From Covent Garden to the Classroom: Developing Sociolinguistic Awareness in English Language Teaching Using Bernard Shaw's *Pygmalion*

Covent Garden'dan Sınıfa: Bernard Shaw'un *Pygmalion* Oyunu ile İngiliz Dili Eğitiminde Tomlumdilbilimsel Farkındalığın Geliştirilmesi

Seda COŞAR-ÇELİK[1] (iD)

Abstract: Bernard Shaw's *Pygmalion* (1912) dramatically illustrates the connection between language and social perception. This study explores the potential of *Pygmalion* to develop sociolinguistic awareness of pre-service English language teachers (PTs) by illustrating how standard and non-standard English varieties are depicted in the play as markers of distinct social classes and regional identities. As educational design research, the study utilizes a qualitative document analysis of the play and employs purposeful sampling to intentionally select *Pygmalion* for its rich linguistic themes and suitability for textual analysis. In addition to the analysis, the study provides recommendations for using the play in the classroom. The analysis focuses on how the play portrays the intricate relationships between language and regional identity, social status, and professional identity. The findings underscore the educational value of *Pygmalion* in illustrating dialectical shifts, the social implications of standard and non-standard English, and the power of language in shaping social and professional perceptions. Consequently, the research reveals the potential of carefully chosen literary texts to effectively foster PTs' sociolinguistic awareness, ultimately developing more critically aware educators. Additionally, the research provides practical in-class activities designed to effectively integrate *Pygmalion* into pre-service teacher education curricula.
Key Words: *Pygmalion*, Bernard Shaw, Sociolinguistics Awareness, Social Class, Regional Identity, Pre-service EFL Teacher Education

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Öz: Bernard Shaw'un *Pygmalion* (1912) adlı oyunu, dil ile toplumsal algı arasındaki bağlantıyı çarpıcı bir şekilde göstermektedir. Bu çalışma, *Pygmalion*'daki standart ve standart olmayan İngilizce kullanımının oyunda farklı toplumsal sınıfların ve bölgesel kimliklerin belirteçleri olarak nasıl tasvir edildiğini göstermeyi amaçlar. Bu şekilde, oyunun İngilizce öğretmeni adaylarında toplumdilbilim farkındalığı geliştirme konusunda potansiyelini tartışmayı da hedefler. Çalışma, eğitim tasarımı araştırması olarak, oyunu belge analizi yöntemiyle incelemekte ve sınıf içi kullanımına dair öneriler sunmaktadır. Çalışmada amaçlı örneklem kullanılmıştır. *Pygmalion* adlı oyun özellikle zengin dilsel temaları ve metinsel analiz için uygunluğu nedeniyle seçilmiştir. Metin analizi, oyunun dil ile bölgesel kimlik, toplumsal statü ve mesleki kimlik arasındaki karmaşık ilişkileri nasıl tasvir ettiğine odaklanmaktadır. Bulgular, *Pygmalion*'un ağız farklılıklarını, standart ve standart dışı İngilizcenin kültürel ve sosyal etkilerini, dilin toplumsal ve mesleki algıları şekillendirmedeki gücünü göstermedeki eğitimsel değerini vurgulamaktadır. Sonuç olarak, araştırma, dikkatlice seçilmiş edebi metinlerin öğretmen adaylarının toplumdilbilim farkındalıklarını etkili bir şekilde geliştirme ve eleştirel bakış açısına sahip eğitimciler yetiştirme potansiyelini ortaya koymaktadır. Ek olarak bu çalışma *Pygmalion*'u İngiliz Dili Eğitimi müfredatına etkili bir şekilde entegre etmek için tasarlanmış sınıf içi etkinlikler sunmaktadır.
Anahtar Kelimeler: *Pygmalion*, Bernard Shaw, Toplumdilbilim Farkındalığı, Sosyal Sınıf, Bölgesel Kimlik, Hizmet Öncesi İngilizce Öğretmeni Eğitimi

[1] Sorumlu Yazar: Dr. Seda Coşar-Çelik, Bolu Abant İzzet Baysal Üniversitesi, Yabancı Diller Eğitimi Bölümü, seda.cosar@ibu.edu.tr, https://orcid.org/0000-0002-0984-1071

