

**Curriculum Design for a World Englishes and
Intercultural Communication Course: Survey
Research* ****

**Dünya İngilizcesi ve Kültürlerarası İletişim Dersi için
Müfredat Tasarımı: Anket Araştırması**

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Makale Türü/Article Types: Araştırma Makalesi/Research Article

Makalenin Geliş Tarihi: 31.07.2021

Yayına Kabul Tarihi: 03.11.2021

ABSTRACT

With the current position of the English language in the globalized world, individuals from different backgrounds meet on the common ground of English, which serves the function of lingua franca. In this connection, currently, a variety of Englishes are in sight, and each speaker contributes to these varieties with his or her cultural being. Considering the limited number of research studies focusing on curriculum design in the field of world Englishes and interculturality, the present study aims at designing a curriculum for a potential world Englishes and intercultural communication course by obtaining the views of ELT academics and ELT undergraduate students. Survey research model was adopted in the current research study, and data were collected through two online questionnaires. The initial questionnaire was the primary data collection tool and filled by 28 ELT academics and 25 undergraduate students, whereas the follow-up survey was administered to 2 ELT professors, 2 EFL instructors and 3 ELT undergraduate students. Descriptive statistics were computed to analyse the quantitative data,

***Ahntılama:** Uğurlu, M., Utku Bilici, Ö., & Daloğlu, A. (2022). Curriculum design for a world englishes and intercultural communication course: survey research. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, 42(2), 1143-1175.

**A part of this paper has been presented as a conference proceeding at the 1st International Symposium on Foreign Language Teaching (FLT).

and the qualitative data were analysed using the bottom-up approach. The items selected by more than half of the participants in each group were included in the course curriculum.

Keywords: Language curriculum design, World Englishes, Intercultural communication, English language teaching.

ÖZ

İngilizcenin küreselleşen dünyadaki mevcut konumu sayesinde farklı geçmişlere sahip bireyler, ortak dil işlevi gören İngilizcenin ortak paydasında buluşmaktadır. Bu bağlamda günümüzde çeşitli İngilizceler ortaya çıkmakta ve her konuşmacı kendi kültürel varlığıyla bu varyasyonlara katkıda bulunmaktadır. Dünya İngilizceleri ve kültürlerarasılık alanında müfredat tasarımına odaklanan sınırlı sayıda çalışma göz önüne alındığında, bu çalışma İngiliz Dili Öğretimi (İDÖ) akademisyenleri ve İDÖ lisans öğrencilerinin görüşlerini alarak potansiyel bir dünya İngilizceleri ve kültürlerarası iletişim dersi için bir müfredat tasarlamayı amaçlamaktadır. Mevcut çalışmada tarama araştırma modeli benimsenmiş ve veriler iki çevrimiçi anket aracılığıyla toplanmıştır. Birincil veri toplama aracı olan ilk anket 28 İDÖ akademisyeni ve 25 lisans öğrencisine uygulanmış, takip anketi ise 2 İDÖ öğretim üyesi, 2 öğretim görevlisi ve 3 İDÖ lisans öğrencisine uygulanmıştır. Nicel verileri analiz etmek için betimleyici istatistikler hesaplanmış ve nitel veriler tümevarım yaklaşımı kullanılarak analiz edilmiştir. Her bir gruptaki katılımcıların yarısından fazlasının seçtiği maddeler ders müfredatına dâhil edilmiştir.

Anahtar Sözcükler: Dil müfredatı tasarımı, Dünya İngilizceleri, Kültürlerarası iletişim, İngiliz dili öğretimi.

INTRODUCTION

The research studies focusing on the concept of World Englishes (WE) began roughly towards the end of 1970s and language pedagogy was the central point of research. The global spread of English was not a hot topic among English Language Teaching (ELT) professionals in 1980s (Matsuda, 2019). However, the number of ELT scholars who are interested in WE studies has increased recently. Especially in the last decade or so, the polycentric nature of English has been embraced in the field of ELT, and many leading journals in the field have published articles on the relationship between ELT and WE (Matsuda, 2019; Pishghadam & Saboori, 2011). In addition, many book chapters and whole books have also been published on the globalization of English (Berns, 2006; Crystal, 2003; Laitinen & Levin, 2016; Mufwene, 2010). Different varieties of English develop because of the fast expansion of globalization (Sharifian & Sadeghpour, 2020).

The global spread of English made the language a major means of international and, for many countries, intranational communication.

According to Sadeghpour & Sharifian (2019), curriculum designers, teacher educators and test developers must establish a ground for teaching English as a pluricentric language. They should be knowledgeable about changes occurring in communication and in the English language. Kumaravadivelu (2012) emphasizes the importance of including the multi-varietal nature of English into the language curriculum, and he warns teachers not to count on inner circle-based textbooks. Textbooks are common global means of language teaching, and they present a way to look at the entire world through the cultural perspective of the author (Uğurlu & Taş, 2020). The integration of cultural components into textbooks and other language teaching materials is essential for the improvement of intercultural communication (Çelik & Erbay, 2013) since culture is present whatever the language discussion is (Ahmed & Narcy-Combes, 2011).

World Englishes

The Concentric Circle Model of World Englishes is “a system introduced to the field by Braj Kachru in 1984 at the 50th-anniversary celebration of the founding of the British Council” (Berns, 2019, p. 8). The model consists of three circles: inner, outer, and expanding, and they all play a crucial role in “teaching English as a pluricentric language” (Sadeghpour & Sharifian, 2019, p. 245). As it is noted by Berns (2019, p. 13), “the Englishes associated with the inner circle, are necessarily superior to or preferred over the other circles.” Besides, there is a general understanding suggesting that users of the innermost circle varieties determine what is accepted or suitable, so they tend to make English their own. However, in today’s globalized world, in which English is used as a shared way of communication and interaction among individuals takes place through the medium of English, such ownership proposed by users of the innermost circle varieties would be neither fair nor logical. Considering that now, users of the expanding circle varieties also have more confidence and pride because of the English they speak, it is not acceptable to exclude their Englishes and dictate a single suitable variety.

Kachru's first fallacy questions whether members of the outer and expanding circles learn to speak English to interact with native speakers only. It is noted by Crystal (2003) that "the number of non-native English speakers significantly outnumbers that of native English speakers" (as cited in Matsuda, 2019, p. 147), so it can be concluded that speakers of English do not include only the individuals from the inner circle. Therefore, it would be inappropriate to state that learners of English aim to acquire it so as to communicate with only native speakers. On the contrary, several countries have included English courses in their curricula, and they aim at increasing their citizens' English proficiency level. Besides, seeing the opportunities that can be achieved with a good level of English proficiency, individuals now have personal (either intrinsic or extrinsic) motivation to learn English, and today's world, surrounded by technology, fosters their motivation. Though it is discussed in the fifth fallacy in Matsuda's (2019) article, it can be emphasized at this point: as it was mentioned previously, there is an inequality in the numbers of native and non-native English speakers, and the same is valid for those of English language teachers. The research suggests that "non-native teachers also outnumber native teachers" (Canagarajah, 2005; Freeman, Katz, Garcia Gomez, & Burns, 2015, as cited in Matsuda, 2019, p. 149). Taking this finding into account, non-native teachers' significant role in determining the present and future of English teaching can be clearly recognized.

