourable perspectives on English as a Lingua Franca (ELF) as a medium for global communication, with future generations likely embracing more flexible language policy; nonetheless, empirical research reveals complex results. Conversely, Ren et al. (2016) demonstrated that Chinese and Taiwanese students want native-speaker (NS) perfection, while acknowledging differences between their English and that of NSs, emphasising that intelligibility is not only contingent upon grammatical precision. Zhang and Du (2018) demonstrate an increasing acceptance of non-standard English varieties among Chinese university students, who are driven to engage with both native and non-native speakers. Griffiths and Soruç (2019) contend that students' learning settings, rather than their nations or academic departments, shape their conceptions of English as a Lingua Franca, with students in New Zealand exhibiting more tolerance for linguistic inaccuracies. Research conducted by Sung (2020) and Lan (2022) presents divergent perspectives; Hong Kong students recognise the communicative value of English as a Lingua Franca (ELF) and modify their speech according to various contexts, whereas Taiwanese students aspire to attain native-like proficiency and express apprehensions regarding the detrimental effects of multilingual classrooms on their language acquisition. These studies demonstrate differing levels of acceptance and adaption to ELF, shaped by factors like identity preservation, intelligibility, and educational contexts. Nonetheless, a comprehensive synthesis of these findings is absent, and the research might benefit from a more profound examination of the socio-cultural elements influencing learner views.

The distinctive importance of this study is in gathering the perspectives of English language teaching students, both as pre-service educators and as learners, regarding world English and cultural courses. The fact that the views of such a group of participants have not been taken to date makes this study valuable. This research examines English pre-service teachers' perspectives and understanding of World Englishes and Culture courses, as well as the perceived responsibilities of educators within this framework. It also presents pre-service instructors' recommended exercises to augment pupils' understanding of World Englishes and cultural knowledge.

3. METHODS

The study adopts a qualitative research design. Qualitative research is defined as "data collection procedures that result primarily in open-ended, nonnumerical data which is then analyzed primarily by non-statistical methods" (Dörnyei, 2007, p. 24), which helps researchers "study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 2005, p.3). A phenomenological approach was taken to emphasize the comprehension of individuals' lived experiences and their fundamental nature and to comprehend the study sample via direct experiences. Researchers employ in-depth interviews to elicit participants' accounts of their experiences (Van Manen, 2016), then utilize a method known as "phenomenological reduction" or "bracketing" to discern themes or patterns that elucidate the core of the phenomena while suspending biases and preconceptions (Moustakas, 1994).

The data was gathered via open-ended questions regarding pre-service English teachers' perceptions of World Englishes and Culture courses. The objective of the present investigation is to gain a more comprehensive understanding of the perceptions of pre-service English teachers regarding the World Englishes and Culture course after a semester-long study that consists of weekly two-hour sessions.

3.1. Setting and the Participants

The study was carried out in the English Language Teaching (ELT) program at the Faculty of Education of a public university in Turkey. The placement of students in the ELT programs is determined by their performance on a centralized, nationwide examination that takes place once a year. Depending on the participants' scores, they are placed in universities according to their preferences. English Language Teaching programs in Turkey consist of a four-year curriculum after a one-year language preparation program. A bachelor's degree is awarded to those who fulfill the program's requirements. Thirty-five volunteer sophomores (21 female / 14 male) participated in the Fall Term of the 2022/2023 academic year study. The participants were chosen by purposive sampling, which is a widely used non-probability sampling method in qualitative research. Purposive sampling is particularly advantageous in qualitative research when the objective is to acquire a deep understanding rather than to generalize the results to a broader population (Paton, 2002).

3.2. Data Collection and Analysis

The data was collected through open-ended structured three questions regarding students' perceptions and suggestions for further improvement in WE awareness. All volunteer students received these questions via Google Forms and were asked to answer them in detail in one lesson time (40 minutes) under the guidance of the researchers. By doing so, variables that may affect the participants were controlled to increase the validity and reliability of the results. After all participants answered the questions, the data was subjected to thematic content analysis. In order to make the data more manageable without significantly losing any information, we continuously saturated it to remove the irrelevant data and extract the useful ones (Creswell, 2009). Some steps were followed while analyzing the data. Initially, all responses were read multiple times to ensure familiarity and gain a comprehensive understanding. Then, we grouped the concepts that were related to the same phenomenon to create categories. This was followed by the identification of categories to find out potential core categories (Creswell, 2009).

