



EFL TEACHER CANDIDATES' INNER CIRCLE ENGLISH PREFERENCES AND THE FACTORS BEHIND THEM

İNGİLİZCE ÖĞRETMEN ADAYLARININ İÇ ÇEMBER İNGİLİZCE TERCİHLERİ VE ARKASINDA YATAN FAKTÖRLER

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Abstract

The goal of the present study was to investigate English language teacher candidates' Inner Circle English variety (i.e., British and American English) preferences through their language use in pronunciation, vocabulary, spelling, and grammar and to examine individuals' opinions on the factors affecting their English variety adoption preferences in the context of Turkey. Following the adaption of the instrument employed, the data was garnered from 158 pre-service English language teachers enrolled in an English teacher education program at a state university in Turkey. Chi-square goodness-of-fit tests and descriptive statistics were conducted for the quantitative data analysis, while content analysis was used for the analysis of the qualitative data. The results indicated that English language teacher candidates exhibited a strong preference for American English with respect to pronunciation and vocabulary while neither variety had an overall prevalence for spelling and grammar. Furthermore, the factors contributing to the adoption of an English variant consisted of elements such as perceived easiness of a variety, exposure to popular culture and media, attitudes towards a particular variety, and in-class factors including teachers and materials. Following the discussion in relation to the literature, the study is concluded with pedagogical implications and suggestions for future research.

Keywords: English language teacher candidates; British English; American English; Kachru's Three Concentric Circles

Öz

Bu çalışmanın amacı İngilizce öğretmen adaylarının İç Çember (İngiliz ve Amerikan İngilizceleri gibi) İngilizce tercihlerini telaffuz, kelime dağarcığı, yazım ve dilbilgisi yönünden incelemek ve bireylerin İngilizce tercihlerini etkileyen unsurlara dair görüşlerini Türkiye bağlamında araştırmaktır. Veriler, kullanılan ölçme aracının uyarlanması ardından Türkiye'de bir devlet üniversitesindeki İngilizce Öğretmenliği programında kayıtlı olan 158 İngilizce öğretmen adayından toplanmıştır. Nicel veriler için ki kare uyum iyiliği testleri ve betimsel istatistikler yapılırken, nitel veriler ise içerik analizi yöntemiyle gerçekleştirilmiştir. Sonuçlar İngilizce öğretmeni adaylarının telaffuz ve kelime dağarcığı açısından Amerikan İngilizcesine yönelik güçlü bir tercih sergilediğine, yazım ve dilbilgisi açısından ise herhangi bir İngilizceye dair net bir tercihte bulunmadıklarına işaret etmiştir. Belli bir tür İngilizce seçimine katkıda bulunan unsurların ise ilgili İngilizcenin kolay oluşuna dair algı, popüler kültür ve medyaya maruz kalma, belli bir tür İngilizceye karşı tutumlar ve öğretmen ile materyallerin de yer aldığı sınıf içi faktörleri içerdiği bulunmuştur. Çalışma, ilgili alanyazınla ilişkili olarak yapılan tartışmanın ardından verilen pedagojik çıkarımlar ve gelecekteki çalışmalar için yapılan önerilerle sonuçlandırılmıştır.

Anahtar kelimeler: İngilizce öğretmen adayları; İngiliz İngilizcesi; Amerikan İngilizcesi; Kachru'nun Üç Eşmerkezli Çemberleri

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INTRODUCTION

The extensive use of English for a multitude of purposes across the globe has accelerated the research examining the emergence of various English varieties with reference to Three Concentric Circles of English Model by Kachru (1985). According to the historical model, which categorizes the countries in terms of the nature of acquisition and functional spaces, spread of English is represented in three circles referenced as the Inner, Outer, and Expanding Circles. The Inner Circle features countries in which English is spoken as a native language (e.g., USA, UK, Australia, Canada). English is spoken/taught as a second language and often functions as one of the official languages in in the Outer Circle countries, which are postcolonial Anglophonic contexts (e.g., India, Nigeria, Kenya). The Expanding Circle, on the other hand, consists of countries where English is learnt as a foreign language and functions as a means of international communication (e.g., Spain, China, Egypt). Both native and non-native varieties of English in these circles have received a significant attention with respect to multiple areas of investigation including the status of English as lingua franca (ELF) and English as an International Language (EIL) as well as the use of the term world Englishes (WE) within the context of English language teaching (e.g., Galloway, 2013; Sifakis, 2019) among others. Non-native speakers' linguistic preferences and their efforts to attain native speaker models in particular were part of the highlighted areas of research in multiple contexts (e.g., Carrie, 2017; Wong, 2018). Non-native teachers and teacher candidates of English in both Outer and Expanding Circles were among the studied groups whose attitudes towards certain varieties of English have been explored (e.g., Curran & Chern, 2018; Monfared, 2018).

Considered as a country in the Expanding Circle, Turkey was not exempt from the growing popularity of English across multiple domains including business, media, and education (Coşkun, 2010). Being taught as early as in the second grade of elementary school across the country, English has maintained its status as the most popular foreign language for a long time. In response to the developments revolving around the spread of English, the research in the context of Turkey participated in discussions through the investigations of pre- and in-service EFL teachers' perspectives on issues including but not limited to the types of English variety to teach (Çekiç, 2009), awareness on multiple varieties of English (Yaman, 2015), English as a lingua franca (Deniz, Özkan, & Bayyurt, 2016), concepts such as variety and standard language (Üresin & Karakaş, 2019), and the incorporation of elective World Englishes course into teacher education curriculum (Solmaz, 2020). An important strand of research consisted of English teachers and teacher candidates' preferences of Inner Circle English, specifically British English (BrE) and American English (AmE), which are the two of the most commonly encountered varieties in the world (e.g., Ay & Uzun, 2017; Karakaya & Hatipoğlu, 2017; Uygun, 2013). Despite the dominant presence of British variant in ELT resources and materials in Turkey (Özmen, Çakır, & Cephe, 2018), findings generally indicate a mixture of variety uses by teachers and teacher candidates. However, the majority of the research conducted has often explored the preferences of EFL teachers across a single aspect of English, which was pronunciation/accent.

Despite the emergence and recent popularity of the aforementioned research, there is an apparent need for further research investigating pre-service EFL teachers' English preferences through a large sample group in an Expanding Circle context (e.g., Turkey). Secondly, the experiences of English language teacher candidates need to be examined through their personal perspectives on the factors affecting their variety preferences and information about English resources they used and English-language TV series/shows they follow. Moreover, the research

has yet to expand efforts to provide a comprehensive picture of teacher candidates' preferences of English varieties with respect to grammar, vocabulary, spelling, and pronunciation altogether. This study aims to contribute to the scholarship by examining EFL teacher candidates' English variety preferences through a large sample size and multiple aspects of English language use, areas which are yet to be addressed in the literature. Furthermore, the study aims to illustrate a broad view of teacher candidates' English variety preferences in connection with the factors affecting their selections. In an effort to make a value-added contribution and to respond to the calls in the literature (e.g., Yaman, 2015), the present study aims to address the following research questions:

1. What are EFL teacher candidates' Inner Circle English variety preferences through their language use in vocabulary, grammar, spelling, and pronunciation?
2. What are the factors affecting EFL teacher candidates' Inner Circle English variety preferences?