Intercultural Communication

Hua (2014, p. 3) emphasizes that "the number of motivations, purposes, opportunities, and means to learn languages in addition to one's first language(s) has increased." With the increase in the individuals' interests in languages, several questions have arisen. The one that is directly associated with the present study is "whether learning a language means learning a culture" (Hua, 2014, p. 3). The associations between language and culture are quite evident. Because both are living and evolving ongoingly, it is inevitable that their mutual relationship will remain dynamic. Therefore, the role and place of culture in language learning cannot be underestimated because "learning a language inevitably involves learning a culture" (Hua, 2014, p. 10). Nonetheless, to

what extent cultural elements are integrated into the curriculum, what the primary purpose of language learning is, and how the relationship between culture and language is shaped around the framework of interculturality within the contexts of language teaching and learning are the questions that need to be addressed to determine the scope of intercultural components of language courses.

In fact, culture can be described as an invisible set of elements, including individuals' way of life, worldviews, beliefs, traditions, habits, and values. However, despite its being invisible, it has the power of shaping the areas it has touched upon. That's why it is highly crucial for language learners to have an awareness regarding what is evident in the target culture. By doing so, they can use their awareness of the target culture as a basis for the improvement in their understanding of the links between their home culture and the target culture. More importantly, the development of this awareness may enable them to meet the concept of interculturality, and they can further realize that there is a space in which all the living cultures interact with each other.

In their recent study, Simpson and Dervin (2019) focus on the Organization for Economic Cooperation and Development (OECD) findings showing how global and intercultural competencies are perceived in our new world. It is emphasized that the needs and necessities of today's citizens do not involve only the skills compulsory for "being competitive and ready for a new world of work" but they also include individuals' competences to be used in "analysing and understanding global and intercultural issues" (OECD, 2018, p. 2, as cited in Simpson & Dervin, 2019, p. 672).

Considering the importance attached to developing an understanding of global and intercultural issues nowadays, for educational institutions, it can be described as a must to integrate up-to-date courses covering the content based on the notion of interculturality. In this regard, teachers' responsibility in preparing learners for the new world they have been experiencing cannot be underestimated. Taking the leading role of teachers into account, it can be concluded that they have the power of directing their learners in two separate ways. On the one hand, they may help learners break new paths into the issue of interculturality. On the other hand, they may restrict them to a single

environment in which a little emphasis is put on being a global citizen, who pays special attention to being an intercultural competent language learner. The story, demonstrated in Hua's (2014, pp. 13-14) first chapter, clearly illustrates the impact of a teacher on learners' way of thinking. In this story, the little boy, unfortunately, loses his creativity due to the limits set by his teacher for him and his friends. Thus, teachers should try not to perform their teaching by putting clearly defined imaginary limits for their learners but be willing to open new doors to allow their learners to improve their awareness concerning the realities of our globalized world.

According to Holliday (2010, p. 175), "individuals can feel that they belong to a variety of cultural realities at the same time because they have this capacity to feel in this way." Therefore, the importance of helping learners understand cultural realities and complexities is stressed in his study (Holliday, 2010). Similarly, Hua (2014) aims at comprehending the links among language, interculturality, and identity in her second chapter, and she concludes that one needs to understand "the active relationship between understanding the culture and studying the language" (Hua, 2014, p. 219) because if the ultimate purpose is to be a global citizen having a good level of awareness regarding intercultural and global issues, realities of varied cultures should be brought to the learning environment, and an integrative motivation towards understanding cultural realities of different cultures needs to be sustained.

Language Curriculum Design Model

The present study is mainly shaped by the language curriculum design (LCD) model of Nation and Macalister (2010). Thus, it is considered crucial to shed light on what is included and suggested within the LCD model, proposed by I.S.P. Nation and John Macalister (2010) in their book, entitled *Language Curriculum Design*. Because Nation and Macalister attach great importance to the shape of LCD model, it can be a good start to present and discuss the parts of the model through the three-part shape, which is very much similar to the "Mercedes" symbol (2010, p. 2).

The model comprises three groups of circles: inner, outer and outermost. The parts included in the innermost circle (i.e., goals, format and presentation, content and sequencing, and monitoring and assessment can be described as the most practical aspects of a curriculum because “that is the part which learners are the most aware of” (Nation & Macalister, 2010, p. 2). Even though there is not a fixed order to be followed in designing a curriculum, inclusion of each part in a planned and dynamic way can ensure the usability of the curriculum (Nation & Macalister, 2010, p. 5) because each part is guided by a rather robust purpose.

Environment analysis, also called “situation analysis” or “constraints analysis” (Richards, 2001, as cited in Nation & Macalister, 2010, p. 14), “involves looking at the factors that will have a strong effect on decisions about the goals of the course, what to include in the course, and how to teach and assess it” (Nation & Macalister, 2010, p. 14). There might be a variety of factors influencing the environment in which a specific course is delivered, but learners, teachers and the situation are the main factors that are examined within environment analysis. Thus, the importance of a factor should be first determined, and accordingly, necessary steps should be taken to objectively analyse their impact on the enactment of the curriculum and have a comprehensible picture of what is evident in the environment. In the same vein, analysing needs enables curriculum designers to have a more realistic and appropriate curriculum for learners because in needs analysis, the aim is to understand the real necessities, lacks and wants of learners (Nation & Macalister, 2010, pp. 24-25). Analysing both the environment and needs, curriculum designers should pay utmost attention to asking right questions and get objective, but real responses since “needs analysis makes sure the course meets the learners’ needs, whereas “environment analysis looks at the way the course needs to fit the situation in which it occurs” (Nation & Macalister, 2010, p. 32).

Having previous knowledge that is based on the environment and needs analyses can positively affect the credibility of a curriculum, and similarly, adopting principles that are based on research and theory can encourage the curriculum design process by showing a sensible basis to guide teaching. Nation and Macalister (2010, pp. 38-39)

propose twenty principles which can be used in designing a language teaching curriculum. The principles involve the three major divisions of the central circle in the curriculum design diagram (i.e., content and sequencing, format and presentation, and monitoring and assessment). In the part of content and sequencing, the purpose is to determine what is included in a language course and the order in which language items appear in the course, so it can be concluded that this part is more related to planning. Format and presentation, on the other hand, can be more associated with what actually happens in the classroom and during the learning. That's why it can be suggested that format and presentation have a more practical aspect, when compared to content and sequencing.