4. FINDINGS AND DISCUSSION

First, the research question focused on understanding pre-service teachers' perceptions of the necessity of World Englishes and Culture courses in their teacher training curriculum. Table 1 demonstrates the Thematic categories derived from the first interview question.

Table 1

Pre-service English Teachers' Perceptions on The Importance of Education on World Englishes

Category	Indicators	Participants
Awareness and Understanding	- Familiarity with various English variations - Comprehending the cultural context that influences the process of acquiring language skills	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 28, 29, 30, 31, 32, 33, 34
Teaching and Communication	- Improving teaching strategies through knowledge of World Englishes - Getting students ready for global communication by exposing them to diverse English forms	1, 3, 4, 13, 18, 23, 26, 27, 32, 33, 35
Linguistic and Educational Scope	- Increased awareness of linguistic diversity within English - Promoting the incorporation of World Englishes into the curriculum	6, 8, 20, 21, 26, 29, 30, 31, 33, 35
Global Communication Skills	- Equipping students with the skills to navigate varied linguistic environments - Immersing in different English dialects improves global communication.	4, 7, 9, 18, 22, 23, 32

The data analysis reveals various essential insights into the perspectives of language teacher candidates on the importance of studying a World English and Culture course. The most common theme that emerged was *the need for cultural knowledge and understanding of language diversity*. The vast majority of participants (e.g., Participants 1, 4, 10, 16) emphasized the necessity of being aware of the many English versions used worldwide. This understanding is necessary for good teaching and creating a more inclusive and culturally sensitive classroom environment.

Another significant theme is the necessity of *incorporating the World Englishes and Culture course and activities* related to raising awareness of them into teaching syllabuses, which can prepare pre-service teachers better for their future teaching practices. Participants (e.g., Participants 13, 18, 23, 27) highlighted that exposure to various forms of English can significantly improve their teaching efficacy. They hold the belief that as pre-service teachers of English, by becoming familiar with these variations, they can better prepare their students to handle the intricacies of global communication.

Another emergent theme is about the *necessity of curriculum development* to accurately represent the wide range of languages within the English language. Several participants (e.g., Participants 6, 26,

35) contended that the existing curriculum, which frequently prefers British and American standards, fails to equip students for the globalized society sufficiently. Similar to what Canagarajah (2014) asserted, they suggested the promotion of the incorporation of World Englishes into the curriculum to address this deficiency.

Finally, the last emergent theme is *the significance of cultivating global communication skills by being exposed to different varieties of English*. Participants (e.g., Participants 7, 9, 22) emphasized the importance of getting learners acquainted with various English for successful worldwide interaction so that students in such a wide range of languages would get better insights. This finding is consistent with what Cruz et al. (2019) claimed. Therefore, both pre-service teachers and language learners should be well aware of different varieties of English.

The second research question was about the perceived roles of teachers in integrating World Englishes into their classes. Table 2 demonstrates emergent thematic categories and their indicators.

