ATTITUDES TOWARDS WORLD ENGLISHES: A CASE STUDY FROM AN EFL CONTEXT

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ABSTRACT

English language spread first within the British Isles; then to the Far East Asia, Africa, and North America as a result of colonization (Kirkpatrick, 2010, 2014; Mesthrie & Bhatt, 2008; Phillipson, 1992; Wardhaugh, 2006). It has become a global language spread especially after the United States of America became a superpower in the world of politics and technology. The spread and development of English language, specifically in the colonized regions of the world, has led to the emergence of different variations of the language (Kirkpatrick, 2010). These variations, termed as World Englishes, that still try to gain legitimacy have caused academic discussions in the field and literature of language teaching (Kachru, 1991; Quirk, 1990). One of the most significant of these discussions aim to provide an answer to the critical question: Should we teach only the standard English or should we accept and include variations, World Englishes, in our curriculum as well? In addition to the discussions on the possible socio-economic outcomes of such a decision (Phillipson, 2008; Ramanathan, 2005), there have been few and limited studies that questioned students' perspectives on the issue. Moreover, these studies have focused on various types of learners of English so far. This study aims to determine the perspectives of students who are studying English to become English teachers in the future whose perspectives may affect the quality of the curriculum that they will follow when teaching English. In this context, the primary research question of this study is to determine the attitudes of these prospective teachers on World Englishes. The findings of the study revealed that while the students are eager to learn and teach about different varieties of English, they still support acquiring a standard accent while learning the language and teaching the standard norms in the future.

Key words: Language spread, World Englishes, Language teaching, Attitudes.

DÜNYA İNGİLİZCELERİNE KARŞI TUTUMLAR: YABANCI DİL OLARAK İNGİLİZCE BAĞLAMINDA BİR DURUM ÇALIŞMASI

ÖZET

İngiliz dili önce İngiliz Adaları içinde, daha sonra da kolonileşmenin bir sonucu olarak Uzakdoğu Asya, Afrika ve Kuzey Amerika'ya yayılmıştır (Kirkpatrick, 2010, 2014; Mesthrie & Bhatt, 2008; Phillipson, 1992; Wardhaugh, 2006). Özellikle Amerika Birleşik Devletleri'nin politika ve teknoloji alanlarında süper güç haline gelmesiyle de küresel bir dile dönüşmüştür. İngiliz dilinin, özellikle dünyanın sömürgeleştirilmiş bölgelerinde, yayılması ve gelişmesi dilin farklı varyasyonlarının ortaya çıkmasına yol açmıştır (Kirkpatrick, 2010). Dünya İngilizceleri olarak tanımlanan ve hala meşruiyet kazanmaya çalışan bu varyasyonlar dil öğretimi alanında ve alan yazında akademik tartışmalara sebep olmuştur (Kachru, 1991; Quirk, 1990). Bu tartışmaların en önemlilerinden biri de şu kritik soruya cevap bulmayı amaçlamaktadır: Sadece standart İngilizce mi öğretmeliyiz yoksa dilin varyasyonlarını, yani Dünya İngilizcelerini, kabul etmeli ve müfredatımıza eklemeli miyiz? Böyle bir kararın olası sosyoekonomik sonuçları üzerine yapılan tartışmalara (Phillipson, 2008; Ramanathan, 2005) ek olarak öğrencilerin konu ile ilgili görüşlerini sorgulayan az sayıda ve sınırlı çalışmalar bulunmaktadır. Ayrıca, bu çalışmalar şimdiye kadar farklı türde İngilizce öğrencileri üzerine yoğunlaşmıştır. Bu çalışma ise gelecekte

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İngilizce öğretmeni olmak amacıyla İngilizce öğrenen ve görüşleri İngilizce öğretirken takip edecekleri müfredatın kalitesini etkileyecek olan öğrencilerin görüşlerini tespit etmeyi amaçlamaktadır. Bu bağlamda, çalışmanın ana araştırma sorusu bu öğretmen adaylarının Dünya İngilizceleri ile ilgili görüşlerini belirlemektir. Çalışmanın bulguları, öğrencilerin İngilizcenin farklı varyasyonlarını öğrenmeye ve öğretmeye istekli olmalarına rağmen dili öğrenirken standart bir aksan edinmek ve gelecekte standart dil normlarını öğretmek taraftarı olduğunu ortaya koymaktadır.