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1. INTRODUCTION

Published in 1912, Bernard Shaw's *Pygmalion* provides a dramatic illustration of the relationship between language and social perception, which makes it a significant early fictional portrayal of concepts that would later be formalized in sociolinguistics. Shaw's play centers on Henry Higgins, a phonetics expert, who makes a bet that he can transform Eliza Doolittle, a Cockney flower girl, into a lady by teaching her proper speech and manners. The title of the play originates from the ancient Greek myth of the same name. In the myth, Pygmalion is a Cypriot sculptor who is disgusted by the imperfections of women. Thus, he makes an ivory statue of his ideal woman and falls deeply in love with his creation. During the festival of Aphrodite, he prays for a wife like his statue, and the goddess brings the statue to life. Pygmalion and the now-living statue, named Galatea, marry and have children. The analogy between the phonetics expert in Shaw's play and the myth of Pygmalion, the sculptor, is evident as both attempt to shape and perfect their creations. In this sense, this connection directly links the title of the play to the phonetics expert Mr. Higgins. Shaw's play pictures the highly stratified English class system and reveals how language and social presentation can change one's perceived status. The play also demonstrates that standard and non-standard English, with standard English being the widely accepted form used in formal contexts and non-standard encompassing regional and social dialects, are associated with distinct social classes. For example, in the play, Eliza Doolittle's Cockney dialect marks her as a member of the working class, while Mr. Higgins's "proper" standard English signifies his upper-class status. Therefore, this study explores the potential of Shaw's *Pygmalion* as a pedagogical tool in English Language Teaching departments for fostering sociolinguistic awareness among pre-service teachers (PTs).

Language and society are fundamentally intertwined, forming a relationship where linguistic choices are embedded within social contexts (Walker, 2024). The variations we observe in speech, including accents, dialects, and word choices, are not random occurrences. Instead, they are indicators of social identity which reflect influences like socioeconomic status, geographical origin, and cultural background (Walker, 2024). As Peter Trudgill states "a speaker's accent may relate to where they are from geographically . . . it may relate to their social background" (2003, p. 2). That is, how individuals use language reveals their position within social hierarchies, and conversely, language itself plays a role in establishing these hierarchies: "Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and how people convey and construct aspects of their social identity through their language" (Holmes and Wilson, 2022, p.1). Furthermore, language serves as a means of expressing and transmitting social, cultural values and beliefs. Subtle differences in how one speaks highlight that language is more than just a tool for conveying information. It is a powerful instrument for shaping and influencing social interactions. Therefore, a comprehensive understanding of language requires us to look beyond its grammatical structure and consider its function within diverse social contexts. All of these phenomena fall within the scope of sociolinguistics.

In short, sociolinguistics is the study of the intricate relationship between language and society. "Sociolinguists study the relationship between language and society. They are interested in explaining why we speak differently in different social contexts, and with identifying the social functions of language and the ways it is used to convey social meaning" (Holmes and Wilson, 2022, p.1). As such, sociolinguistics explores how social factors influence language use as well as how language shapes social structures and identities. Unlike traditional linguistics, which focuses primarily on the structure of language, sociolinguistics examines the dynamic relationship between language and its social context (Güven, 2012). It is worthy of note that a full exploration of sociolinguistic thought is beyond the scope of this study, which aims instead to demonstrate the practical application of sociolinguistic perspective

using Shaw's *Pygmalion* in the language classroom. This involves exploring how variables such as social class, gender, and geographical location affect the way individuals speak and, consequently, their social perception.

Language is not a monolithic entity; it varies considerably depending on the social circumstances. These variations manifest in dialects, accents, and even subtle differences in vocabulary and grammar. For example, sociolinguists study how different social groups use language to express their identity, maintain social boundaries, exert power and/or stigmatize other groups. This can involve analyzing how certain linguistic features become associated with prestige or stigma, and how these associations can change over time. In essence, sociolinguistics provides a lens through which we can understand how language is not merely a tool for communication, but a powerful instrument for social interaction and the construction of social realities. All these are central to the study of sociolinguistics (Trudgill, 2000).