It is important to underscore here that the labels of American English (AmE) and British English (BrE) are adopted as reference points in this study.

LITERATURE REVIEW

The literature on the English varieties, particularly British English (BrE) and American English (AmE), devoted a lot of attention to areas such as English as a Lingua Franca (ELF), Global Englishes and English Language Teaching, and ELF-aware ELT pedagogy (e.g., Deniz et al., 2016; Galloway, 2013; Sifakis, 2019). This section presents a cumulative understanding of the prior research specifically through the illustration of studies featuring the investigation of English variety preferences adopted by three population groups: a) university students, b) in-service teachers of English, and c) pre-service teachers of English.

There are mixed results in the literature concerning university students' preferences of English varieties in a multitude of contexts. British variant occupied a more prestigious position and it was the preferred variety by university-level students in countries such as Norway (Rindal, 2010) Spain (Carrie, 2017) and Finland (Koskela, 2017) while AmE was the more dominant variety among the participants in the context of Bosnia (Dubravac et al., 2018). More importantly, the research indicated that students' variety preferences affected their pronunciation models although their preferences did not necessarily correspond to their actual uses (Rindal, 2010). Students' variant preferences were reported to be shaped by several factors including individuals' familiarity with the variant in educational contexts and their perception of a particular variety (Koskela, 2017). British variety, for instance, was perceived as a more 'cultured' form and occupied a higher status among university students (e.g., Carrie, 2017). However, it is important to note that these studies often explored one aspect of participants' English preferences, which was pronunciation. In a notable exception among the research in this particular strand was the study conducted by Dubravac et al. (2018) in Bosnian context, where students favored AmE with respect to pronunciation and grammar while displaying no significant preference for a particular variety in terms of vocabulary and spelling. It is also noted in this study that the proliferation of the American variant in Bosnia seemed to affect learners' preferences in certain language areas despite of BrE being the traditional pedagogical model for these learners. Examining university students' English preferences from a larger perspective, Ulum (2020) found that students in Turkey opted for Inner Circle standard forms of English (i.e., BrE and AmE) over the Outer and Expanding Circle variants. The speakers of these varieties

were viewed as ‘more fluent’, ‘more educated’, and ‘better teachers of English’ compared to the speakers of non-Inner Circle Englishes. Overall, despite the research indicating mixed outcomes, it is clear that students’ perceptions have a potential to play an important role in their variety preferences.

Another group of research in the literature was concerned with EFL teachers’ choices of English varieties particularly in Turkish context. Similar to the aforementioned research above, these studies produced conflicting results about teachers’ adoption of particular English varieties, some indicating a preference for British English (BrE) while others revealing prevalence for American English (AmE). To illustrate, the study conducted by Ay and Uzun (2017) revealed that teachers preferred British spelling and grammar forms while teachers opted out for AmE variety with respect to vocabulary and pronunciation. Teachers also considered BrE as the more prestigious yet more challenging variety to learn. In another study, Toscu (2019) found that instructors recognized the syntax and morphology components corresponding to the British variant better. In a comprehensive research carried out by Özmen et al. (2018), on the other hand, EFL teachers in Turkey were found to idealize AmE as the lingua franca despite a dominant presence of BrE in the teaching materials. This finding is particularly valuable as it shows that ‘preferred input’ (i.e., non-instructional authentic materials) might be more influential than the ‘received input’ (i.e., instructional resources) in terms of sympathizing with a particular accent. Similarly, Monfared (2018) found that participants from Turkey and Iran favored the AmE by viewing it as the ideal model. The study further demonstrated teachers’ willingness to attain a native-like model and integrate such pronunciation goals in their lessons. Identical findings were reported from the research exploring Turkish EFL teachers’ awareness of ELF and world Englishes (WE). As an illustration, the results of the research by Karakaya and Hatipoğlu (2017) indicated that the majority of the teachers approached standard varieties as “the proper and accepted version of English” (p. 47), which to be the teaching model in classroom. Furthermore, many of the teachers were not fully aware of recent trends in areas such as WE and ELF. The findings reported in the small-scale study conducted by Üresin and Karakaş (2019) were consistent with the previous research as EFL teachers were found to maintain standard language ideologies through not integrating non-standard varieties and forms of English in their teaching pedagogies.

A separate thread of discussions explored Turkish EFL teacher candidates’ preferences, awareness, and attitudes regarding major English varieties and their views of these variants from a pedagogical standpoint. In an early study, Elkılıç and Han (2009) showed that students were able to distinguish BrE and AmE pronunciation forms and they were more successful in recognizing BrE vocabulary, grammar, and spelling items. The findings yielded from the study conducted by Yaman (2015) revealed a mismatch between students’ reported and actual use of English varieties. Furthermore, it was suggested that EFL teacher candidates were not completely aware of the differences between AmE and BrE with respect to areas including spelling, pronunciation, and word choice. Regarding their attitudes towards English varieties from various Circles of English, Turkish EFL teacher candidates often viewed the Inner Circle varieties more favorably than the Outer and Expanding Circle variants (Çeçen & Tülüce, 2019; Öztürk, 2019). It was further revealed that teacher candidates held a strong preference for AmE accent while negatively evaluating speakers with foreign accents including a Turkish accented variety of English (Öztürk, 2019). Finally, previous research illustrated EFL teacher candidates’ perceptions of using standard and non-standard forms of English in an educational context. The results of a multitude of studies provided evidence for the finding that pre-service English teachers in Turkey

viewed native-speaker (NS) model and Inner Circle English norms as the ‘correct’ version to teach pronunciation, which influenced their teaching practices (Coşkun, 2011; Deniz et al., 2016; Uygun, 2013). Overall, the results indicated that pre-service teachers of English were not always aware of the differences, their variety preferences and actual uses did not necessarily match, and they considered Inner Circle forms more positively than other variants in terms of their pedagogical use.

METHODOLOGY

Research Design

The present study adopts a mixed-methods research design by collecting and analyzing data through quantitative and qualitative means (Creswell, 2014). The design of the study allows the research to illustrate a broad picture of EFL teacher candidates’ Inner Circle English variety preferences through their use in multiple language areas via the quantitative section of a survey adopted into Turkish context. The qualitative aspect of the research, on the other hand, provides insight regarding the factors influencing pre-service teachers’ variety preferences through their responses to open-ended questions in the survey.