Anahtar Kelimeler: Dilin yayılması, Dünya İngilizceleri, Dil öğretimi, Tutumlar.

1. INTRODUCTION

Throughout history, English language spread first within the British Isles; then to the Far East Asia, Africa, and North America as a result of colonization (Kirkpatrick, 2010, 2014; Mesthrie & Bhatt, 2008; Phillipson, 1992; Wardhaugh, 2006). Mesthrie and Bhatt (2008) discuss the spread of English under three phases which they call "crossings". *The first crossing* of English is the migration of a number of German dialects, three of which are Angles, Jutes and Saxons, from north-western Europe in AD 450. This stage is called the Old English Period. *The second crossing of English* is the period starting with the conquest of Ireland by Henry II in 1164 during which French of the nobility and English of the soldiers were brought to Ireland. This stage is also termed as the Middle English Period. During the period of Early Modern English, standardization of written English began in the fifteenth century which was followed by the standardization of spoken English that began in the sixteenth century. *The third crossing of English*, that is the Modern English, includes the period where English was taken to different parts of the world as a result of voyages of exploration.

Exploration and colonization started with small-scale trading outposts and continued with the establishment of European forts along the West African coast. Britain gained more power and control in these newly discovered places which led English acquire increasing prestige. As the first language contact between the native speakers of English and of local languages was limited, fort pidgins emerged in West Africa. The second place where pidgins and creoles developed as a result of the contact with English is the Caribbean as a great number of slaves from the African continent, speaking different African languages, was brought to the region to work in the plantations. The history was replicated in other British colonies of exploitation in east, west, and south Africa and in south and south-east Asia (e.g., India, Malaysia, Brunei, Nigeria, and Gold Coast). In some of the colonies (such as India), the dominance and prestige of English paved way to the emergence of English as a second language context.

In other colonies where there was a great number of migration of native speakers of English who settled in these newly discovered locations such as the North America and Australia, English enjoyed its supremacy as a result of the great decline in the aboriginal population and; thus, aboriginal languages. These colonies of settlement later were categorized as inner circle countries where the variety of their English is considered as 'norm providing' (see Kachru, 1988).

After the fall of the colonization, especially after the World War II, English has become a global language as the United States of America became dominant in world of politics, culture (through Hollywood), and technology. In short, "… in linguistics history no language has touched the lives of so many people, in so many cultures and continents, in so many functional

roles, and with so much prestige, as has the English language since the 1930s" (Kachru, 1991a, p. 180).

2. KACHRU VS QUIRK DICHOTOMY ON WORLD ENGLISHES

English developed to be a crucial role player and door opener in administration and education especially in the colonies as it became the symbol of the new elite in the society. However, the number of local people who had the mastery of English was limited but, according to Phillipson (1992, p. 6), "apart from the earliest period, the spread of English has not been left to chance" by means of agencies that served the purpose such as the British Council and the Peace Corps. It is argued that these agencies have fostered the hegemony of the standard English while demeaning local varieties. These emergent varieties were often labeled as "broken" and not considered as norm-providing for language teaching.

Two prominent scholars, Quirk and Kachru, have been on the opposite sides when it comes to the recognition of emergent varieties of English and their place and role in the language classroom. Quirk acknowledges the development of new national varieties of English in Asia and Africa; however, he criticizes that these variations are overvalued in educational contexts. According to Quirk, there should be a standard to ensure comprehensibility in international communication. He even associates these new English varieties with lower standards by stating that *"it is neither liberal, nor liberating to permit learners to settle for lower standards than the best, and it is a travesty of liberalism to tolerate low standards which will lock the least fortunate into the least rewarding careers."* (1990, p. 9).

On the opposite side, Kachru (1991a) criticizes Quirk's position on World Englishes and states that *"He rejects the use of identificational terms such as 'Nigerian English', 'West African English', 'South Asian English', 'Singapore English', and characterizes them as misleading, if not entirely false...' (1988: 234); he does not believe that the varieties of English are adequately described at various linguistic levels and, therefore, these cannot be used as pedagogically acceptable (or ontologically recognizable) models."* (p. 184) (also see Kachru, 1991b). Kachru asserts that traditional notions of standardization cannot be acceptable any more after the recognition of English as an International Language. In short, these "arguments challenge the traditional second language acquisition (SLA) paradigm which set native-like competence as the English learning goal for all learners" (Hamid, Zhu & Baldauf, 2014, p. 77).