Developing sociolinguistic awareness is important in English Language Teaching (ELT) programs as it fosters more effective and culturally sensitive communication and prepares better future English teachers. Firstly, language learning isn't just about grammar and vocabulary. It is also about using language appropriately in different social contexts. Sociolinguistic awareness enables PTs to understand and use varying registers, dialects, and styles, which ultimately leads to more meaningful communication. Secondly, English is a global language with diverse variations. Sociolinguistic awareness helps PTs recognize and appreciate these variations, fostering tolerance and respect for different ways of speaking (Wardhaugh and Fuller, 2015). It combats the idea that there is only one correct way to speak English. This perspective can promote inclusivity among PTs and make them feel more confident of themselves in spoken English. In this respect, recognizing the social implications of standard and non-standard English varieties and their respective roles in different social and cultural contexts is very important. Thirdly, language is deeply intertwined with culture and sociolinguistic awareness helps to reduce language-based prejudice. It allows PTs to understand the cultural nuances embedded in language, preventing miscommunication and developing intercultural understanding. Lastly, developing sociolinguistic awareness helps PTs to understand the relationship between language and power. This allows for a deeper understanding of how language can be used to create and maintain various social identities, including those related to class, ethnicity, gender, age, religion, region, and profession.

In ELT programs, sociolinguistic awareness can be achieved through diverse approaches. This can be accomplished via language, culture, and sociolinguistics courses. These courses explicitly explore the relationship between language and society by examining phenomena such as dialectal variation, register, and the socio-cultural implications of language use. However, sociolinguistic awareness can also be fostered indirectly through the strategic use of literary representations. Literature, particularly works that depict diverse social contexts and linguistic interactions, provides a rich source of authentic language data (Mittal, Vashist, & Chaudhary, 2024). Therefore, by engaging with the appropriate literary texts, PTs can observe and analyze how language functions as a marker of social identity, power, and cultural values. In this way, they can develop an understanding of the intricate relationship between language and society.

In conclusion, the development of sociolinguistic awareness is a crucial aspect of English Language Teaching. By recognizing the connection between language and societal structures, teachers and pre-service teachers can move beyond traditional linguistic instruction and be equipped with a critical understanding of the social implications of language use (e.g., Chik & Melo-Pfeifer, 2023). Whether through direct sociolinguistic coursework or indirectly through literary analysis, fostering this awareness empowers them to understand the multifaceted nature of language.

1.1. The Aim of the Study

The purpose of this study is to determine the educational value of *Pygmalion* in assisting PTs in developing a sociolinguistic perspective within an initial teacher education program. Analyzing *Pygmalion*'s representation of language and its relationship to regional identity, social status and

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professional identity, this study sheds light on the potential of literary texts to develop sociolinguistic awareness. This approach seeks to move beyond traditional linguistic instruction and enables PTs to recognize and critically analyze the dynamic relationship between language, social identity, and cultural context. From this aim, the following research questions emerge:

1. How can the analysis of linguistic representations in *Pygmalion* be implemented within English language teaching to enhance PTs' awareness of the relationship between language and regional identity?

2. How can the analysis of linguistic representations in *Pygmalion* be utilized within English language teaching to enhance PTs' awareness of the relationship between language and social status?

3. How can the analysis of linguistic representations in *Pygmalion* be implemented within English language teaching to enhance PTs' awareness of the relationship between language and professional identity?

1.2. Significance of the Study

This study offers significant implications for ELT departments by demonstrating the efficacy of literary texts, specifically Bernard Shaw's *Pygmalion*, in raising sociolinguistic awareness among PTs. By analyzing the play's rich linguistic themes, this study provides educators with a pedagogical tool to move beyond traditional grammar-focused instruction.

As Shaw himself wrote in his preface to the play, "it is impossible for an Englishman to open his mouth without making some other Englishmen despise him," highlighting the deep-seated social judgments tied to language (1957, p 195). Therefore, firstly, this study provides a framework for educators to explore how language, as depicted in *Pygmalion*, reflects and shapes regional, social class, and professional identities. This understanding is crucial for PTs to navigate various social interactions and recognize the subtleties of language use. Additionally, this study provides an example of incorporating literary analysis into initial teacher education classrooms. By focusing on *Pygmalion*, it offers a model for educators to utilize other literary works in fostering sociolinguistic competence. Thirdly, it highlights the importance of inclusivity by drawing attention to the social implications of standard and non-standard English varieties. Furthermore, it encourages prospective professionals to promote tolerance and respect for linguistic diversity. This is particularly important in a globalized world where English is used in a multitude of contexts as a lingua franca. Finally, the findings of this research will provide valuable insights into how language education and language teacher education can empower PTs to critically analyze the relationship between language and power.