As it is emphasized by Nation and Macalister (2010, p. 107), "the outer circles of the curriculum design model (i.e., environment, needs and principles) provide data to guide the planning of the processes in the inner circle." Therefore, in the monitoring and assessment part of the model, the environment in which the curriculum is enacted, the needs of learners, and the principles adopted to guide teaching should be carefully considered. Because the primary goal of monitoring and assessment is "to make sure that the learners will get the most benefit from the course" (Nation & Macalister, 2010, p. 107), curriculum designers should focus on improving the quality of the curriculum through the data obtained from the assessment findings. Besides, "assessment is a major source of information for the evaluation of a course and contributes significantly to the teachers' and learners' sense of achievement in a course" (Nation & Macalister, 2010, p. 120), and thus it helps to guarantee the betterment of the course, and teachers' and learners' motivation. Similarly, evaluation aims at "deciding how to check if the course is successful and where it needs to be improved" (Nation & Macalister, 2010, p. 123), so it actually "ensures that weaknesses in curriculum design are found and repaired and allows for the adjustment of a course to a changing environment and changing needs" (Nation & Macalister, 2010, p. 132). Thus, like the seven parts of the curriculum design model, evaluation is an essential component of good curriculum design.

In the present research study, the purpose is to suggest a curriculum for a WE and IC course that can be delivered within the ELT undergraduate programmes. In this connection, Nation and Macalister's (2010) language curriculum design model has been adopted in designing the suggested curriculum because it suits the purpose of the study and represents the elements of a good curriculum in a comprehensible way. However, since certain parts of the model (e.g., needs, environment and evaluation) requires the participation of all the stakeholders, they could not be included in the current study, but instead, it is guided by goals, principles, content and sequencing, and monitoring and assessment.

REVIEW OF LITERATURE

Basic and Applied Research Studies on World Englishes

Berns (2019) concentrates on the representation of Kachru's (1985) "expanding circle" in two leading journals in the field - *World Englishes* and *English Today* - and she examines the integrity of the model as a means to investigate the actuality of global English in terms of sociolinguistics. Firstly, she describes two of her early studies which she conducted in different time periods on the same topic. She then reflects on the implications of findings and analyses the claims made about the weaknesses of Kachru's (1985) Concentric Circle Model of World Englishes. The model has been the subject of debate since it was first introduced. The choice of word 'inner' for the centremost circle has been criticized because the Englishes related to this circle are claimed to be superior to other circles. Maybe 'central' or 'inside' would be better for those who disapprove 'inner'. However, one could not guarantee that use of another word instead of 'inner' would not have been found objectionable too. Besides, it has been asserted that the model is unable to apprehend the capacity for varieties to change between circles. In fact, the model is not a static one, it is dynamic. Circles may share common characteristics. Some countries may change their language policies from EFL to ESL, or vice versa. Another objection to the model is linked with the use of nation-states to identify varieties in the globalization age. Use of country or nation names with

language (i.e., Brazilian Portuguese) is incredibly common after all. The globalization process does not make localized varieties of English outdated; as a matter of fact, it provides materials to develop new identities at supra-national levels. Berns (2019) continues to support the productivity and strength of the model.

Matsuda (2019) aims to investigate the effects of studies related to world Englishes (WE) and studies conducted by Kachru on ELT. She presents an archival summary of the interrelation between ELT and WE, and she talks about the current status of them. She then puts forward the framework of Teaching English as an International Language (TEIL), which stimulates elaborating on strategies of communication to conduct negotiations about linguistic differences, engaging with cultural elements from various resources, recognizing and respecting varieties and users of English, and understanding the politics of English as an International Language (EIL) among learners and teachers. She finishes her article with some insights into the future by arguing the way WE will remain to be useful to ELT.

Kachru (1992, p. 357, as cited in Matsuda, 2019) mentions “six fallacies about the users and uses of English.” Regarding the first one, it can be said that English is not necessarily learned by those in outer and expanding circles only to communicate with native speakers of the language. It has become the major means of communication among some non-natives. As for the second fallacy, it can be asserted that English is not essentially learned as a vehicle to teach or comprehend the British or American cultures. WE studies reconceive what an English-speaking culture is and what it is to teach in English classrooms. The third fallacy suggests that English teaching and learning intends to adopt native models of English. However, no empirical research supports this. In addition, WE studies propose that native-like speech is not the most favoured way of interaction. The fourth fallacy puts forward the idea that “the international non-native varieties of English are essentially interlanguage striving to achieve native-like character”. TEIL admits that standard varieties of American English and British English can be chosen, yet it highlights that they are no longer default. According to the fifth fallacy, native speakers play a serious role in providing input for teaching English and

forming related policies. Nevertheless, non-native scholars, teachers, administrators, material developers and researchers contribute a lot to the global spread and teaching of English. The last fallacy suggests that the diversities and varieties of English show linguistic decay, and that it is native scholars' and ESL programme's job to restrict this decay. Researchers in WE studies agree that the first part of this fallacy is incorrect. The diversity and variation in English is in fact an indicator of the flourishing of the language. TEIL also embraces all varieties and diversities of English. English is mostly used among non-native speakers. It is a reality that should be accepted.

According to Matsuda (2019, p.150), studies on WE will no longer draw special attention because they have become very widespread and conducting such a study is not a novel idea anymore. ELT professionals also take it for granted. However, WE studies will continue to influence the field and provide new insights.

Matsumoto (2018) investigates moments of miscommunication in a US public university classroom where instructors and students have diverse cultural and linguistic backgrounds. In this multilingual classroom, instructors and students solve problems related to communication collaboratively and interactively with the help of other students (third-party participants) who are not part of the miscommunication. He conducts observations, video recordings and interviews. He combines sequential analysis with ethnographic data. The findings indicate that repair attempts were made by the third party after first and second parties had failed to communicate. These attempts should be regarded as part of classroom interactional competence (Matsumoto, 2018, p.871). Therefore, it can be said that third-party students pay close attention to in-class interaction. They negotiate meaning, help save face among parties, generate active participation patterns, and show that handling miscommunication in classrooms is everyone's responsibility. In addition, the results of the study reveal that third-party members mostly helped students with whom they are familiar or have a close relationship. This is in fact something most of us experience in our classrooms. Another crucial finding is that non-verbal elements (i.e., gaze and gesture) are important in ELF intercultural communication.