Participants

Participants consisted of 158 language teacher candidates pursuing a degree in English Language Teaching at a state university in Turkey. The group featured 108 female (68.4%) and 50 male (31.6%) pre-service teachers. Of the participants, 43 (27.2%) teacher candidates were first-year, 42 (26.6%) of them were second-year, 41 (25.9%) of them were third-year, and 32 (20.3%) of them were fourth-year students in the English Language Teaching program. The mean age of the participants was 22.44. The majority of the students were aged between 18 and 25 despite an overall range of 17 and 50. Participants have studied English as a foreign language as early as primary school and as late as high school level either at state or private schools across Turkey. Partly due to the multiple-choice test-based nature of university entrance exam in the country, language areas such as reading, grammar, translation, and vocabulary are relatively more emphasized (Sayın & Aslan, 2009). When they are enrolled to study at an ELT department, English language teacher candidates go through a centralized curriculum structure developed by Turkish Higher Education Council, which include skill-based courses in the first year of the study (Öztürk & Aydın, 2019). First-year students in the present study had been taking a listening skill-based course at the time of data collection, whereas the remaining students had already taken the course. During this two-semester course, students study effective listening strategies, the features of English phonemes, determining meaning from stress and intonation patterns, the International Phonetic Alphabet, and commonly mispronounced words in two main varieties of English, British and American. The materials adopted in the course consist of audio and video resources featuring native speakers from the UK and the US. Given the wide range of materials adopted across multiple classes, it can be said that participants in the study have been exposed to two main varieties of English during their studies.

Instrument and Procedures

The instruments for data collection consisted of a background questionnaire and a survey to determine individuals’ adoption levels of American and British variety of English. The survey, which was developed by Dubravac et al. (2018), was employed for the present study following the permissions from the corresponding author. The instrument was mainly comprised of two

sections which aimed to measure the differences in choices across four main variables including pronunciation, spelling, grammar, and vocabulary (see Dubravac et al., 2018). Participants were expected to choose either American or British pronunciation of the selected lexical items in the first section. Later, they were asked to select the appropriate English translation of the sentences given in students' native language. The goal was to demonstrate the differences of spelling, vocabulary, and grammatical structures between two major varieties through multiple translation options. For the purpose of providing flexibility and freedom, participants were able to write down their own translations rather than choosing the given options. Furthermore, half the participants were provided a task as part of which they were expected to describe a friend. The goal was to facilitate an unplanned language use, which would reveal the use of have/have got as part of a free writing task.

The majority of the tested items were preserved for the present investigation (see Appendix A). However, few changes were implemented prior to the employment of the instrument in another context featuring individuals with different native languages (e.g., Turkish). First, no change was made in the first part of the survey, which consisted of pronunciation-related 16 items. Second, only a single item (*aeroplane/airplane*) was replaced in terms of items measuring spelling differences. The replaced item was in the category of several words which did not follow a particular spelling pattern. Therefore it was considered that an item featuring the spelling difference with respect to single or double "P" suffix endings (e.g., *travelling/traveling*) would provide additional insight for interpreting the results. Third, there was no change in the use of items measuring the differences in the use of the grammatical structures. However, all the participants were asked to complete the free writing task. Finally, following word groups listed in the vocabulary section were replaced with alternative words in the cases which featured or resembled a Turkish loanword with exact or different meaning in either of the variants as it was revealed in the previous research (Dubravac et al., 2018) that learners tend to favor items similar to those in their native languages: a) *flat/apartment*, the latter corresponding to "apartman" in Turkish, b) *biscuits/cookies*, the first one being used as "bisküvi" in Turkish, c) *football player/soccer player*, part of the first word corresponding to "futbol" in Turkish, d) *chips/French fries*, the first one being used as "cips" in Turkish. The following set of words, which reflect the differences between both varieties and used in other studies as well (e.g., Toscu, 2019), was included in the instrument: *aubergine/eggplant*, *pavement/sidewalk*, *driving licence/driver's license*, and *holiday/vacation*. Due to the aforementioned changes, the sentences in which the excluded words were used have also been replaced with sentences featuring the new set of words in the second part of the survey (Appendix A).

In addition to the changes above, several open-ended questions were added to the instrument for the purpose of gaining insight towards English language resources or course books participants used during their K12 years and English TV series or shows that they liked to watch. Furthermore, they were asked about their reasons of adopting a particular variety of English over the other. It was aimed that responses to these questions would illustrate a broader perspective on teacher candidates' English variety preferences.

Data Collection and Analysis

The instrument was distributed to the each group of participants in their respective classes in the fall semester of the academic year of 2019-2020. Teacher candidates were informed about the study goals and they knew that they could discontinue participation at any time. They were also informed that confidentiality of the data would be protected. Even though the phonetic transcriptions of the words had been given in the first part of the survey, both British and

American pronunciation of the words were provided. Given the nature of the instrument and to lower the potential anxiety of the participants, it was emphasized that there were no correct or incorrect answers for any of the options. The data gathered from the survey were analyzed using the Statistical Package for Social Sciences (SPSS). The version of SPSS 25.0 for Windows was employed to compute descriptive statistics, frequency rates, and Chi-Square tests as well as statistical percentages for variables including participants' gender, age, and year of study. The Cronbach's alpha coefficient of the overall data was found to be 0.73, which indicates an acceptable level for the internal consistency of the data.

The data gathered from open-ended section of the survey were qualitatively analyzed. A fine-grained thematic analysis was performed to determine the major themes emerging from the open-ended questions (Glesne, 2011). For this purpose, responses regarding the factors affecting participants' variety preferences were analyzed in an iterative process consisting of re-categorizing and refining of the codes through which main themes emerged (i.e., a perceived easiness of the variety, exposure to popular culture and media, attitudes towards a particular variety, English language teachers, classroom resources, and other reasons). Furthermore, statistical analysis was conducted for all the questions in an effort to provide a quantitative picture of the results coming from the qualitative data. For the TV series, only series or shows produced by Inner Circle countries of the USA and UK were included in the study. While the production country of the series was mainly considered (e.g., *Friends* was regarded as TV series mainly featuring American English), the exceptions where the production companies and the language variety adopted in the show was taken into account as well (e.g., *The Tudors*, a historical fiction series created by Canadian, British, American producers, was regarded as a show mainly featuring British English). Finally, sample participant responses from each category were presented in the section below for the purpose of including student voices (e.g., P155 representing participant 155).

RESULTS

The present study aimed to understand pre-service English language teachers' Inner Circle English variety preferences through their language use in pronunciation, spelling, grammar, and vocabulary as well as the factors underlying behind these preferences. Results are presented in two main categories below, which address the two main research questions of the study. Findings regarding participants' preferences with respect to specific language areas are presented as sub-categories.