Overall, this study aims to demonstrate that *Pygmalion*, and literary texts in general, can serve as powerful tools for developing a sociolinguistic lens. This enables PTs to become more effective, culturally sensitive, and critically aware communicators and future teachers.

2. METHOD

2.1. Research Design

The present study is designed as educational design research (EDR) (Jacobsen & McKenney, 2024; Reeves & Reeves, 2006) to address the sociolinguistic needs of initial teacher education in terms of sociolinguistic awareness for pre-service teachers. The study also promotes innovative instructional designs for initial teacher education programs and advocates effective teaching practices. Within the EDR, document analysis, a core qualitative research method, involves the systematic review and evaluation of various documents. At its essence, this approach focuses on the meticulous examination and interpretation of

information embedded in the chosen documents to achieve key objectives. Firstly, it aims to uncover meaning by deciphering underlying messages and implications. Secondly, it facilitates gaining a deeper understanding and fosters a comprehensive grasp of a specific topic or phenomenon. Finally, it enables researchers to draw informed conclusions.

Creswell (2012) broadly categorizes qualitative data into "observations, interviews and questionnaires, documents, and audiovisual materials" (p. 212). Within the realm of documents, qualitative research encompasses a diverse range of sources as Grbich (2013) illustrates: "Document collation can include information from newspapers, radios, TV, DVD, films, videos, internet chat rooms, policy documents, clinical case histories, photos, drawings, paintings, clothing, graffiti, books, emails and diaries" (p. 15). Consequently, it logically follows that literary work, as a form of artistic expression, can also be considered a legitimate document within qualitative research, especially if it is used in classroom settings.

Thus, this article employs a qualitative document analysis method to explore the sociolinguistic potential of Bernard Shaw's *Pygmalion* within ELT programs, specifically considering its value in demonstrating dialectical shifts and stressing the implications of the use of standard and non-standard English.

2.2. Data Sources

Bernard Shaw's *Pygmalion* was selected as the data source for this study. This play is commonly integrated into English Language Teaching (ELT) curricula, specifically within Language and Literature Teaching and Drama in ELT courses. ELT programs recognize the importance of literature in language acquisition as literary texts are considered valuable authentic materials. Therefore, *Pygmalion* provides a relevant and representative example of the literary texts encountered by pre-service teachers. While other literary works may touch upon themes of language and social class, *Pygmalion* stands out due to its direct and dramatic portrayal of dialectical transformation and its explicit focus on the social repercussions of linguistic variation.

2.3. Data Collection Process

Data collection was conducted through purposeful sampling. When employing document analysis as a data collection tool, purposeful sampling allows for the intentional selection of specific documents that are most relevant to the research objectives. Rather than a random selection, this method involves strategically choosing the documents that provide key insights into the phenomenon under investigation. This deliberate selection ensures that the analyzed documents are highly relevant to the research questions, which provides a focused scope to the research.

In this study, *Pygmalion* was intentionally selected due to its rich depiction of language, social class, and the transformative power of linguistic awareness. Furthermore, its emphasis on the written word makes it particularly suitable for classroom use: "It is a quality specific to *Pygmalion* that it is foremost a text, to be read and deciphered, and only secondarily a play, to be watched in performance" (Tuncer-Kılıç, 2011, p. 14). Hence, this deliberate choice allows for a focused and in-depth examination of how the play's content can be used to enhance PTs understanding of social and cultural aspects of language usage.

2.4. Data Analysis

There are different approaches to analyzing documents, such as content analysis, conversation analysis, narrative analysis, and discourse analysis. While they can often overlap, each possesses a "particular orientation – a distinctive flavor that identifies it as a discrete entity" (Grbich, 2013, p. 165). This study utilizes content analysis to critically examine the sociolinguistic aspects of *Pygmalion*. Content analysis involves two primary methods. The first uses quantitative techniques, like counting word frequencies and identifying keywords with computer assistance and relies on researcher-imposed categories. Second, ethnographic content analysis, integrates cultural understanding and context, and can employ both numerical and thematic analysis (Grbich, 2013). By emphasizing the cultural context and interpretation of the researcher, ethnographic content analysis seeks to understand the meaning of the text within the social and cultural universe it presents.

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Given these considerations, this study uses ethnographic content analysis to prioritize the contextual and cultural nuances in *Pygmalion*, allowing for a more comprehensive understanding of the play's sociolinguistic implications. Specifically, ethnographic content analysis enables us to explore the cultural and social dynamics reflected in Shaw's portrayal of dialectical shifts and class distinctions, which are central to the play and its relevance to English language education.