Matsumoto's (2018) study also has implications for second language teachers. They should listen to multilingual students carefully and patiently, which is very important for a successful communication. They should embrace the help of students, share responsibilities with them, and ask them for assistance when necessary. Parties should develop familiarity with one another. Teachers should not be afraid of losing face by showing their nonunderstanding; this is not a hindrance to learning. Teachers and students together can achieve understanding. In this way, they can foster emphatic relationships.

Sadeghpour and Sharifian (2019) conducted research to discover how English teachers perceive the place and relevance of WE in ELT as well. The participants are 56 voluntary teachers in Australia who are from inner, outer, and expanding circles. More than half (32) of the teachers use English as their native language. Others have learned English as an additional language. Data is collected through face-to-face and online interviews, and a written questionnaire. The findings show that all English language teachers are aware of WE. Most of them believe in the relevance of WE in ELT. However, they think that WE should be included in ELT only to raise the awareness of students about the diversity of English language, nothing beyond. Those participants who oppose the inclusion of WE in ELT suggest that learners in Australia expect to learn Australian English; therefore, Australian English should be taught to be able to motivate them, to meet their expectations, and to avoid confusion.

Australia is an interesting context for WE and ELT. A lot of people from different countries go there for different purposes (i.e., education or work) or migrate there. That is why residents of the country use different varieties of English for communication. Research shows that international students experience difficulties in Australia because of language-related issues. The wide range of varieties places challenges on ELT. The biggest challenges are whose culture or which variety (Sharifian, 2014, as cited in Sadeghpour & Sharifian, 2019, p.246) must be taught. For such reasons, English is tried to be taught as a pluricentric language there. Nonetheless, the findings of some empirical research support the use of inner circle Englishes.

Sadeghpour and Sharifian's (2019) article also have implications for curriculum designers, teacher educators and test developers in terms of establishing a ground for teaching English as a pluricentric language. They should be knowledgeable about changes occurring in communication and in the English language. ELT professionals in Australia are given encouragement to work on sociolinguistic complexities and teaching English as a pluricentric language. Kumaravadivelu (2012, as cited in Sadeghpour & Sharifian, 2019, p.254) emphasizes the importance of including the multi-varietal nature of English into the language curriculum, and he warns teachers not to count on inner circle-based textbooks. Therefore, it is of great importance to include courses focusing on the varieties of English in the existing English language teaching curricula.

Basic and Applied Research Studies on Interculturality

Although regarded by many as a determinant of cultural identity, the role of nation in cultural identity construction is still open to debate. Being a nation requires important elements such as government, sovereignty, territory, language, history, culture etc. However, the number of people who leave their nations for various reasons (i.e. business, war, migration, and education) has been increasing. In time, their own culture no longer plays a huge role in the area they live, the place they work, the way they interact with other people or the clothes they wear. It is thus becoming more and more difficult and complex for many people to identify themselves. Hua (2014, p. 9) claims that the globalization of the world influences the connection between language and culture, and identity is a hard term to define (p. 201). Many scholars (Tracy 2002; Zimmerman, 1998; Pavlenko & Blackledge, 2003; Benwell & Stokoe, 2006; as cited in Hua, 2014, pp. 202-203) make different categorizations of identity types.

Even though the 28 participants in Holliday's (2010, p. 167) research study had different personal experiences, they all talked about the complexity of their experiences in similar ways. Some participants have lived in a different country for such a long time that they remember their culture of origin only when they go through passport control or open a bank account. Some participants think that they carry the features of two different identities; one comes from their country of origin and the other from the

country they currently live. Nations are external cultural realities providing a frame for identities but sometimes they can conflict with people's personal cultural realities.

Individuals' identities, which are changeable, are affected by a lot of factors and the boundaries among them are blurry. These factors include language, society, ancestry, family, clothing, profession, education, friends, skin colour etc. "Being part of one cultural reality does not close off membership and indeed ownership of another" (Holliday, 2010, p. 175). "Identity is fragmented, not unified; multiple, not singular; expansive, not bounded" (Kumaravadivelu, 2007, as cited in Holliday, 2010, p. 176).

According to Hua (2014, p. 4), learning a foreign or second language unavoidably expose learners to the target culture. "Languages spread across cultures and cultures spread across languages" (Risager, 2007, as cited in Hua, 2014, p. 9). Even for some learners, culture-related content is the main source of motivation for language learning. Hua (2014, p. 4) considers culture as a pedagogic tool to draw learner's interest or to contextualize teaching. The literature even suggests some techniques (i.e., culture capsule) to raise cultural awareness. There are four approaches related to the inclusion of cultural elements into language teaching and learning (Hua, 2014, pp. 4-9). Among these approaches, the intercultural approach, teaching culture through language, can be described as the most user-friendly approach. Instead of being just a speaker, an individual can prefer being an intercultural speaker.

The "Where are you from?" question is most of the time difficult to answer because many people do not live in the place they were born anymore. They, "outliers" as Hua (2014, p. 201) puts it, continue their lives abroad or in another city of their country. Besides, most of the time, this question is followed by another question: "Where are you really from?" Unfortunately, "one of the first things we notice about people when we meet them (along with their sex) is their race" (Hua, 2014, p. 205).

The concept of interculturality is not new (Simpson & Dervin, 2019, p. 672). However, in the last decade or so, the OECD, UNESCO and the Council of Europe have discussed or tested it. In Simpson and Dervin's (2019) paper, the phrase "other cultures" can be

referred to the problematic nature of being exposed to different cultures. This phrase delivers the hidden message that each culture is different. One can also interpret this phrase like “the target culture is superior to ours”, but indeed, it would not be wrong to suggest that no culture is superior. “There is an urgent need to move beyond centrisms and biases in how global competence and intercultural competence are both theorized and practiced” (Dervin, 2017, as cited in Simpson & Dervin, 2019, p. 676), and in this process, language teachers should be willing to help next generations become global citizens who are highly aware of intercultural issues. Inclusion of courses based on intercultural communication and interculturality into the ELT undergraduate programmes is, hence, relatively crucial because having taken such courses before their graduation, language teachers can become more aware of the importance of having awareness towards interculturality.

Considering that the concept of WE has been a matter of debate among scholars for more than three decades and the number of non-native speakers of English (NNSE) is much higher than native speakers of English (NSE), the present study puts emphasis on designing a course and providing a platform to raise ELT undergraduate students’ awareness of global varieties of English and interculturality. In this context, it was aimed to suggest a curriculum on a potential WE and IC course by obtaining the views of ELT academics and ELT undergraduate students, and accordingly, the following research questions were determined and investigated:

1. What are the perceptions and opinions of ELT academics regarding the design of a potential WE and IC course for the ELT undergraduate programmes in Turkey?
2. What are the perceptions and opinions of ELT undergraduate students regarding the design of a potential WE and IC course for the ELT undergraduate programmes in Turkey?