Teacher candidates' Inner Circle English variety preferences through their language use

Teacher candidates' preferences regarding pronunciation

A chi-square goodness-of-fit test was conducted to compare participants' employment of American English (AmE) and British English (BrE) varieties regarding the pronunciation of predetermined lexical items. The results illustrated that of the 16 pronunciation items, AmE was significantly adopted in ten options, BrE was significantly preferred in three options, while there was no significant difference between the variants ($p = .005$) in three items (Table 1). To illustrate, the results showed significant preference for AmE in the pronunciation of four of the five words with rhotic 'r' (*door, answer, morning, better*), while no significant difference was found between the selections for pronouncing the word opportunity in this category. With respect to a second group of words (*hot, privacy, tomato*), the variation of which was analyzed,

participants significantly opted for the AmE pronunciation for two words (*privacy, tomato*) while non-significantly preferring the AmE variation (53.8%) over the British pronunciation (46.2%) for the remaining word (*hot*). Finally, the results were analyzed in terms of participants adopting /æ/ in AmE corresponding to the use of /ɑ:/ in BrE. A significant preference for AmE was expressed in five options (*answer, bath, can't, dance, fast*), a significant preference for BrE was indicated in three items (*class, half, glass*), and no significant preference was demonstrated in one choice (*past*), for which the British variety (55.1%) was highly preferred than the American version (44.9%). Overall, the findings revealed that English teacher candidates possessed a strong preference for the American variant in the majority of the selected lexical items. However, it is also important to underscore that participants' preferences in the pronunciation of certain words' vowels (/æ/ vs. /ɑ:/) seemed to be item-dependent.

Table 1. The participants' variety preferences regarding pronunciation

Word	British		American		χ^2	P	Effect size
	Pron.	N (%)	Pron.	N (%)			
half	/hɑ:f/	124 (78.5)	/hæf/	34 (21.5)	51.26	<0.001	0.56
dance	/dɑ:ns/	23 (14.6)	/dæns/	135 (85.4)	79.39	<0.001	0.70
can't	/kɑ:nt/	39 (24.7)	/kænt/	119 (75.3)	40.50	<0.001	0.50
glass	/glɑ:s/	106 (67.1)	/glæs/	52 (32.9)	18.45	<0.001	0.34
morning	/'mɔ: nɪŋ/	47 (29.7)	/'mɔ: rɪnɪŋ/	111 (70.3)	25.92	<0.001	0.40
door	/dɔ:/	47 (29.7)	/dɔr/	111 (70.3)	25.92	<0.001	0.40
answer	/'ɑ:nsə/	30 (19)	/'ænsər/	128 (81)	60.78	<0.001	0.62
tomato	/tə'mɑ:təʊ/	30 (19)	/tə'meɪtəʊ/	128 (81)	60.78	<0.001	0.62
fast	/fɑ:st/	34 (21.5)	/fæst/	124 (78.5)	51.26	<0.001	0.56
better	/'betə/	39 (24.7)	/'betər/	119 (75.3)	40.50	<0.001	0.50
hot	/hɒt/	73 (46.2)	/hæt/	85 (53.8)	0.91	.340	0.07
privacy	/'prɪvəsi/	24 (15.2)	/'praɪvəsi/	134 (84.8)	76.58	<0.001	0.69
bath	/bɑ:θ/	50 (31.6)	/bæθ/	108 (68.4)	21.29	<0.001	0.36
class	/klɑ:s/	122 (77.2)	/klæs/	36 (22.8)	46.81	<0.001	0.54
opportunity	/'ɒp.ə'tʃu:nəti/	95 (60.1)	/'ɒpər'tunəti/	63 (39.9)	6.48	.011	0.20
past	/pɑ:st/	87 (55.1)	/pæst/	71 (44.9)	1.62	.203	0.10

Teacher candidates' preferences regarding spelling

A chi-square goodness-of-fit test was applied in an effort to test whether the selection probabilities for BrE and AmE varieties were equal with regards to spelling. Of the 15 words with two different spelling forms, significant prevalence was recorded for 6 AmE items and two BrE items, as well as non-significant prevalence ($p = .005$) in the remaining choices (Table 2). In terms of the differences illustrated through suffix *-ise* (BrE) or *-ize* (AmE), participants exhibited a significant preference for AmE in the case of 3 words (*criticise/criticize, memorise/memorize, organiser/organizer*) and a strong preference for AmE in one word (*analyse/analyze*). The examination of the items featuring *-ou* in BrE and *-o* in AmE showed that participants significantly preferred BrE for the word *neighbour/neighbor* and opted for BrE varieties over AmE versions for the words *favourite/favorite* (59.5%) and *colour/color* (53.2%). Participants' preferences were item-dependent regarding the differences in the words ending in *-re* (BrE) or *-er* (AmE). A significant difference prevailed in the word *centre/center* in favor of American

spelling. There was no significant difference for the word *theatre/theater* although more than half of the participants (55.1%) favored the British variant. Finally, the analysis of the remaining choices, which consisted of 6 various words, revealed significant prevalence of AmE for the words *mum/mom* and *travelling/traveling*, and of British variety for the item *pyjamas/pajamas*. The majority of participants reported that they had a tendency for British spelling of the words *grey/gray* (54.5%) and American variant for the words *maths/math* (56.1%) and *programme/program* (51.9%). Overall, the results demonstrated that English teacher candidates generally favored American spelling particularly for the words ending in *-ise/-ize* forms, for which significant differences were found. However, they also displayed tendency for British variety specifically for the words featuring *-ou/-o* structures despite making item-dependent choices in the rest of the instrument.

Table 2. The participants' variety preferences regarding spelling

Word	British		American		χ^2	P	Effect size
	N	%	N	%			
favourite/favorite	94	59.5	64	40.5	5.69	.017	0.18
colour/color	84	53.2	74	46.8	.63	.426	0.06
grey/gray	85	54.5	71	45.5	1.25	.262	0.08
mum/mom	38	24.1	120	75.9	42.55	<0.001	0.51
theatre/theater	87	55.1	71	44.9	1.62	.203	0.10
centre/center	52	33.8	102	66.2	16.23	<0.001	0.32
neighbour/neighbor	134	84.8	24	15.2	76.58	<0.001	0.69
memorise/memorize	31	19.6	127	80.4	58.32	<0.001	0.60
analyse/analyze	67	42.4	91	57.6	3.64	.056	0.15
programme/program	76	48.1	82	51.9	.22	.633	0.03
criticise/criticize	54	34.2	105	65.8	15.82	<0.001	0.31
maths/math	69	43.9	88	56.1	2.39	.129	0.12
organiser/organizer	44	28.0	113	72.0	30.22	<0.001	0.43
pyjamas/pajamas	96	61.5	60	38.5	8.30	.004	0.23
travelling/traveling	50	31.6	108	68.4	21.29	<0.001	0.36

Teacher candidates' preferences regarding grammar

Out of 9 grammatical structures examined, the results illustrated that participants' choices tended to be item-dependent rather than being consistent with either of the varieties. A significant preference was displayed in 2 options for each variety and no significant difference between AmE and BrE varieties of the words ($p = .005$) was found in the remaining 5 options (Table 3). First, regarding the specific differences with respect to grammatical choices, the statistical analysis indicated that participants tended to prefer the present perfect tense with some tense adverbials, which is more common to BrE than AmE in the similar contexts. The results of a chi-square goodness-of-fit test revealed a significant difference in favor of BrE in the case of *have eaten/ate*, a strong preference for BrE in *has come/come* (57.3%), and a slightly more preference for AmE in the case of *have lost/lost* (51.3%). Secondly, the statistical analysis related to the use of the auxiliary *do* with the main verb of *have* revealed that participants significantly preferred AmE in the cases of *have you got/do you have* and *have got/have in a free writing task* while non-significantly favoring the BrE use of *have got/have*. As seen in the results, even though 60.3% (N=94) participants stated that they tended to use the structure commonly used in BrE for

the case of *have got/have* in the instrument, they significantly employed the American variant of the corresponding structure in the free writing task although the number of valid responses in the latter was comparatively lower. Finally, a chi-square goodness-of-fit test was conducted to analyze participants' preferences for minor grammatical differences pertaining to the use of articles and prepositions. The statistical outcomes demonstrated a significant difference for BrE in the case of *at the weekend/on the weekend* while more participants favored BrE in the structure of *in the test/on the test* (54.5%), and more students opted for AmE in the case of *at university/at the university* (53.2%). Overall, participants tended to choose the British variant with respect to adopting the present perfect tense and prepositions, while they preferred American English in terms of the use of the definite article and the omission of the auxiliary *do* with *have* as the main verb.