2.5. The Role of the Researcher

The researcher's role in this study benefits from a hybrid identity, shaped by an interdisciplinary educational and professional background. The researcher holds an undergraduate degree in American Culture and Literature, followed by a master's degree in Gender and Women's Studies. Subsequently, the researcher returned to literary studies and completed a doctoral degree in English Literature. During doctoral studies, the researcher worked as a research assistant in an ELT department at a state university. Post-doctoral experience of the researcher includes four years of teaching in an English Language and Literature Department, followed by seven years at an ELT department, both at state universities. This diverse background, covering literature, gender studies, and teacher education, shapes the researcher's approach to the current study by providing a multifaceted perspective on the intersection of language, society, culture, and pedagogy.

2.6. Ethical approval of the study

As this study does not involve any human participants, no ethical permission is required.

3. FINDINGS

3.1. Language and regional identity

This section addresses the following question: How can the analysis of linguistic representations in Shaw's *Pygmalion* be implemented within ELT programs to enhance PTs awareness of the relationship between language and regional identity? To do this, this part investigates the connection between language and regional identity as depicted in the play. Furthermore, it explores the potential of using the play's linguistic features in ELT classrooms to develop PTs awareness of this connection.

To start with, standard English generally refers to the variety of English considered the most widely accepted and used in formal contexts, such as official documents, academic writing, and professional communication. Standard English is often associated with prescriptive grammar rules and referred to as Received Pronunciation:

> British English is divided . . . into a number of dialects, one of which has come to be called 'standard English'. The accent most obviously associated with the standard English dialect is called Received Pronunciation (RP), a term which echoes the rather old-fashioned sense of 'received' as meaning 'generally accepted' as in the terms 'received opinion' and 'received wisdom', especially by those who are qualified to know. (Honey, 1989, p. 7)

Non-standard Englishes, on the other hand, encompass diverse range of varieties that deviate from these established norms. These variations can include regional dialects, colloquialisms, and social dialects, each with its own distinct grammatical features, vocabulary, and pronunciation. As Walker notes "dialects are regional varieties of a language, that can differ along the dimensions of pronunciation (phonetics), vocabulary (lexicon) and grammar" (2024, p. 133). The study of these regional variations, known as dialectology, is a vast and complex field, including intricate patterns of linguistic variation across geographical landscapes. The primary objective of this article is to examine the linguistic portrayals in *Pygmalion*, and therefore, a general survey of regional dialects is outside its intended scope. Readers

seeking further information on this broad field are encouraged to explore the works of leading scholars such as William Labov (1961), Peter Trudgill (2000), and Dennis Preston (1999).

The topic of regional dialects is brought up in the play's first act. The opening scene portrays a group of people from various walks of life seeking refuge from heavy rain in front of a church in Covent Garden. In such bad weather, "the universal wish not to get wet is a habitual endeavor and a beautifully artless social equalizer" for people who do not know each other (Tuncer-Kılıç, 2011, p. 2). Freddy, a well-to-do young man, tries to find a taxi for his mother and sister. As he tries to catch a cab, he collides with Eliza, a flower seller. Eliza attempts to sell flowers to an elderly gentleman, later introduced as Colonel Pickering, but she is warned that another man is documenting her speech. While the characters engage in conversation, his constant note-taking leads everyone to think that he is a policeman. This causes Eliza distress because she fears being mistaken for a sex worker, and she repetitively asserts her innocence. The man taking notes is Professor Higgins, a phonetician fascinated by accents and dialects. He observes and records the nuances of people's speech and uses these observations to determine their regional provenance:

> THE NOTE TAKER [turning on him genially] And how are all your people down at Selsey?
> THE BYSTANDER [suspiciously] Who told you my people come from Selsey?
> THE NOTE TAKER. Never you mind. They did. [To the girl] How do you come to be up so far east? You were born in Lisson Grove. (Shaw, 1957, p. 206)