Scholarly discussions on the legitimacy and place of World Englishes in the language classroom may also be observed in real language classrooms through examination of learners' and teachers' attitudes towards World Englishes. These attitudes have the potential of changing the developmental course of English language and how it should be taught. This study, therefore, uncovers the attitudes of English language learners studying to become English teachers towards varieties of English, given the significant role played by the language classroom.

3. CLARIFICATION OF TERMS

Standard Englishes: standardized forms of English which are used as a reference -British, American, Canadian, Australian, New Zealand (Kachru's inner circle varieties).

English as an International Language: a term that "covers settings where English is used by different nationality groups" (Firth, 1990, p. 270) and that "describes a function that English performs in multilingual contexts" (Friedrich & Matsuda, 2010, p. 20).

World Englishes: varieties most of which developed in post-colonial settings –Indian, Sri Lankan, East African, West African, Malaysian, Caribbean, etc. (Kachru's outer circle varieties).

4. LITERATURE REVIEW

There are few studies on the attitudes of English language learners towards World Englishes and there is none so far on the attitudes of English language learners who are studying at a university to become English teachers. For example, Almegren (2018) conducted a study on the attitudes of adult Saudi EFL students towards different varieties of English. She found out that these students considered American or British English as the standard while regarding other varieties as non-standard.

Baik and Shim (2002) carried out a fourteen-week internet-based course that introduced a wide range of Englishes from the three circles. In this first taste of the field for Korean students (run in Korean) the choice is on *the more formal and standardized varieties*, rather than the stylistic ranges possible in any one territory. However, they reported that the result was a great success. They state that "student reactions are positive and discussions are active about the further study of world Englishes" (p. 430).

Kubota (2001) investigated the attitudes of Anglo high-school students in a southern US state to the English of non-native teaching assistants and professors. She found *a great deal of prejudice against foreign accents* inside and outside the classroom. Kubota tried to overcome such prejudice in a short eight-lesson unit covering variation within US English and extending it to a study of materials from other territories like India and Mexico. Kubota reports that her intervention was not very successful -- she found it difficult to overcome prejudice in the short term by educating students directly about cultural and linguistic relativism.

A thorough literature review reveals that there is no study that determines the attitudes of English language learners who are studying English at the higher education level to become teachers of English; although, language teachers "need to be seen as policy actors who are also gate-keepers of language standards" (Hamid, Zhu & Baldauf, 2014, p. 81). As their perspectives are among the most significant variables in language teaching policies, it is believed that this study will fill in a significant gap in the field.

5. METHODOLOGY

Tollefson (2002) points out that types and goals of instructional programs are determined by the educational context which shapes the language policy and specifically learning opportunities available to the learners. Therefore, it can be easily stated that the attitudes of teachers are crucial to determine what will be emphasized and what will be ignored in the language classroom. With the spread of English and the emergence of different varieties, language teachers face new challenges which include issues regarding instruction, curriculum and syllabus design, materials design, and assessment. In contrast to the previous studies conducted on World Englishes, this study aims to determine the perspectives of college students, who are studying English to become English teachers in the future whose perspectives will affect the content of the curriculum that they will follow when teaching English, towards World Englishes.

A mixed method was adopted to conduct the study where both qualitative (face-to face in depth interviews) and quantitative (survey) means of data collection were used. Creswell (2014) defines the mixed method approach as the one where the researcher collects both quantitative (closed end) and qualitative (open end) data, combines both, and then interprets the findings by looking at the strongest aspects of the combined data set to understand the research questions (p. 217). Therefore, this mixed method study provides a more comprehensive picture of the attitudes of the college students who study English to become English teachers towards World Englishes.

The participants of the study constitute 73 students studying in the English Language Teaching program at a state university in Turkey who took a 14-week elective course titled "Sociolinguistics and Language Teaching" in Fall 2021. 68 students took the survey; however, 64 were eligible for analysis. 25 students volunteered to participate in face-to-face in-depth interviews. These interviews lasted from 20 to 40 minutes depending on the participant's eagerness to carry out conversation. A whole-class discussion was also held during the last day of the class which lasted about an hour.