METHODOLOGY

Research Design

This study adopted Creswell's (2011) survey research model. A questionnaire was created on Google Forms to explore the views of ELT academics and undergraduate students on a potential WE and IC course. The items of the questionnaire were determined after a content analysis of recent articles, books, book chapters, university syllabuses and reports. After that, an online follow-up survey designed by the researchers on Google Forms was also used to obtain the perceptions of participants in more detail for triangulation and comparison purposes. It is comprised of four open-ended items.

Participants and Setting

28 ELT academics and 25 ELT undergraduate students from various universities in all geographical regions of Turkey participated in the study. Convenience sampling method (Creswell & Poth, 2018) was utilized. Participants were expected to fill in the online questionnaire and the online follow-up survey. Since data were collected through Google Forms, this study was not conducted at a specific setting or location.

Data Collection Tools and Data Analysis

Both qualitative and quantitative data were collected and analysed in this study. In the preliminary stage, qualitative data were gathered through books, book chapters, articles, reports, and university syllabuses. A thematic analysis (Creswell & Poth, 2018) was conducted to identify overarching themes for the items of the questionnaire. These emerging themes and topics were used to form the questionnaire which was comprised of eight items. For all the items in the questionnaire, participants were provided with alternatives to choose from. Only two items required participants to explain the reason of their preferences. After that, an online follow-up survey was used to obtain the views of two ELT professors working at ELT departments, two instructors working at schools of foreign languages (SFL) and two ELT undergraduate students. They were chosen

randomly among the respondents of the questionnaire who left their e-mail addresses. After the implementation of the questionnaire, the obtained data were analysed by the two researchers independently.

Ethical Considerations

The current study was approved by the Middle East Technical University Applied Ethics Research Center, with the acceptance number 0392-ODTUIAEK (Appendix B). Besides, participation to the research was completely voluntary and all participants were required to read and approve a written consent form before the participation. They were informed about the purpose of the research and the confidentiality of the information they provide. They were told to be free to leave at any time throughout the data collection process.

FINDINGS

Initial Questionnaire

The first item of the questionnaire required participants to decide on the type (i.e., must or elective) of the course and provide their reasons. More than half (65%) of the ELT academics suggested that the WE and IC course should be a must course. The reasons they gave were mostly about the inseparability and interconnectedness of language and culture, the increasing number of non-native speakers of English, the role of English as a lingua franca, intercultural communicative competence, and awareness of cultural differences. Similarly, 76 percent of the ELT undergraduate students stated that this course should be compulsory on the grounds that such a course will help increase familiarity with English varieties, understand the relationship between language and culture, communicate with non-native speakers of English, and become global citizens. Both parties claimed that students take must courses more seriously. The rest of ELT academics (35%) preferred this course to be elective, and they asserted that culture can be dealt with in different courses such as literature classes. According to them, the aim of such a course should be raising awareness of students and this can be achieved in an

elective course. They also put forward the idea that most graduates will work in their own country where they will have a limited chance to meet people from different countries. The rest of ELT undergraduate students (24%) stated that not all students want to take this course, so it can serve better as an elective. They also said that an elective course can be sufficient to raise awareness on this topic.

The second item of the questionnaire was about course objectives and the participants were asked to choose at least 6 objectives out of 13. The objectives displayed in Table 1 were favoured most by ELT academics and ELT undergraduate students.

Table 1. Percentages of the WE and IC Course Objectives (N = 53)

Objectives <i>By the end of the course, the students will be able to</i>	Academics (n = 28)	Students (n = 25)
understand the relationship between language and culture. **	85	92
understand the sociocultural and political aspects of English. *	78	-
adopt an intercultural understanding and become open-minded towards other cultures. **	75	52
define and differentiate between basic terms (i.e., standard, native speaker, variety, interculturality, linguistic imperialism) in the field. **	71	80
engage with key issues regarding the varieties and diversities of English. **	67	60
be familiar with the global spread of English and the implications regarding its use in education. **	64	84
analyse the features of some linguistic/sociolinguistic variations within societies covered. **	53	56
describe social contexts and key debates that promote the appearance of World Englishes. *	53	-

Note. The objectives that are marked with two asterisks (**) were common responses of the two parties. The items that were selected by more than half of the participants in each group were included in the course curriculum.

The third item of the questionnaire was related to the principles of language teaching and learning, and it was taken from Nation and Macalister (2010, pp. 38-39). The

participants were expected to choose at least 4 principles out of 12. The most frequently selected principles were shown in Table 2.

Table 2. Percentages of the WE and IC Course Principles (N = 53)

Principles	Academics (n = 28)	Students (n = 25)
The selection, ordering, presentation, and assessment of the material in a language course should be based on a continuing careful consideration of the learners and their needs, the teaching conditions, and the time and resources available. **	67	56
Learners should receive helpful feedback which will allow them to improve the quality of their language use. **	64	68
A course should be presented so that the learners have the most favourable attitudes to the language, to users of the language, to the teacher's skill in teaching the language, and to their chance of success in learning the language. *	57	-
A language course should provide the best possible coverage of language in use through the inclusion of items that occur frequently in the language, so that learners get the best return for their learning effort. **	53	72
There should be opportunity for learners to work with the learning material in ways that most suit their individual learning style. *	57	-
As much as possible, the learners should be interested and excited about learning the language and they should come to value this learning. *	-	68
The course should help learners make the most effective use of previous knowledge. *	-	56
Learners should have increasingly spaced, repeated opportunities to retrieve and give attention to wanted items in a variety of contexts. *	-	56
<i>Note.</i> The principles that are marked with two asterisks (**) were common responses of the two parties. The items that were selected by more than half of the participants in each group were included in the course curriculum.		

The fourth item of the questionnaire was about the content of the course. The participants were required to choose at least 7 topics out of 15. The relationship between language and culture (89%), examples of WE (85%), the role and place of culture in language teaching (78%), intercultural communicative competence (78%), the representation of culture in course materials (71%), sociocultural aspects of English

(71%), English as a lingua franca (64%), varieties of English (57%), target culture (53%) and English as a global language (53%) were the most prominent topics according to the choices of ELT academics. ELT undergraduate students, on the other hand, preferred to include the role and place of culture in language teaching (88%), intercultural communicative competence (84%), the relationship between language and culture (80%), English as an international language (80%), varieties of English (76%), examples of WE (76%), sociocultural aspects of English (72%), target culture (60%), English as a global language (56%), the representation of culture in course materials (52%), English as a lingua franca (52%), future of English (52%) in the course curriculum. The topics that were chosen by more than half of the participants in each group were included in the course curriculum.