Table 2

Perceived Roles of Teachers to Raise WE-Aware Learners

Category	Indicators	Participants
Raising Awareness of English Varieties	<ul style="list-style-type: none"> - Exposing students to different types of English. - Teaching the diversity of English. - Making students aware of global English. 	1, 6, 12, 13, 16, 17, 18, 19, 21, 23, 26, 27, 29, 32, 33, 34, 35
Promoting Intercultural Competence	<ul style="list-style-type: none"> - Teaching students about different cultures. - Developing students' ability to communicate interculturally. - Promoting understanding of intercultural issues. 	2, 4, 11, 18, 19, 23, 27, 29, 32, 34
Adopting and Critiquing Instructional Materials	<ul style="list-style-type: none"> - Selecting culturally appropriate materials. - Criticizing and adapting materials to include diverse cultures. - Using materials that represent global English cultures. 	11, 13, 15, 23, 27, 30, 34
Developing and Implementing WE-Specific Teaching Methods	<ul style="list-style-type: none"> - Creating teaching methods tailored to WE. - Adapting teaching to global English contexts. - Implementing new methods in the classroom. 	2, 11, 14, 15, 28, 29, 30, 34
Serving as Guides and Motivators	<ul style="list-style-type: none"> - Guiding students in learning global English. - Motivating students to engage with different English varieties. - Leading students in their learning journey. 	4, 10, 19, 20, 26, 31
Continuous Professional Development	<ul style="list-style-type: none"> - Updating knowledge and skills related to WE. - Being open to new teaching methods. - Engaging in lifelong learning for WE teaching. 	4, 8, 14, 22, 28, 29, 35

One of the commonly mentioned roles of teachers is *to raise students' awareness of the various varieties of English*. This theme shows that pre-service teachers are well aware of the fact that teachers must go beyond the traditional emphasis on Standard English and expose students to the various forms of English that exist globally.

Another common emergent theme is the *promotion of intercultural competence*. Pre-service teachers regard language teachers as facilitators of cultural comprehension who should assist students in acquiring the necessary abilities to communicate proficiently across cultural barriers. This theme indicates that pre-service teachers are conscious of a transition in language education from solely imparting linguistic competence to promoting a more comprehensive language teaching environment to foster intercultural communication.

Utilization and adoption of classroom materials have been considered essential roles of teachers in facilitating World Englishes' awareness of students. They believe classroom materials should be culturally comprehensive and reflective of worldwide varieties in English. The frequency of mentions in this theme reveals that pre-service teachers have acquired the role of teachers in bringing classroom materials to classrooms by actively shaping the context and approach of their teaching resources.

The participants emphasized *the significance of teachers being consumers of instructional materials without analyzing them in depth*. Pre-service teachers claim that teachers must always control whether these materials are culturally comprehensive and reflect worldwide varieties of English. To do this, they must choose suitable materials and modify existing ones to better suit the context of English as an International Language (EIL). The frequency of mentions of this theme suggests that teachers should actively participate in shaping the content and approach of their teaching resources. Nevertheless, this task may necessitate supplementary instruction and assistance for educators, as numerous conventional resources may not yet accurately represent the varied actualities of English usage across the globe.

Another role that pre-service attributes to language teachers is that language *teachers must be guides and motivators to help students through the intricate process of acquiring knowledge and comprehending various English dialects*. This perception highlights that the pre-service teachers emphasized the teacher-student relationship in which teachers act as facilitators to attract students' attention to varieties of English in classes.

The last emergent theme concerns the *professional development of teachers* who must demonstrate a strong dedication to continuous learning by rapidly enhancing their content knowledge to raise awareness of WE. In line with what Matsuda (2017) thinks, this theme shows that pre-service teachers are aware that language teachers must constantly be informed about emerging trends in language education.

The third question concerns the pre-service EFL teachers' suggestions for better WE awareness-raising activities. The results of the analysis are tabulated below.

Table 3

Pre-Service EFL Teachers' Suggestions for Better WE Awareness-Raising Activities

Category	Indicator	Participants
Cultural Exposure and Interaction	Interacting with people from different cultures/countries	3, 6, 12, 13, 17, 19, 22, 23, 25, 26, 31, 32, 33, 35
Importance of Education and Courses	Taking relevant courses or classes to gain awareness	2, 4, 9, 14, 16, 18, 20, 21, 23, 29, 34
Use of Media (Videos, Movies, Series, Music)	Using videos, movies, series, or music to improve awareness	9, 10, 17, 19, 21, 24, 25, 28, 29, 31, 32, 34
Traveling	Traveling to different countries to experience various English varieties	14, 16, 19, 21, 22, 24, 26, 29, 33
Participation in Seminars/Webinars	Participating in webinars or workshops on World Englishes	4, 5, 9, 12, 18, 24, 29, 32, 34
Research and Reading	Researching or reading ELF/EIL/WE	2, 5, 9, 10, 15, 27, 28
Self-Perception of Awareness	Considering self-awareness yet needs for improvement.	6, 7, 8, 13, 15, 17, 21, 23, 32, 33, 35