Quantitative data were first entered into a Microsoft Excel spreadsheet. Each participant who filled in the survey was assigned a number and the data were coded accordingly. The survey responses were summarized by using descriptive statistics.

For the analysis of the qualitative data, each audio file and transcription were organized into computer files. Participants were assured that their real names would not be saved or used; thus, each participant was assigned an alias and computer files were labeled according to the data when the interview took place. The recorded interviews were listened to and then transcribed. The data were analyzed manually and coded. The findings obtained from interviews were discussed under major themes.

6. FINDINGS

6. 1. Quantitative Data

The results of the short survey on the attitudes towards World Englishes show that the participants consider either American or British English as the standard in language learning/teaching as 29,69% agree and 10,94% strongly agree that the standard English is American English while 28,13% agree and 15,63% strongly agree that it is British English. The participants also confirm that there is a standard norm that we can refer to when learning/teaching English as 51,56% disagree and 21,88% strongly disagree with the statement "there is no standard English we can refer to".

While the participants show tolerance towards using different varieties of English as they did not consider it wrong (Statement 5), they mostly agree that it is incomprehensible. In addition, they believe that one must acquire a standard accent when learning English (strongly agree 20,31% and agree 42,19%). Firmly in line with this perception, the participants also state that they will teach their students one of the standards of English (strongly agree 31,25% and agree 39,06%) as standard English must be the norm when teaching English (strongly agree 29,69% and agree 35,94%).

It is also revealed from the findings of the quantitative data that the participants were divided into two almost equally when it comes to the advantages or disadvantages of using English differently than the standard and 28,13 % of the participants disagree on teaching different varieties of English to their students. However, it is noteworthy to state that participants will *encourage* their students to have different accents in English (34,38% agree) since they *value importance of learning different varieties of English* (29,69% agree). These findings were disclosed during the interviews and presented in the following section.

Statement	n	mean	5-Strongly agree (%)	4-Agree (%)	3-Neutral (%)	2-Disagree (%)	1-Strongly disagree (%)
1. Standard English is American English.	64	3,063	10,94	**29,69**	23,44	26,56	9,38
2. Standard English is British English.	64	3,234	15,63	28,13	23,44	**29,69**	3,13
3. Standard English is either American, British, Canadian, Australian, or New Zealand English.	64	2,688	4,69	14,06	35,94	**35,94**	9,38
4. There is no standard English we can refer to.	64	2,297	7,81	9,38	9,38	**51,56**	21,88
5. If English is used differently from the Standard, it is wrong.	64	2,078	3,13	6,25	17,19	**42,19**	31,25
6. If English is used differently from the Standard, it is incomprehensible.	64	2,750	1,56	**34,38**	18,75	23,18	17,19
7. If English is used differently from the Standard, it is disadvantageous.	64	2,844	3,13	**29,69**	26,56	**29,69**	10,94
8. One must acquire Standard accent when learning English.	64	3,578	20,31	**42,19**	18,75	12,50	6,25
9. I will teach my students one of the standards of English.	64	3,906	31,25	**39,06**	21,88	4,69	3,13
10. Standard English must be the norm when teaching English.	64	3,781	29,69	**35,94**	20,31	10,94	3,13
11. It is important to learn different varieties of English.	64	3,516	26,56	**29,69**	15,63	25,00	3,13
12. I will teach my students different varieties of English.	64	3,219	18,75	21,88	26,56	**28,13**	4,69
13. I will encourage my students to have	64	3,406	18,75	**34,38**	20,31	21,88	4,69

different accents in English.							

Table 1. Attitudes towards World Englishes.

6. 2. Qualitative Data

Analysis of the interview data generated two primary categories which were labeled as "English for communication" and "English as a profession". The findings disclosed that the primary goal of using the foreign language (whether for communication or as a profession) by the participants determined their attitude towards World Englishes and that such a discrimination may sometimes be quite distinct from one another.

In addition to the major categories, there were significant subcategories determined as "accent" and "accuracy" as these two subsets of language comprise the backbone of language learning/teaching. Each theme determined based on the analysis of the qualitative data is illustrated with the scripts from the interviews below.