Table 3. The participants' variety preferences regarding grammar

Word	British		American		χ^2	P	Effect size
	N	%	N	%			
have lost/lost	77	48.7	81	51.3	.10	.750	0.06
has come/come	90	57.3	67	42.7	3.36	.066	0.14
have eaten/ate	124	78.5	34	21.5	51.26	<0.001	0.56
have got/have	94	60.3	62	39.7	6.56	.010	0.20
have you got/do you have	38	24.1	120	75.9	42.55	<0.001	0.51
have got/have in a free writing task	39	30.2	90	60.8	20.16	<0.001	0.39
at university/at the university	73	46.8	83	53.2	.64	.423	0.38
at the weekend/on the weekend	109	69.4	48	30.6	23.70	<0.001	0.06
in the test/on the test	85	54.5	71	45.5	1.25	.262	0.08

Teacher candidates' preferences regarding vocabulary

As demonstrated in Table 4, the results of a chi-square goodness-of-fit test indicated a significant difference for a total of 10 cases out of 11 items in the instrument ($p = .005$). A significantly higher number of survey respondents exhibited a marked preference for the lexical items common to the American variety in the majority of the items including the following: *jumper/sweater* (81.4%), *lorry/truck* (68.6%), *lift/elevator* (74.7%), *trainers/sneakers* (69.9%), *sweets/candies* (80.4%), *rubber/eraser* (71.5%), *aubergine/eggplant* (62%). Statistically significant difference for the British variant was observed between the choices of the following 3 structures: *pavement/sidewalk* (62.3%), *driving licence/driver's license* (80.8%), and *holiday/vacation* (65.6%). No significant prevalence was recorded for the item *20 July 2019/July 20, 2019*, for which 51% of the participants opted for the use of BrE and 49% of the respondents favored the writing style common to the American variant. Overall, it can be concluded that English teacher candidates showed a dominant preference for American English with respect to vocabulary choices.

Table 4. The participants' variety preferences regarding vocabulary

Word	British		American		χ^2	P	Effect size
	N	%	N	%			
jumper/sweater	29	18.6	127	81.4	61.56	<0.001	0.62
lorry/truck	49	31.4	107	68.6	21.56	<0.001	0.37
lift/elevator	40	25.3	118	74.7	38.50	<0.001	0.49
trainers/sneakers	47	30.1	109	69.9	24.64	<0.001	0.39
sweets/candies	31	19.6	127	80.4	58.32	<0.001	0.60
rubber/eraser	45	28.5	113	71.5	29.26	<0.001	0.43
aubergine/eggplant	60	38.0	98	62.0	9.13	.003	0.24
pavement/sidewalk	96	62.3	58	37.7	9.37	.002	0.24
driving licence/driver's license	126	80.8	30	19.2	59.07	<0.001	0.61
holiday/vacation	103	65.6	54	34.4	15.29	<0.001	0.31
20 July 2019/July 20, 2019	80	51.0	77	49.0	.05	.811	0.01

Factors affecting the English variety preferences of EFL teacher candidates

The second research question examined the underlying factors and reasons affecting EFL teacher candidates' adoption of Inner Circle English varieties, specifically British English (BrE) and American English (AmE). The qualitative analysis of the open-ended survey questions revealed several factors in relation to individuals' preferences: perceived easiness of the variety, exposure to popular culture and media via a specific variant, attitudes towards a particular variety, language teachers, and classroom resources (Table 5).

Table 5. Factors affecting English variety preferences as reported by teacher candidates

Factor	Frequency	Sample individual responses
Perceived easiness of the variety	26	"It is generally up to the pronunciation of a word. If it is easy for me to use it, it is the best one to pronounce." (P59)
Exposure to popular culture and media	25	"I think it is about popular culture and specifically about media. We are watching lots of American series, movies. So we tend to speak American and know their idioms, phrases in daily life." (P141)
Attitudes towards a particular variety	24	"I use British accent. I think British accent has the best English accent. It sounds more natural." (P142) "I adopt American pronunciation as it sounds more.... like cool and informal, and gives the vibe that I master it tho I don't. British English sounds more formal." (P2)
English language teachers	22	"Because in our education system they don't have a particular version of English. Some of my teachers were using British English, while others were using American English. They are teaching British English in primary, secondary and high school but American English in the university. They are not consistent." (P49)

Classroom resources	13	“In the classroom, teacher gave materials that are based more on British English, so the British is dominant one.” (P36)
Others	19	“The main reason is the popularity of a specific kind of English.” (P15) “Spending time with native speakers is really important.” (P29)

A perceived easiness of a variety (N=26) was commonly stated by a high number of teacher candidates, two of whom summarized by saying: “*I think the main reason [to choose a variety] is that we use the easiest one to pronounce*” (P18), “*Whichever seems to be more comfortable while talking, I prefer that one*” (P25). Of the two major Inner Circle English varieties, AmE was considered as the ‘easier’ variant by the majority of the participants who often stressed the pronunciation aspect more than the others as exemplified in “*I generally prefer American pronunciation because it is easy for me*” (P55), “*I like British pronunciation but it is hard to speak so I usually prefer American pronunciation*” (P126). Some participants drew a comparison between certain characteristics of AmE and their native languages (i.e., Turkish) citing it among the reasons: “*American English is easier in terms of its pronunciation for us, because Americans usually pronounce “r”, it makes it easier for me to pronounce*” (P77), “*American pronunciation is close to my first language. It is more suitable to my mouth structure*” (P151).

A large number of participants believed that exposure to popular culture and media products had a high impact on their adoption of a specific variety (N=25). One participant listed the potential resources including social networking sites and digital media by stating: “*I think that social media has great effect on adapting particular variety of English. TV Series, movies, reality shows are also important elements for it*” (P130). AmE was the frequently highlighted variety with respect to the reference to popular culture and media as illustrated in the following responses: “*I tend to prefer American English because of the movies I watch and books I read. And except this, the songs I listen are generally belong to American singers*” (R27), “*I use American pronunciation over the other. Because I generally watch TV films and native speakers who use American pronunciation*” (P72). In relation to the popularity of foreign TV series among the participants of the study, they were asked to write down the English-language TV series and shows that they follow. A total of 312 responses were received through the survey. Of the 299 valid responses which included TV series broadcasted in English language, 242 of them (%80.94) featured AmE while 57 of them (19.06%) involved a cast majorly including BrE speakers (Appendix B). As seen through the statistical analysis, most of the participants indicated that they followed English language series featuring American variety, thus being more likely to be exposed to the AmE.