The fifth item of the questionnaire was related to sequencing the content. The participants were asked to choose the most appropriate approach. The findings demonstrated that 64 percent of ELT academics preferred a spiral curriculum and 21 percent preferred a modular curriculum while 60 percent of ELT undergraduate students chose a spiral curriculum and 32 percent chose matrix models. Most of the ELT academics and students favoured a linear approach.

The participants were expected to choose at least 5 activity types out of 14, within the sixth item of the questionnaire. Awareness-raising (100%), communicative (89%), discovery (89%), experience (75%), student-centred (71%), dynamic (64%), skill-using (60%), and guided (53%) activities were the most favoured ones among ELT academics. Similarly, ELT undergraduate students favoured awareness-raising (88%), communicative (88%), skill-using (76%), experience (76%), discovery (68%), independent (60%), student-centred (56%), and guided (52%) activities most. The activity types that were chosen by more than half of the participants in each group were included in the course curriculum.

The seventh item of the questionnaire was about assessment types. The participants were asked to select 2 types of assessment out of 5. Most ELT academics selected observation of learning (60%) and short-term achievement assessment (46%) while

most ELT undergraduate students selected observation of learning (84%) and achievement assessment (40%). According to the results, observation of learning is the most favoured assessment type among both parties. The most preferred three assessment types were included in the course curriculum.

The last item of the questionnaire was related to assessment tools. The participants were expected to choose at least 3 tools out of 8. The findings revealed that ELT academics preferred presentations (82%), portfolios (75%), and written reports (53%) whereas ELT undergraduate students preferred presentations (68%), oral examinations (68%), and knowledge surveys (60%). The assessment tools that were chosen by more than half of the participants in each group were included in the course curriculum. The suggested course curriculum according to the data obtained from the questionnaire is demonstrated in Appendix A.

Follow-Up Survey

The first item of the follow-up survey was “Why do you think it is important to include a WE and IC course in the ELT undergraduate programmes in Turkey?” An ELT professor stated that it is an important course because ELT undergraduate students will become teachers of English and they should be aware of the current status of English. The participant added that IC is important for every department, not only in the Faculty of Education but also in the other faculties because business has a multinational and multicultural environment. An SFL instructor asserted that teacher training programs in Turkey unfortunately underrates the importance of such a course. There are no specific courses dedicated to preparing future teachers with the theoretical and pedagogical skills to teach WE and intercultural competence in their classes. It is not uncommon to hear that now our world is more connected than ever before. In such a world, learners are likely to come into contact with people from diverse backgrounds. If teachers are not trained adequately to teach the necessary skills to students to navigate across the complexity of intercultural encounters, they will inevitably become unsuccessful. To that end, offering this course as an integral part of teacher education programs is crucial both for teachers and students. The responses of ELT undergraduate students for the

same item indicate that they believe in the importance of such a course on the grounds that English is now used by many nations and this course will help prospective teachers to understand different cultures and strengthen the interaction among them. Through this course, the learners can understand the relationship between language and culture, determine the place of English among cultures and learn about the cultures of other countries.

The second item of the follow-up survey was “The tentative curriculum prepared for a WE and IC course has been designed through the findings of a research study. What can be the advantages of adopting such a research-based curriculum for the overall implementation of this course?” According to the ELT professors and SFL instructors, one of the advantages would be the systematic coverage of the up-to-date issues in the field. Having a sound theoretical background to design a course is crucial. However, that does not guarantee the success of the program. A meaningful bridge should be established between theory and practice. Based on the needs of a particular teaching and learning context, the tentative curriculum should be flexible enough to cater to the needs of the learners and teachers. Moreover, teachers should be provided with adequate training to be able to enact the curriculum effectively. For the same item, participating students touched upon some advantages of the curriculum by expressing that such a curriculum will help learners grasp the relationship between language and culture, realize the place and importance of culture in language teaching, and learn about the use of English for different purposes in different fields.

The third item of the follow-up survey for the ELT academics was “The tentative curriculum of a WE and IC course was shared with you in the file attached. If you were to deliver this course, would you prefer to use such a curriculum? If yes, can you please share your ideas regarding favouring such a curriculum? If no, can you please share your suggestions for the design and components of the curriculum?” Both ELT professors and SFL instructors agreed that they would prefer to use such a curriculum because the tentative course would provide a structured starting point. Furthermore, it is rooted in research, and it is also designed through a needs analysis process.

Differently, the third item of the follow-up survey for the ELT undergraduate students was “As an ELT student, would you rather follow a research-based curriculum, or a curriculum designed by the choice of the instructor?” All three participants stated that they would prefer a research-based curriculum because it is comprehensive, and it makes them feel more confident. One of them claimed that a curriculum designed by the choice of the instructor may not be suitable for their learning styles.

The last item of the follow-up survey for the ELT academics was “Within the present study, the opinions of ELT students were also asked, and the suggested curriculum was designed taking their ideas into account as well. If you were to deliver this course, would you rather get your students' opinions before designing your own local curriculum? If yes, what can be the benefits of getting their feedback in advance? If not, do you think they will become less motivated throughout the process because they are involved in a pre-determined curriculum?” An ELT professor asserted that the participant group in such a study is very important. Students can be a part of a curriculum design process if they are knowledgeable enough to shape the curriculum. It is difficult to involve novice student-teachers in the process. The participant added that if a student is motivated s/he is motivated in every circumstance, and if a student is not motivated, s/he uses every opportunity to show this demotivation. For the same item, an SFL instructor stated that:

I would also get the students' opinions as part of a pre-course needs analysis. However, in terms of reflecting them upon the curriculum I would be cautious. Students' wants, needs, and expectations may vary greatly. In some cases, they may even misalign with the objectives of the course. Based on the initial feedback, I would be selective in materializing learners' expectations. As I regard needs analysis to be a process that should be extended throughout the course, I would get feedback from my students at certain intervals. This would ensure the dynamism of the course. Such an approach would also provide a site for negotiating the curriculum with students. Based on the ongoing feedback

received from students and other teachers, the course can be shaped.
(SFL-II)

The last item of the follow-up survey for the ELT undergraduate students was “How did you feel when your opinions were asked during the curriculum design process?” According to the responses of the students, it is clear that they all felt happy and precious to be a part of the curriculum design process. It was a valuable opportunity for them to express their opinions. One of the students said “... it made me realize that I did not have enough information about it”.