Higgins's precise identification of the bystander's origin demonstrates his mastery of phonetics and dialectology. This display of knowledge serves as a form of power and thus enables him to assert dominance. Furthermore, his pinpointing of the flower girl's birthplace in Lisson Grove, a poorer district, illustrates his skill in situating individuals within the social hierarchy. Higgins's expertise is further highlighted when he identifies four distinct linguistic influences in a single individual's speech: "Cheltenham, Harrow, Cambridge, and India". (Shaw, 1957, p. 207). Here, he refers to Colonel Pickering, proving his ability to quickly assess and categorize a person's background based on their speech. By doing this, he also reveals the complex and layered nature of one's linguistic identity. Yıldız Tuncer-Kılıç observes that Higgins's method of defining the origins of individuals becomes a tool for social categorization, especially evident when he analyzes Pickering's four distinct speech pattern:

> Higgins, defining the origins of those whom he phonetically transcribes, unsurprisingly ascribes Selsey, Listen Grove and Hoxton as the places of birth for lower class individuals around him. It is not until he subjects Pickering to the same onslaught, giving a superbly economic four point resume of the gentleman's entire life and status, that the system of class definition is displayed before our eyes as a frighteningly dogmatic shorthand to social identity: "Cheltenham, Harrow, Cambridge, and India"; his place of birth; public school; university; and commission as an office, respectively. (2013, p. 9)

After Higgins demonstrates his power to identify individuals' origins through their speech, he is asked how he can do this. To this, he responds: "Simply phonetics. The science of speech. That's my profession; also my hobby. Happy is the man who can make a living by his hobby! You can spot an Irishman or a Yorkshireman by his brogue. I can place any man within six miles. I can place him within two miles in London. Sometimes within two streets." (SHAW, 1957, p. 209). To be exact, phonetics focuses on the study of speech sounds. It is essential to differentiate between accent and dialect, as they encompass distinct linguistic features. Specifically, dialect covers pronunciation, vocabulary, grammar, and idiomatic expressions, whereas accent pertains solely to pronunciation (Honey, 1989, p. 2). Higgins is interested in all these aspects as his answer establishes him as a figure of authority in revealing social and geographical origins of people through their use of language. Thus, *Pygmalion* vividly demonstrates how language, particularly dialect, serves as a powerful and immediate indicator of regional identity.

All in all, *Pygmalion* offers a rich resource for developing awareness of regional dialectology in language learning. By analyzing the transformation of Eliza's speech, PTs can engage in comparative analyses of her Cockney dialect and her refined pronunciation. They can also identify specific regional markers and

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understand how social context influences dialect use. Additionally, Higgins's phonetic training provides an opportunity to introduce basic concepts of phonetics and phonology. Exploring the historical context of dialects, such as Cockney and others, can deepen understanding of their evolution. Furthermore, the play can prompt discussions on dialect prejudice. In short, using *Pygmalion* in the classroom can facilitate a practical exploration of the vast and complex field of dialectology.

3.2. Language and social status

The central inquiry of this section is: How can the analysis of linguistic representations in Shaw's *Pygmalion* be utilized within ELT to enhance PTs awareness of the relationship between language and social status?

Language acts as a powerful marker of social identity; it signals an individual's background, education, and perceived position within a community. Variations in accent, dialect, and vocabulary choices indicate perceptions that lead to judgments and assumptions about a speaker's social standing. That is, certain uses of language can "identify the speaker as belonging to a particular group, or having a particular social identity" (Guy, 2011, p. 159). The relationship between language and social status is a vast field in sociolinguistics, encompassing extensive research by scholars like William Labov, Peter Trudgill, and Pierre Bourdieu, who have explored topics such as social stratification, language variation, and linguistic capital (Labov, 1964; Trudgill 2000; Bourdieu, 1991). Yet, this study concentrates on how specific linguistic markers ascribe certain social status in *Pygmalion*. Therefore, an analysis of the play's linguistic representations of language and social status offers a valuable opportunity to bridge the gap between literary analysis and practical language learning.

In Act One, following his demonstration of discerning regional backgrounds of strangers, Higgins is questioned about his method. He explains that it's purely phonetics, the scientific study of speech, which is both his job and his passion. He remarks on the good fortune of someone who can earn a living from their hobby. He states that he can recognize an Irishman or someone from Yorkshire by their accent (1957, p. 209). Following this, he says that we live in a time where people rapidly rise in social status, moving from humble beginnings to wealth. However, he adds that their speech often gives themselves away regarding their origins, and his job is to erase those linguistic markers (1957, p. 209). This statement reveals several key aspects of Higgins's character and the social context of the play. First, it shows his belief in the malleability of language and its direct relation to social status. He views speech not as an inherent trait but as a learned skill that can be perfected. This view aligns with his scientific approach to phonetics. Secondly, it highlights his inherent social snobbery. His desire to erase non-standard linguistic markers is not merely a professional endeavor but also a manifestation of his desire to maintain social hierarchies. Finally, it exposes a crucial tension in the play: the idea that language, while a powerful tool for social advancement, can be a source of constant anxiety and self-consciousness for those attempting to climb the social ladder. Thus, the subtle nuances of language become powerful indicators of social placement.