6. 2. 1. English for Communication

Accent

The participants frequently emphasized that accent does not matter for multinational communication unless it hinders conversation, especially if the conversation is carried out on an online platform.

> *I am a gamer you know? And when we play online games, there are people all around the world. We don't care how people sound, we care if we understand them, and if they can do the task (Participant 3)*

When the participants were asked about face-to-face communication, they still state the same perspective as it is not an issue if you comprehend the message in the conversation.

> *I was so shy and ashamed of talking in English with the tourists I met during my summer vacation… because you know.. but then I realized I don't have to speak perfectly you know? I just need to speak and if they understand me that's wonderful right? (Participant 8)*

One of the students stated that he was working as an assistant at a trade company, and he attended an international trade fair with his employer. He suggested:

> *There were people all over the world. Most of them older than me and more experienced. It was intimidating you see? But no one seemed to care about.. you know sounding.. like an American or English.. like a native speaker you see? One person was from China, the other India, the other from somewhere that I didn't even hear about before you know.. But we could all communicate. We could do our jobs. So I don't think that it is a disadvantage if you have a foreign accent. It may be in the past but not any more (Participant 13)*

It is seen that there is still a hidden norm based on native speaker accent as the participant chose to phrase it as "sounding like an American or British". However, on the level of inter-/multi-national communication, this norm could be ignored because everyone speaks differently and

still "do their jobs" and '*can all communicate*'. This finding is an indication of acceptance of different spoken varieties of English on different platforms where it is used. It may also suggest an increasing level of self-confidence on the part of the speakers of English in the EFL contexts as the pressure of having a native speaker accent may no longer be a value prioritized since they concentrate on communication and understanding the message in conversations.

Accuracy

Bhowmik (2005) states that "… with the continuing rise of nonnative speakers of English and interactions among themselves, it is believed that English will be used more for its communicative functions … , leaving standards to be of less significance" (p. 146). In this study, it is determined that especially on social media and in online communication, being accurate "is not a big deal" and norm-based or norm-providing standard English can be ignored by stating that 'who decides right or wrong':

> *You know.. it's not a big deal. You may use a wrong tense or preposition.. you may not finish the sentence because you can't find the right word.. who cares? Who decides right or wrong? If they can still understand me who cares about different grammar? (Participant 13)*

In face-to-face communication, it is seen that one does not have to be accurate all the time and some mistakes can be overlooked:

> *I don't think that we have to be correct all the time.. to use grammar correctly every time we speak.. I may use a different English right? And I can make mistakes and.. some mistakes doesn't matter. They can be ignored. If the other person understands me so why I care? You know? If he doesn't understand I can still try right? (Participant 4)*

It is seen that being able to carry out the conversation and/or getting the work done whether in online or face-to-face communication is the core goal for which one does not have to be grammatically correct. However, still, few of the participants stated their tendency towards "sounding more grammatically correct" because they state that standard rules are important to be understood correctly. It can be assumed that in order to be understood correctly, it is necessary to speak according to the rules of the language:

> *well.. I don't want to be misunderstood. So.. I try to speak correctly. I use a standard English. (Participant 1)*

> *If I don't follow the rules in my speech, how can people understand me? How can they understand what I am trying to say? And yes.. it is possible with the common rules.. the standard rules.. (Participant 17)*

6. 2. 2. English as a Profession

Accent

The participants think that it is important to stay informed about emerging varieties of English and that they would teach different Englishes:

> *I will be an English teacher right? So.. I have to know different Englishes.. how they sound.. how they are used.. in which countries.. I also have to teach about*

> *them to my students too because they may encounter [them] especially on internet (Participant 3)*

> *I believe…. teaching students diverse dialects of English can… open up a lot of doors. For example… they can communicate with individuals of different dialects from all over the world… and it raises cultural awareness… so… in my view… both standard English and others should be taught in a balanced way… (Participant 10)*

The findings from the interviews indicate that the participants believed that it is advantageous for English language learners to have knowledge about and familiarity with World Englishes considering the dynamics of international and intercultural communication. The findings show that participants will encourage their students to learn English in different accents. However, when the discussion turned to having an accent as an English teacher, the participants revealed a whole another perspective:

> *I really want to sound like an American when I speak English.. that would be wonderful! Because you know if I have an [American] accent then I will be respected more in my classroom you know? (Participant 21)*

> *It is important to sound normal.. what I mean by normal.. well.. you see.. like a native.. like an American or British. It is important if you are an English teacher (Participant 18)*

> *What would other people think if you speak a … hmm.. nonstandard language? You are the teacher and you have to speak perfectly (Participant 7)*

The phrases used by the participants to refer to the native speaker norm in speaking are all positive: *wonderful, respected, sounding normal, perfectly*. It is seen that using other varieties of English and gaining fluency in those varieties are assessed in terms of the benefits they would bring in their professional lives which were obviously considered as disadvantageous. It is also determined that the participants were concerned about their future students. They expressed the responsibility of being a role model and providing the best language education:

> *I need to represent the best model when I speak.. if not how can my students learn? How can they speak properly [in the foreign language]? I don't think that we should confuse their minds with other English [varieties] (Participant 18)*

> *As the teacher of the future, I will teach standard English that is American and British because talking globally is always better. In the business world, you can't speak Indian English. You need to speak either British or American English (Participant 6)*

It is also found out that the students have a preference over American or British English than Canadian, Australian, and New Zealand English. Other varieties were not even mentioned during the interviews. It is seen that internet, social media, film, and TV series sectors are, especially Hollywood, important in perception of accent. Participants think that speaking in other accents will be '*funny*' in their professional experience. It is seen as a fact that American and British accents are more known and accepted as standard accents thanks to global media sectors and internet. However, it is noteworthy that the participants give importance to know

other accents and encourage their students to learn other accents, as they want to be a good role model in their profession.

> *In movies for example.. when we watch movies we are used to hearing American or British accents.. others sound funny you know? (Participant 15)*

Accuracy

In line with the findings of Baik and Shim (2002), it is found out that the students are eager to learn more about different varieties of English in their further studies. However, as emphasized before, most of them still believe that these varieties cannot be acknowledged as criteria for successful language acquisition.

> *Well.. I believe we should stick to the standard when teaching English. Accuracy is important. And we need to teach our students to use the language accurately. And it is only possible with sticking to the standards.. and I mean.. yes.. British or American (Participant 6)*

Although the students agree that there are "acceptable" varieties of English, they still show a preference towards teaching materials that use "standard" American or British English. As Bhowmik (2015) states that "In spite of this ever-widening spectrum of the English speaking population, ELT is still mostly controlled (i.e., determining the norms for teaching, designing syllabus, producing materials, and so on) by 'native-speaking,' inner-circle countries" (p. 143).

> *Well.. our textbooks are British or American right? So.. if the other Englishes are acceptable, why they aren't in the textbooks? (Participant 7)*
>
> *Teaching different Englishes will not do any good for our students when it comes to using the language correctly. Why would I want that for my students? Because when they take a test for example, they will ask about standard language right? So.. it wouldn't be fair to my students. It would put them at a disadvantage you know? (Participant 22)*
>
> *It is my duty to make sure my students speak and write in standard English fluently to enhance opportunities in life.. (Participant 15)*
>
> *As a teacher, I think it would be beneficial for my students to learn standard English first. Since standard English is used in written texts and textbooks, it would be healthier for them to learn it (Participant 2)*

Melchers and Shaw (2003) categorized intelligibility as international intelligibility, national intelligibility, and local intelligibility. This categorization proposes that grammatical and/or lexical varieties in the language may not cause communication problems at the local and/or national level but may hinder it at the international level. Such a concern reveals itself during the interviews of this study. These prospective teachers of English believed that varieties bring too many differences to deal with. In other words, they are not providing norms for language teaching:

> *I think… every student should not be deprived of learning a Standard English. Teaching different varieties of English is hard…. and a problematic issue for English language teachers because… this cause lots of confusion for students.*

These forms of English [World Englishes] include lots of mistake. English spoken in each region may differ from each other. This brings with it many grammatical, speaking and writing mistakes. So… if we want to use English correctly and effectively, we must learn and teach Standard English (Participant 23)

7. DISCUSSION

The most significant finding of this study is the distinction that the students who are studying at a state college in Turkey to become English teachers made in their attitudes towards World Englishes: English for communication and English as a profession.