These themes emphasize the ways in which teachers may raise awareness of language learners on different varieties of English. As most participants underscored, cultural exposure and individual interaction were regarded as some of the most critical factors contributing to World Englishes knowledge. Pre-service teachers believe these experiences are essential for developing a more comprehensive understanding of English varieties. This finding supports the findings of Vettorel and Lopriore (2017) and Kemaloglu-Er and Bayyurt (2018), who also found that training programs have raised pre-service teachers' awareness on culture and world Englishes as they had more chances to interact with culture-specific activities combined with different varieties of English. Participants also emphasized the importance of education and courses in order to increase awareness, and they urged the incorporation of appropriate content related to WE into their training.

Furthermore, the utilization of media, including music, movies, and videos, was frequently cited as a practical approach to raising awareness.

In line with participants' perspectives, Chen (2022) showed that video viewing and online interactions with ELF users improved participants' multicultural awareness. Another study that supports the findings is Liando et al.'s (2018) study that underscores the efficacy of English films in enhancing linguistic abilities and cultural comprehension. Additionally, Yusoff et al. (2021) also discovered that English films enhance hearing and speaking abilities.

Attending seminars and webinars, conducting research and reading, and traveling to various countries were also considered valuable methods of enhancing comprehension. Lastly, although some participants were already somewhat aware, they recognized the necessity of continuous improvement, demonstrating a dedication to becoming more informed and effective English teachers.

5. CONCLUSION AND IMPLICATIONS

Elicited perceptions of pre-service language teachers have shown that they have raised awareness of the concept of World Englishes as nearly all of them underscored the importance of the class they took for one semester. Based on the findings in this research, it can be claimed that pre-service teachers have recognized that they need to take a broader and more inclusive approach to teaching

English as a second language by acknowledging and celebrating the cultural and linguistic variety of the English-speaking worldwide. Additionally, they reported the multifaceted nature of language teaching by focusing on some roles teachers must play to facilitate students' involvement in different varieties of English. Teachers are perceived to be good material selectors and adopters by including different varieties of English in their classes. They are also perceived to be facilitators who raise intercultural awareness among their students by addressing different cultural contexts in their classrooms. Nearly all participants were aware that the focus on one standard English must be shifted to a broader range of English varieties from different regions of the world.

The content analysis of the data both serves as research findings and pedagogical implications as pre-service teachers' reflections combined with their one semester-long course experience yield a comprehensive set of suggestions for English Language Teaching context. However, depending on their perceptions, more implications may be driven from the study.

One of the most important implications is that language teachers must be trained extensively in Global English variations, intercultural competency, and culturally sensitive resources to help them be more conscious and informed, which would be reflected in their teaching practices. Teachers should also have access to professional development opportunities that allow them to keep up with the newest research in EIL and help them enhance their teaching approaches over time. As one of approaches, integration of media has been suggested by the participants as a way to improve learners' awareness of WE and ELF. In similar vein, Sifakis and Bayyurt (2015) offer a teacher training framework that integrates media to promote an inclusive approach to English as a Lingua Franca (ELF), whereas Kemaloglu-Er and Bayyurt (2022) emphasise the role of mixed learning environments in enhancing pre-service teachers' understanding of ELF.

Both in-service and pre-service teachers should attend study abroad programs, cultural exchange initiatives, and online partnerships with colleagues from around the world to have some practical experience by interacting with people from different parts of the world and speaking English. Teacher preparation programs in Turkey should incorporate media sources from diverse ethnic backgrounds with varying English accents. This will help pre-service teachers get better insights into different cultures and improve their intercultural communicative competence, even though learning about small cultures is relatively complicated in Turkey, where English is spoken and taught as a foreign language.

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