Eliza Doolittle, a flower girl whose appearance marks her as lower class, is central to *Pygmalion*. Early in the play, stage directions depict her as unattractive, dirty, and needing dental care (1957, p. 202). Also, she speaks with a strong Cockney dialect which reveals her working-class origins. Honey describes the grammatical differences between the Doolittles' (both Eliza and her father) speech and standard English in the following way:

> The Doolittles' Cockney dialect contains a large number of grammatical forms which differ from those of standard English, and part of Eliza's transformation involves negotiating these differences. These include non-standard forms for plural verbs (ladies is), for negatives (won't

pick up no), for present tense forms of the verbs be and have (I ain't, she ain't, you ain't, etc.), and for past tenses (throwed, has broke, you done, I been). (1989, p. 3)

Higgins is extremely irritated by Eliza's speeches; he finds it coarse, vulgar and detestable:

> A woman who utters such depressing and disgusting sounds has no right to be anywhere—no right to live. Remember that you are a human being with a soul and the divine gift of articulate speech: that your native language is the language of Shakespeare and Milton and The Bible. (1957, p. 209)

This extreme reaction underscores the deep-seated prejudice against non-standard dialects that permeate the play's social landscape. Especially, his reference to Shakespeare, Milton and The Bible reveals a belief in the superiority of a refined, lofty language variety. This emphasis shows his linguistic elitism and positions him as the guardian of proper speech. The implication here is that the Eliza's native language is not a legitimate form of expression, but a debased and unacceptable deviation from the proper, standard English. Higgins makes the audacious claim, "in three months I could pass that girl off as a duchess at an ambassador's garden party" (1957, p. 210), which illustrates the play's exploration of social mobility and the power of language to facilitate it.

Act Two shifts the setting to Higgins's home, specifically his laboratory, as described in the play. As Tuncer-Kılıç puts it, "Reference to Higgins' laboratory accentuates the already hefty patriarchal identity avouched to 'the man of science'" his mindset "rational, clinical and pragmatic" (2011, p. 17). Early in the act, Eliza shows up at the house of Higgins, asking for lessons to correct her speaking. She believes by speaking properly, she can improve her social and economic standing. When Eliza asks for lessons to improve her speaking, Higgins simply sees her as a mere experiment claiming, "I shall make a duchess of this draggletailed guttersnipe." (1957, p. 220).

However, his approach to her transformation is extremely rigid and controlling. "I've taught her to speak properly; and she has strict orders as to her behavior," he declares, limiting her conversational range to only weather and health. By doing this he wants to ensure that she does not reveal her real origins. This approach can be seen in Eliza's meticulously practiced greeting, "How do you do, Mrs. Higgins?" where she over stresses the "H in Higgins" (1957, p. 250). This funny moment demonstrates the intense focus on proper pronunciation. Her mastery of the prescribed language is evident in her flawless recitation of the weather forecast, "The shallow depression in the west of these islands is likely to move slowly in an easterly direction. There are no indications of any great change in the barometrical situation" (1957, p. 251). Though this shows the success of Higgins's training, it also highlights the artificiality of her new persona. Connected to this, at the end of the play, Eliza says that "the difference between a lady and a flower girl is not how she behaves, but how she's treated" (1957, p. 284). Her statement dismantles the illusion that social status can be earned. This revelation directly exposes the fundamental flaw in Higgins's experiment. He focused on superficial alterations, mainly speech and manners, believing they would grant Eliza access to a higher social standing. However, Higgins's methodology proved inadequate because it failed to address the deeply rooted prejudices that continued to define Eliza's place in society.