Participants’ attitudes toward a particular variety, either positive or negative, was among the highly cited factors (N=24). While 14 of these participants opted for BrE, the remaining 10 individuals expressed statements in favor of AmE. Among the adjectives used BrE were noble, vibrant, beautiful, natural, aesthetical, charming (“*British accent sounds more noble and beautiful to me*”, P6), while participants opted for AmE by using adjectives such as cool, better, informal, and more understandable (“*American pronunciation sounds cooler than British*”, P41).

Furthermore, it was shown that participants' previous experiences in English classrooms were reported to have an impact on their variety preferences. The two most commonly stated factors were the English used by their teachers (N=22) and the classroom materials (N=19). Participants mentioned that their teachers played a role in shaping the way they use English now by sometimes specifying their experiences: *"It depends on your teachers, for we listen to them during the lesson and we learn with them"* (P152), *"Firstly, I used British spelling when I learned English language because my English teachers in primary school and high school used British spelling"* (P51). Similarly, some participants drew attention to the potential impact of the educational system in general and English language resources employed in particular: *"It is because of the education system in our country, which is affected mostly by British English"* (P11), *"Teacher provided British and American English resources. It is related to teachers' materials and it is about input"* (P33). Regarding the classroom materials, participants were asked to write the titles of the course books used during their English studies at different levels (Appendix C). According to the results, the majority of the participants noted that they had used BrE-oriented course books or materials produced by major publishing houses such as Oxford (N=61), Pearson Longman (N=26), and Cambridge (N=15), while a large group of teacher candidates reported the books published by Turkish companies (N=78) as part of their preparation for the university entrance exam.

Finally, responses provided by means of open-ended section of the instrument consisted of other factors such as communication with native speakers (N=6) (*"I have talked to a lot of people online both in voice chat and written chat rooms so my English is an amalgamation of almost every kind of English variety there is"*, P155), wider use and popularity of a specific variety (N=5) (*"The reason is that American English is more common"*, P17), and buried ideologies with respect to the 'origin' of English (N=5) (*"I prefer to speak in British accent since it's more like old English"*, P3). In addition, the amount and type of exposure that learners receive has the potential to affect their choices as acknowledged by some participants: *"The main reason is that the language we have been exposed most"* (P46), *"The most important factor about this I think, how much we are exposed to one or the other. We have tendency to talk like we hear, naturally"* (P53). Overall, it can be concluded that multiple factors such as perceived easiness of a variety, exposure to a variant through popular culture, participants' attitudes, and their previous English learning experiences were found to affect their English variety preferences.

DISCUSSION

The main goal of the present study was to examine English language teacher candidates' preference of Inner Circle English varieties, specifically British English (BrE) and American English (AmE), in the aspects of spelling, vocabulary, pronunciation, and grammar and underlying factors affecting their variety selections in the context of Turkey. The results of the quantitative data showed that prospective English teachers had a strong tendency towards the American variety with respect to pronunciation and vocabulary, while opting for the BrE in terms of grammar and both varieties for spelling. The analysis of the qualitative data demonstrated that factors such as participants' attitudes, their exposure to a specific variant outside the classroom, perceived easiness of a variety, and their previous pedagogical experiences influenced their English variant preferences. The findings will be discussed in relation to the literature below.

The results demonstrated that EFL teacher candidates strongly favored American variant for pronunciation, particularly with respect to the pronunciation of the words with rhotic 'r' and a

group of words such as *hot* and *privacy* while they had an item-dependent preference for words reflecting the differences through the vowels of /æ/ and /ɑ/. These findings are in tune with Ay and Uzun (2017), Dubravac et al. (2018), Monfared (2018), Özmen et al. (2018), and Öztürk (2019) in which university-level students, English teachers and teacher candidates were found to prefer AmE in terms of pronunciation or accent in multiple contexts. Similarly, analyses in terms of vocabulary yielded parallel results in favor of AmE. The present study confirms the findings of the limited number of previous research (e.g., Ay & Uzun, 2017) investigating the differences regarding vocabulary use. Considering all findings, it may be suggested that EFL teacher candidates in Turkey gravitate towards American English in the areas of pronunciation and vocabulary. This finding might be surprising as EFL learners in Turkey are often exposed to BrE through publications and materials which are printed and distributed by major ELT publishing companies such as Oxford, Cambridge, and Longman (Yaman, 2015), which was also found in the present study. However, pronunciation as a sub-skill and speaking in general is often neglected at schools partly because speaking skills of learners who want to become teacher candidates are not tested at university entrance exam. Therefore, it is possible that learners may not pay enough attention to the listening materials featuring British variant. The findings may also be attributed to the increasing popularity of American culture and media starting in 1990s in Turkey (Doğançay-Aktuna, 1998; Selvi, 2014), has intensified the presence of American variety in multiple contexts including education. This interpretation is in line with the qualitative findings of the present study as TV shows featuring AmE were found to be more popular among teacher candidates and exposure to popular culture and media through a variety was one of the highly cited factors for adopting an English variant. Furthermore, multiple factors such as easier access to a wide array of English varieties through the ubiquitous use of internet, teacher candidates' medium/high-level competence in web information searching skills (Atar & Bağcı, 2020) and teacher candidates' use of social media for improving their target languages (Solmaz, 2019) might provide opportunities for learners to improve their pronunciation and vocabulary knowledge autonomously. Given that 'preferred input' (i.e. non-instructional real-life resources) can be considered more influential than 'received input' (i.e. instructional materials) in showing inclination towards a particular English accent (Özmen et al., 2018), teacher candidates may have developed a tendency to prefer American English as a result of being exposed to 'preferred input' through online resources.

The results of the analysis of items revealed that participants tended to prefer both varieties in terms of spelling and grammar. While teacher candidates opted for AmE in words ending in *-ise/-ize* spelling forms, they had a tendency to use BrE for words featuring *-ou/-o* along with item-dependent choices across the remaining words. In a similar fashion, BrE was the preferred variety in sentences consisting of present perfect tense and prepositions, while AmE was adopted more for the definite article use and the omission of the auxiliary *do* with *have* as the main verb. It is not possible to make a direct comparison with the relevant literature as nearly all the studies featuring English teacher candidates mainly concentrated on the phenomena through the aspect of pronunciation or accent. Being a notable exception in this particular context, Yaman (2015) showed that pre-service teachers were not able to distinguish variety differences in terms of spelling, pronunciation, and word choice. Compared to the studies featuring EFL teachers and university-level students as participant groups, the findings are similar to the study of Toscu (2019) regarding spelling and grammar, particularly the use of present perfect tense and prepositions, and Dubravac et al. (2018) in terms of spelling, but not consistent with the work by Ay and Uzun (2017) regarding spelling and grammar, Toscu (2019) with respect to the use of