DISCUSSION and CONCLUSION

With the global spread of English and with the development of new varieties, the field of ELT has embraced the polycentric nature of English for the last few decades, and it has been included in CEFR and ELT curricula around the world. Textbook developers have started to integrate cultural elements into course materials to improve IC. Moreover, the Council of Higher Education in Turkey, which is an expanding circle country, has recently decided to integrate a similar elective course into the ELT undergraduate programmes. Therefore, the present study was conducted to design a tentative curriculum for the WE and IC course in the light of the views of ELT academics and students. The results clearly indicated that most of the ELT academics and ELT undergraduate students in Turkey support the inclusion of a WE and IC course into ELT undergraduate programmes as a must course. Similar courses are offered at many universities (i.e., The University of Edinburgh, The University of Oslo, The University of Manchester, The University of Gloucestershire, The University of London, The University of Southampton, The University of Technology Sydney) around the world. These courses equip prospective English language teachers with the knowledge of English varieties, current status and sociocultural aspects of English, and intercultural communicative competence.

The first research question intended to find out the views of ELT academics regarding the design of a potential WE and IC course for the ELT undergraduate programmes in Turkey. The second one was about obtaining the views of ELT undergraduate students. The data gathered from both parties revealed the fact that both groups preferred to include mostly similar objectives, principles, topics, activity types, assessment types and assessment tools into the tentative WE and IC course curriculum. However, the responses of ELT undergraduate students to the open-ended questions demonstrated that they did not possess adequate knowledge and skills related to WE and IC because most of them had not taken any culture-related courses. Most of the participants in each group favoured a linear approach to the sequencing of content. A spiral curriculum was the most selected one among both parties.

Many scholars (i.e., Canagarajah, 2005; Freeman, Katz, Garcia Gomez, & Burns, 2015; Matsuda, 2019) emphasize the crucial role of non-native English teachers, who outnumber native English teachers, in determining the future of English. Accordingly, it is believed that the present study will present a road map and increase the awareness of prospective Turkish teachers of English about WE and IC. ELT academics delivering such courses in Turkish universities will have a comprehensive curriculum that has roots in research and theory. Each and every component of the tentative curriculum were determined based on the views of academicians and students, and the literature. Therefore, the current study will hopefully contribute to the field because language and culture are inseparable (Hua, 2014; Ahmed & Narcy-Combes, 2011) and English language teacher education programmes increasingly continue to involve WE and IC courses.

Conclusion

The present research study was conducted to suggest a curriculum on a potential WE and IC course by obtaining the views of ELT academics and ELT undergraduate students, taking the evolving role of the English language in today's global world. Two research questions were determined in the light of its aim, and Creswell's (2011) survey research model was adopted in the current research study because the purpose was to

obtain and analyse the data and establish a baseline to design a curriculum. A total of 53 participants contributed to the current research study, and the data were collected through two online questionnaires. The initial questionnaire served the function of primary data collection tool, and 28 ELT academics and 25 ELT undergraduate students completed it. The second questionnaire was a follow-up survey prepared to shed more light on the participants' views regarding their being a part of curriculum design process and get their feedback on the suggested course curriculum before finalizing it. Descriptive statistics were computed to analyse the initial questionnaire, and the items that were selected by more than half of the participants in each group were included in the course curriculum. On the other hand, the findings of the follow-up survey revealed that the participants found it necessary to include a world Englishes and intercultural communication course in the ELT undergraduate programmes, and their involvement in the curriculum design process was quite satisfactory and encouraging for the overall success of the suggested course curriculum.

Limitations

This study was carried out as a survey research study, and its findings were limited to 53 participants in total, which can be one of its limitations. Thus, conducting further research studies with more participants can be a good and valid way of generalizing and supporting the findings of the current research study. Besides, although it was aimed to conduct one-on-one semi-structured interviews to triangulate the data better, time and participant constraints did not allow researchers to include semi-structured interviews in the data collection tools. Therefore, it can be suggested to carry out further research studies by conducting interviews.

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GENİŞ ÖZET

Öğretim programı tasarlama sürecinde paydaşların birlikte çalışması büyük önem arz etmektedir. Bu süreçte amaçlar, içerik, öğrencilerin hazırbulunuşluk seviyeleri, ihtiyaçları, kaynaklar, süre, öğretmen becerileri, çevre, öğrenme-öğretme ilkeleri, ölçme ve değerlendirme gibi hususlar göz önünde bulundurulmalıdır.

Öte yandan, İngilizcenin küresel olarak yaygınlaşması ve yeni varyasyonlarının gelişmesiyle birlikte İngiliz dili öğretimi alanı, son yıllarda İngilizcenin çok merkezli doğasını benimsemiş ve İngilizcenin farklı varyasyonları dünya çapında Avrupa Dilleri Ortak Çerçeve Programı'na ve İngiliz dili öğretimi müfredatlarına dâhil edilmiştir. Bu doğrultuda, ders kitabı geliştirmek ve tasarlamakla yükümlü otoriteler, kültürlerarası iletişiminin devamını sağlamak için kültürel unsurları ders materyallerine entegre etmeye başlamışlardır. Ayrıca, ülkemizde Yükseköğretim Kurulu, yakın zamanda benzer bir seçmeli dersi İngiliz dili öğretimi lisans programlarına dâhil etmeye karar vermiştir. Bu çalışma, gelişmekte olan Dünya İngilizceleri ve kültürlerarası iletişim alanları göz önünde bulundurularak İngiliz dili öğretimi akademisyenleri ve öğrencilerinin görüşleri ışığında Dünya İngilizceleri ve kültürlerarası iletişim dersi için bir müfredat tasarlamak amacıyla yürütülmüştür. Bu amaç kapsamında iki adet araştırma sorusu belirlenmiş ve elde edilen veriler ilgili sorulara yanıt bulmak amacıyla incelenmiştir:

(1) Türkiye'deki İngiliz dili öğretimi lisans programları için potansiyel bir Dünya İngilizceleri ve kültürlerarası iletişim dersinin tasarımına ilişkin İngiliz dili öğretimi akademisyenlerinin algıları ve görüşleri nelerdir?

(2) İngiliz dili öğretimi lisans öğrencilerinin Türkiye'deki İngiliz dili öğretimi lisans programları için potansiyel bir Dünya İngilizceleri ve kültürlerarası iletişim dersinin tasarımına ilişkin algıları ve görüşleri nelerdir?

İlk araştırma sorusu, Türkiye'deki İngiliz dili öğretimi lisans programları için potansiyel bir Dünya İngilizceleri ve kültürlerarası iletişim dersinin tasarımına ilişkin akademisyenlerin; ikincisi ise lisans öğrencilerinin görüşlerinin alınmasını amaçlamıştır.