On the one hand, the participants revealed a positive attitude towards different varieties of English, learning about them, and knowing how to function in those varieties. They even stated that it is necessary for multicultural communication. It is determined that the participants agreed on the fact that we need to acknowledge different varieties of English and this acknowledgement is significant in our global culture where English is not owned by anyone but is a shared and common language which binds us together. In this sense, when evaluated in terms of communication, the participants ignore the rules in terms of accent and accuracy. They stated that the important thing is to understand each other, to get the job done and to convey the message. When evaluated at the pragmatic and communicative level, this is acceptable because the way we use language may vary according to the society, place, time and people we live in.

On the other hand, the attitudes of the participants were significantly negative when they were asked questions as future English teachers. First of all, the participants showed concern for their future students as they believe they would be the model for the foreign language, English. It is true that that we are judged by how we speak. Our speech gives hints about who we are and leaves a positive or negative impression on the listeners. In line with this perception, the participants in this study revealed that they believe it is crucial to have a "proper" accent in the foreign language as a prospective English teacher. By "proper", they meant either American or British English. Although they are willing to encourage their students to know other accents, they are against teaching other accents and speaking in these accents in their profession as it will cause confusion.

Moreover, English proficiency is still a gate-keeper in most of the foreign language contexts as it functions as a tool to gain prestige in the community and access to key social and economic resources. What is more is the high-stakes language proficiency tests that play a crucial role in determining what and how to teach English especially in foreign language contexts. Thus, it is determined that the participants, bearing the responsibility of teaching the "best" English to their future students, showed a negative attitude towards teaching different Englishes to their students for the fear that it might put them at a disadvantage. Based on the argument that language is a set of rules, it is inevitable that these rules should be applied in language learning and teaching. In order to do their job in the best way, the participants believe that foreign language acquisition should be within the framework of these rules. It has been their priority to teach these rules according to the American and British English grammar rules, which have a great impact on the world socioculturally and economically.

Since the 1970s the language pedagogy has put emphasis on spoken communicative competence which provided the native speakers prestige and granted their skills as the norm in foreign language teaching (Kramsch, 2003). Today, as Baik and Shim (2002) suggest, we need an in-depth survey of the varieties of world Englishes to achieve "standards of teaching world Englishes" and hope for an "acceptable" pronunciation, lexical, and grammatical variation (p. 4). To sum up, it is seen that it is beneficial to use English in foreign language acquisition and teaching by blending English with these other accents, without ignoring the world Englishes in other accents, as well as American and British English, which are accepted as a priority worldwide to construct a new standard English.

8. IMPLICATIONS

It should not be forgotten that the choice between standard English or other varieties of English leads to different socio-economic results in today's world, especially in foreign language contexts. Employment might be secured if the candidate shows the desirable qualities in spoken and/or written foreign language. Moreover, international language proficiency tests, which are almost always high-stakes, are still based on the construct of two standard varieties of English: American and British as Ishikawa (2016) states that "… it is probable that Standard English ideology is internalized particularly through education and gatekeeping tests, and operates in a society at a subconscious level" (p. 3).

Inner circle countries are now outnumbered not only by outer circle countries but especially by expanding circle countries where English is learnt/taught as a foreign language. It is observed that foreign language pedagogy fails to keep up with the developments, changes, and challenges of how English is used in real life. Therefore, it creates a community of confused foreign language teachers. Llurda (2009) nicely states that "… non-native speaking English teachers … do somehow experience a phenomenon that can be loosely related to that experienced by the victims of the 1973 Stockholm robbery (with all the evident distances between NNESTs and the victims of physically and emotionally abuse) in a world that still values native speakers as the norm providers and the natural choice in language teacher selection" (p. 119).

9. LIMITATIONS AND FUTURE RESEARCH

One of the limitations of the study was the small sample size. Another was that they all study at the same state university. A larger group of participants with more diverse backgrounds may yield different results. Future research should take that factor into consideration. As this research was carried out after the course on Sociolinguistics and Language Teaching had been completed, there was no chance to compare the ELT students' attitudes before and after to see if there were any changes. A longitudinal study may offer sound suggestions about what can be done to acknowledge varieties of English in curriculum development.

Acknowledgments

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