definite articles, and Dubravac et al. (2018) in terms of grammar. Some interpretations can be made despite the differences across the literature and mixed results obtained from the study. To illustrate, it is observed that the spelling preferences in favor of British variety are in the words which are typically learnt in early stages of English learning process, while the participants opt out for AmE in the words that are typically learnt at a later time period. For instance, of the words *favourite* (A1), *colour* (A1), *neighbour* (A2), *theatre* (A2), *centre* (A2), *criticize* (B2), *organize* (B1/B2), and *analyze* (B2), for which the corresponding levels according to Common European Framework of Reference are provided in parenthesis (English Profile, 2020), participants preferred A1-A2 levels of words in BrE while favoring AmE for words in B1/B2 levels. Similarly, present perfect tense structures (BrE), which were preferred by participants over past tense forms (AmE) in specific contexts, are introduced at an early stage (A2 level) as well (English Profile, 2020). This might explain that learners encountered the written forms of these items in predominantly BrE-centered teaching publications and materials in Turkish classrooms, which was also revealed through qualitative data in the current study. Yet, they may have been acquainted with other forms at both educational contexts and through exposure to the non-pedagogical resources. However, the extent of BrE-oriented textbooks and other materials' role on participants' variety preference is unclear. Besides, there are other factors such as the amount of exposure to non-educational English materials, or multiple English varieties at university. Furthermore, it is important to underscore that even the nature of grammatical form might have an impact on learners' preferences of a particular variant. To illustrate, participants had a tendency to favor BrE in terms of *have got/have*, while they significantly preferred the AmE in the interrogative form and free writing task. Dubravac et al. (2018) argued that this may be associated with various styles of learning the forms which result in explicit and implicit knowledge. Interpreting the Bosnian context, which is similar to Turkey with respect to British-influenced materials, they noted that students might tend to prefer British variant in a multiple-choice test facilitating the use of the explicit knowledge of the structure (*have got/have*), while gravitating towards AmE for a free task activity promoting implicit knowledge. Overall, it is understood that a research methodology involving formats tapping into both types of knowledge could illuminate a broader perspective of teacher candidates' English variety preferences.

Finally, the qualitative analysis of the data revealed several reasons in connection with participants' Inner Circle English variety preferences. The results indicated that participants' attitudes towards a particular variety and the level of difficulty they perceived them affected their preferences. These findings are in accordance with previous research (e.g., Carrie, 2017; Koskela, 2017), in which the ways tertiary-level students perceived either British or American variant influenced their preferences. Also similar to the research conducted by Rindal (2014), some Turkish EFL teacher candidates expressed that they desired to speak a certain variety of English (i.e., BrE) although they tended to use another variant (i.e., AmE), which seemed perceivably easier for them. It is interesting yet perhaps not surprising to see Turkish pre-service teachers of English perceiving AmE variety relatively easier than BrE. In a relatively early research carried out by Çekiç (2009), Turkish EFL learners were found to improve their listening skills more when they were exposed to materials and resources in AmE variety compared to students who received BrE-based listening education. Other factors underlying teacher candidates' variety preferences were reported as their exposure to a particular variant outside the classroom via popular culture, and their previous English learning experiences. These findings were strengthened by participants' responses about their favorite TV series/shows and the textbooks they used as part of their English learning at schools. It was found that teacher candidates

particularly referenced to the proliferation of American English outside the pedagogical context while they often specified BrE-centered learning materials and resources, both of which were in tune with the previous research (e.g., Dubravac et al., 2018). As discussed above, it is possible that participants, as experienced language learners, make use of the non-instructional resources available around them by exercising their agency and digital literacies. It is perhaps through such practices that teacher candidates' variety adoption preferences are shaped, more likely in favor of the American variant in this case.

CONCLUSIONS

The results from the current study indicated that English language teacher candidates in Turkey exhibited a strong preference for American English as an Inner Circle variety with respect to pronunciation and vocabulary while neither variety had an overall prevalence for spelling and grammar. The findings regarding teacher candidates' opinions on the factors contributing to the adoption of an English variant included elements such as perceived easiness of a variety, exposure to popular culture and media, attitudes towards a particular variety, and in-class factors such as teachers and materials. These results seem to suggest that prospective EFL teachers in the Expanding Circle do not consistently follow a particular variant although they tend to gravitate towards adopting the characteristics of American English in multiple aspects of English use. The study is a contribution to the emerging research on EFL teachers and teacher candidates' knowledge and use of English varieties in connection with the concepts of English as a Lingua Franca and world Englishes. The revealed insights enhance our understanding of EFL teacher candidates' Inner Circle variety preferences and make a value-added contribution to the literature in three major aspects: a) the study examines EFL teacher candidates' variety preferences in four aspects of language use (spelling, vocabulary, grammar, and pronunciation) in a field where the majority of the studies focus on preferences of pronunciation or accent in Turkish context, b) the data garnered come from a large number of participants (N=158), which has one of the highest sizes with respect to the previous research, and feature both quantitative and qualitative data, c) the study employs a recently developed survey, which is adapted for Turkish native speakers and now include an open-ended section which can provide further insight into individuals' English variety preferences.

Implications

These contributions hold certain implications for English language teachers, teacher candidates, and EFL teacher education in Turkey and other contexts, particularly the Expanding Circle. It is suggested that learners, teachers and teacher candidates alike are exposed to English varieties from Inner, Outer, and Expanding Circles throughout their English learning experiences for the purpose of developing awareness towards world Englishes (WE). Furthermore, recognizing the differences across multiple English varieties should also assist language learners and teachers to develop tolerance for different forms (Dubravac et al., 2018) and approach them as sociolinguistic richness rather than considering certain uses as erroneous or socially unacceptable.

Limitations and Future Research

The results of the present study need to be interpreted with caution as there are several limitations. Firstly, the quantitative nature of the research offers a general overview; however, the findings could have been further enhanced through data coming from individual and/or focus group interviews with participants, thus not being limited to open-ended survey data. In this

regard, it is recommended that future research follows a mixed-methods approach in an effort to interpret the results in relation to participants' backgrounds, in-depth experiences, and autonomous English language learning practices, particularly taking their attitudes towards English varieties into account. Secondly, the study draws on teacher candidates' self-reported data, which may not accurately represent their knowledge of differences between BrE and AmE. Even though the focus of the study is participants' preferences rather than their ability to distinguish them, limitations inherent to this particular type of data are applicable in this case. Finally, the data of the study is heavily based on a survey consisting of a multiple-choice test. In light of this limitation, the integration of other tasks similar to the free writing task in the current version of the survey (e.g., recording spontaneous student talk, analyzing student essays written for non-research purposes) could elicit further implicit knowledge of participants and provide additional insight to the investigated subject matter.

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APPENDICES

Appendix A.