Yukarıda ifade edilen sorulara yanıt bulmak amacıyla Creswell'in (2011) tarama araştırma modeli benimsenmiş ve veriler iki ayrı anket aracılığıyla toplanmıştır. İlk anket, katılımcıların tamamına uygulanırken ikinci anket yalnız 2 öğretim üyesi, 2 öğretim görevlisi ve 2 lisans öğrencisi ile paylaşılmıştır. İkinci anketin çalışmanın kapsamında dâhil edilmesindeki amaç, çalışmada elde edilen verilerin güvenilirliğinin tesis edilmesi ile ilişkilidir. Çalışma toplam 53 katılımcı ile yürütülmüş olup katılımcıların 28'i İngiliz dili öğretimi alanında öğretim üyesi/görevlisi olarak görev yapmakta olan akademisyenler, 25'i ise İngiliz dili öğretimi alanında öğrenim gören lisans öğrencileridir. Elde edilen nicel bulguları analiz etmek için betimleyici istatistikten faydalanılmıştır. Nitel veriler ise tümevarım yaklaşımı ile iki araştırmacı tarafından ayrı ayrı ve eş zamanlı olarak incelenmiştir.

Elde edilen bulgular, her iki grubun da potansiyel bir Dünya İngilizceleri ve kültürlerarası iletişim dersinin müfredatına çoğunlukla benzer hedefleri, ilkeleri, konuları, aktivite türlerini, değerlendirme türlerini ve değerlendirme araçlarını dâhil etmeyi tercih ettiğini ortaya koymuştur. Ancak, İngiliz dili öğretimi lisans öğrencilerinin açık uçlu sorulara verdikleri yanıtlar, çoğu kültürle ilgili ders almadıklarından Dünya İngilizceleri ve kültürlerarası iletişim ile ilgili yeterli bilgi ve beceriye sahip olmadıklarını göstermiştir. Her gruptaki katılımcıların çoğu, içeriğin

sıralanmasında doğrusal bir yaklaşımı tercih ederken spiral müfredat her iki taraf arasında en çok tercih edilen müfredat türü olmuştur.

Sonuçlar, Türkiye'deki İngiliz dili öğretimi akademisyenlerinin ve İngiliz dili öğretimi lisans öğrencilerinin çoğunun, bir Dünya İngilizceleri ve kültürlerarası iletişim dersinin İngiliz dili öğretimi lisans programlarına zorunlu ders olarak dâhil edilmesini desteklediğini açıkça göstermektedir. Benzer dersler dünya çapında birçok üniversitede (örneğin; Edinburgh Üniversitesi, Oslo Üniversitesi, Manchester Üniversitesi, Gloucestershire Üniversitesi, Londra Üniversitesi, Southampton Üniversitesi, Sidney Teknoloji Üniversitesi) sunulmakta ve bahsi geçen bu dersler, İngilizce öğretmen adaylarını İngilizcenin varyasyonları, mevcut durumu ve sosyokültürel yönleri ve kültürlerarası iletişim yetkinliği ile donatmaktadır.

Bu çalışma bir tarama araştırma çalışması olarak yürütülmüş olup bulgularının toplam 53 katılımcı ile sınırlı olması bu çalışmanın sınırlılıklarından biri olabilir. Bu nedenle, daha fazla katılımcıyla farklı araştırmalar yürütmek, mevcut çalışmanın bulgularını genellemenin ve desteklemenin iyi ve geçerli bir yolu olabilir. Ayrıca verilerin daha iyi üçgenlenmesi için bire bir yarı yapılandırılmış görüşmeler yapılması amaçlanmış olsa da zaman ve katılımcı kısıtlamaları araştırmacıların yarı yapılandırılmış görüşmeleri veri toplama araçlarına dâhil etmelerine izin vermemiştir. Bu nedenle, görüşmelerin dâhil edilebildiği farklı kapsamlarda araştırma çalışmalarının yürütülmesi önerilebilir.

Appendix A

**A TENTATIVE CURRICULUM FOR
WORLD ENGLISHES AND INTERCULTURAL COMMUNICATION
COURSE**

Name of the Course	World Englishes and Intercultural Communication
Type	Must
Objectives	<p>By the end of the course, the students will be able to ...</p> <ol style="list-style-type: none"> 1. understand the relationship between language and culture. 2. understand the sociocultural and political aspects of English. 3. define and differentiate between basic terms (i.e., standard, native speaker, variety, interculturality, linguistic imperialism) in the field. 4. adopt an intercultural understanding and become open-minded towards other cultures. 5. be familiar with the global spread of English and the implications regarding its use in education. 6. engage with key issues regarding the varieties and diversities of English. 7. analyse the features of some linguistic/sociolinguistic variations within societies covered. 8. describe social contexts and key debates that promote the appearance of World Englishes.
Principles	<ol style="list-style-type: none"> 1. Learners should receive helpful feedback which will allow them to improve the quality of their language use. 2. The selection, ordering, presentation, and assessment of the material in a language course should be based on a continuing careful consideration of the learners and their needs, the teaching conditions, and the time and resources available. 3. A language course should provide the best possible coverage of language in use through the inclusion of items that occur frequently in the language, so that learners get the best return for their learning effort. 4. There should be opportunity for learners to work with the learning material in ways that most suit their individual learning style. 5. As much as possible, the learners should be interested and excited about learning the language and they should come to value this learning. 6. The course should help learners make the most effective use of previous knowledge. 7. A course should be presented so that the learners have the most favourable attitudes to the language, to users of the language, to the teacher's skill in teaching the language, and to their chance of success

	<p>in learning the language.</p> <p>8. Learners should have increasingly spaced, repeated opportunities to retrieve and give attention to wanted items in a variety of contexts.</p>
Topics	<ol style="list-style-type: none"> 1. The relationship between language and culture 2. Examples of world Englishes 3. Intercultural communicative competence 4. The role and place of culture in language teaching 5. English as an international language 6. The representation of cultures in course materials 7. Sociocultural aspects of English 8. English as a lingua franca 9. English as a global language 10. Varieties of English 11. Target Culture 12. Future of English
Approach to Sequencing of Content	A linear approach (A spiral curriculum)
Activity Types	<ol style="list-style-type: none"> 1. Awareness-raising 2. Communicative 3. Discovery 4. Experience 5. Skill-using 6. Student-centred 7. Dynamic 8. Guided 9. Independent
Assessment Types	<ol style="list-style-type: none"> 1. Observation of learning 2. Short-term achievement assessment 3. Achievement assessment
Assessment Tools	<ol style="list-style-type: none"> 1. Presentations 2. Portfolios 3. Written reports 4. Oral examinations 5. Knowledge surveys

Appendix B.

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ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

20 HAZİRAN 2022

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Ayşegül DALOĞLU

Danışmanlığınızı yürüttüğünüz Mustafa UĞURLU, Özlem UTKU BİLİCİ'nin "Dünya İngilizceleri ve Kültürlerarası İletişim Dersi İçin Müfredat Tasarımı Anket Araştırması" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 0392-ODTÜİAEK-2022 protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

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