Section 1.

a. Circle the pronunciation you use:

1.	half	a. /ha:f/	b. /hæf/
2.	dance	a. /da:ns/	b. /dæns/
3.	can't	a. /kænt/	b. /ka:nt/
4.	glass	a. /glɑ:s/	b. /glæs/
5.	morning	a. /'mɔ:rnɪŋ/	b. /mɔ:nɪŋ/
6.	door	a. /dɔ:/	b. /dɔ:r/
7.	answer	a. /'ænsə/	b. /a:nsə/
8.	tomato	a. /tə'meɪtəʊ/	b. /tə'mɑ:təʊ/
9.	fast	a. /fa:st/	b. /fæst/
10.	better	a. /'betər/	b. /'betə/
11.	hot	a. /hɒt/	b. /hət/
12.	privacy	a. /'prɪvəsi/	b. /'praɪvəsi/
13.	bath	a. /bæθ/	b. /bɑ:θ/
14.	class	a. /klæs/	b. /klɑ:s/
15.	opportunity	a. /,ɒpə'tju:nəti/	b. /,ɑpər'tunəti/
16.	past	a. /pæst/	b. /pɑ:st/

b. Circle the option which, in your opinion, presents the best translation of the original sentence, or add your own translation.

1. En sevdiğim renk mavidir.

My favorite color is blue.
My favourite colour is blue.
My favorite colour is blue.
My favourite color is blue.

3. Annem ayda bir kez tiyatroya gider.

My mom goes to the theatre once a month.
My mum goes to the theater once a month.
My mom goes to the theater once a month.
My mum goes to the theatre once a month.

5. Şeker yemeyi severim.

I like eating sweets.
I like eating candies.

7. Şehir merkezindeki kaldırımları yeniden düzenlediler.

They rearranged the pavements in the town centre.
They rearranged the sidewalks in the town center.
They rearranged the pavements in the town center.
They rearranged the sidewalks in the town centre.

9. Sıcakkanlı komşularınız var mı?

Have you got friendly neighbors?
Have you got friendly neighbours?
Do you have friendly neighbors?
Do you have friendly neighbours?

2. Kışlık kazak ve pijamalarım var.

I've got jumper and pyjamas for winter.
I've got sweater and pyjamas for winter.
I have jumper and pajamas for winter.
I have sweater and pajamas for winter.

4. Silgimi kaybettim.

I've lost my rubber.
I lost my rubber.
I lost my eraser.
I've lost my eraser.

6. Eve az evvel geldi.

He's just come home.
He just came home.

8. Seyahat ederken yeni kelimeler ezberledi.

He memorized new words while he was travelling.
He memorized new words while he was traveling.
He memorised new words while he was travelling.
He memorised new words while he was traveling.

10. Programları analiz eder.

He analyzes programmes.
He analyses programs.
He analyzes programs.
He analyses programmes.

11. Asansörlerden hoşlanmam.

I don't like lifts.

I don't like elevators.

13. 20 Temmuz 2019'da tatilde miydin?

Were you on holiday on July 20, 2019?

Were you on vacation on July 20, 2019?

Were you on holiday on 20 July 2019?

Were you on vacation on 20 July 2019?

15. Alen üniversitede okumaktadır.

Alen studies at the university.

Alen studies at university.

17. Gri spor ayakkabılarımı seviyorum.

I like my gray trainers.

I like my gray sneakers.

I like my grey trainers.

I like my grey sneakers.

19. Sınavdan A (notunu) aldım.

I've got an A in the test.

I've got an A on the test.

12. Çoğu zaman politikacıları eleştirir.

He often criticizes politicians.

He often criticises politicians.

14. Ben çoktan patlıcanlı ye meği ye dim.

I already ate the meal with aubergine in it.

I've already eaten the meal with eggplant in it.

I already ate the meal with eggplant in it.

I've already eaten the meal with aubergine in it.

16. O, harika bir organizatördür.

He is a great organizer.

He is a great organiser.

18. Haftasonları matematik çalışır.

She studies math on the weekend.

She studies maths on the weekend.

She studies math at the weekend.

She studies maths at the weekend.

20. Kamyon sürmek için ehliyetinin olduğunu bilmiyordum!

I didn't know you had a driving licence to drive a lorry!

I didn't know you had a driving licence to drive a truck!

I didn't know you had a driver's license to drive a lorry!

I didn't know you had a driver's license to drive a truck!

c. Please write a description of one of your friends in a couple of sentences.

Section 2.

- Do you remember any of the coursebooks or resources you learnt English with? Please write the names of those books or their publishing companies.
- Which English TV Series do you like to watch/have watched?
- What do you think are the reasons for you to adopt a particular variety of English over the others?

Appendix B. Favorite TV Series/Shows Reported by EFL Teacher Candidates

TV Series/Shows	Frequency	TV Series/Shows	Frequency
How I Met Your Mother	36	Ellen Show	3
Friends	33	The Originals	3
Game of Thrones	17	Brooklyn Nine-Nine	3
Breaking Bad	15	Westworld	2
Peaky Blinders	14	Doctor Who	2
Big Bang Theory	13	13 Reasons Why	2
Stranger Things	11	2 Broke Girls	2
Sherlock	11	Broadchurch	2
Vikings	11	Agents of SHIELD	2
Black Mirror	10	Bojack Horseman	2
Dexter	7	Lucifer	2
Prison Break	7	Mindhunter	2
Lost	6	Handmaid's Tale	2
Rick and Morty	5	Hannibal	2
The Walking Dead	5	Modern Family	2
Supernatural	4	Pretty Little Liars	2
The 100	4	Suits	2
Fringe	4	The Flash	2

Others with a single frequency: 11.22.63, Better Call Saul, Big Little Lies, Criminal Minds, Disenchantment, Family Guy, Fargo, Full House, GirlBoss, Good Place, Gossip Girl, Gotham, Grace and Frankie, Hemlock Grove, Homeland, House of Cards, How to Get Away with Murder, Married with the Children, Merlin, Mom, Mr. Robot, Murder, NCIS, Origin, It is Always Sunny in Philadelphia, Person of Interest, Reign, Riverdale, Shameless, Simpsons, Sopranos, Spartacus, Star Trek, Teen Wolf, The Boys, The Crown, The Get Down, The Good Doctor, The Fall, The Late Late Show with James Corden, The Mentalist, The O.C., The Tudors, This is Us, Tonight Show with Jimmy Fallon, Utopia, Vampire Diaries.

Appendix C. Companies/Coursebooks Reported to be used as Classroom Resources by EFL Teacher Candidates

Publishing Company	Frequency	Specified Companies / Coursebooks
Turkish Publishing Houses	78	YDS Publishing (29), ELS (21), Dilko (11), Akin Dil (6), ODTU (3), Moda Dil (2), Hacettepe Taş, Yesdil, İrem, Spring Publishing, Daylight Publishing, Nova.
Oxford	61	Headway (33), Solutions (6), Link Up (2), Directions, Hotline, Streamline, Build Up.
Pearson Longman	26	Understanding and Using English Grammar (2), Snapshot (2), Speakout, Shining Star, Even More True Stories
Cambridge	15	Face2Face (2), Ship or Sheep (2)
Others	14	National Geographic Learning (2), MacMillian (2), Express Publishing