To conclude, *Pygmalion* can be considered as a suitable tool in language learning for exploring the intricate link between language and social status. By analyzing Eliza's linguistic journey, PT's can understand how language acts as a marker of social class. They can also observe the stark contrast between her initial Cockney speech and her eventual upper-class pronunciation. Educators can guide discussions on how specific linguistic features, such as vocabulary, accent, and grammar, contribute to one's perceived social status. In this sense, the play invites critical analysis of how language is used to maintain social hierarchies and exert power. Therefore, the play provides a platform to explore the social consequences of linguistic variation such as the prejudice and discrimination faced by those speaking non-standard dialects.

3.3. Language and Professional Identity

This section explores the question: How can the analysis of linguistic representations in Shaw's *Pygmalion* be implemented within ELT programs to enhance PTs' awareness of the relationship between language and professional identity?

Language is a cornerstone of professional identity as it shapes how individuals are perceived and how they continue their careers. Professional identity is not solely defined by qualifications and experience, it is significantly influenced by how people present themselves, both verbally and non-verbally. Indeed, it is not just what is said, but how it is said, that communicates expertise, authority, and a sense of belonging within a professional context.

Our class status or economic position in society is often reflected in our language use and the ways in which we communicate (both verbally and nonverbally). In particular, the vocabulary and dialect that we use may be linked to our level of education and status. In professional situations, senior managers may use more direct forms of discourse and less slang than entry-level workers. (Jackson, 2014, p. 141). This observation directly aligns with *Pygmalion*'s central premise, where Eliza Doolittle's initial Cockney dialect reflects her lower social and economic standing. Her subsequent transformation into a woman capable of speaking standard English is then portrayed as essential for achieving professional mobility and a higher social status.

Building on this understanding, the influence of language use on occupational identity becomes particularly evident as Guy (2011) suggests that "people in certain occupations tend to use more standard varieties of language than other people at the same level of status, income, or education. The occupations in question are ones such as teacher, journalist, or receptionist, which involve two kinds of activities: projecting a public image and linguistic socialization" (2011, p. 166). This perspective contributes to a broader understanding of how language acts as a gatekeeper in the way that it determines access to professional opportunities and reinforces existing social structures.

The understanding of language as a marker of professional identity becomes particularly relevant when Eliza's aspirations in *Pygmalion* are considered. She aims to refine her speaking so she can work in a flower shop instead of selling flowers on street: "I want to be a lady in a flower shop stead of selling at the corner of Tottenham Court Road. But they won't take me unless I can talk more genteel. He said he could teach me. Well, here I am ready to pay him —not asking any favor—and he treats me as if I was dirt" (1957, p. 217). However, this desire for professional advancement is met with Higgins's condescending and objectifying offer: "Eliza: you are to live here for the next six months, learning how to speak beautifully, like a lady in a florist's shop. If you're good and do whatever you're told, you shall sleep in a proper bedroom, and have lots to eat, and money to buy chocolates and take rides in taxis." (1957, p. 225). Higgins promises Eliza not only better employment prospects but also an enhanced lifestyle, suggesting that linguistic refinement will grant her access to a good house and fancy food. Higgins then shifts his attention to Eliza's father, Alfred Doolittle, and claims that he can correct Alfred's speech, too: "if we were to take this man in hand for three months, he could choose between a seat in the Cabinet and a popular pulpit in Wales." (1957, p. 237). Clearly, he thinks that standardized proper speech is necessary for obtaining a better job and life.

Despite Higgins's promise of a better life through linguistic transformation, Eliza's unhappiness and departure at the end of the play reveal the hollowness of his offer. This suggests that mere language refinement could not secure true fulfillment or social equality. Contrary to this perspective, in the preface to the play, Bernard Shaw contends that the linguistic transformation depicted in *Pygmalion* is both possible and commonplace: "for the encouragement of people troubled with accents that cut them off

from all high employment, I may add that the change wrought by Professor Higgins in the flower-girl is neither impossible nor uncommon" (1957, p. 199). His statement in the preface reveals his belief in the practical applications of his play. Shaw directly addresses those who feel limited by their speech patterns and tries to encourage them through the example of Eliza. He suggests that such changes are achievable and even common, which implies that linguistic mobility is a real possibility. It seems that Shaw desires to inspire real-world change as he portrays linguistic transformation not as a fictional conceit, but as a practical tool for real life experiences. However, this optimistic vision in Shaw's preface stands in stark contrast to Eliza's ultimate unhappiness at the play's conclusion. This highlights the complex and often challenging realities of linguistic and social transformation.

Given these insights, *Pygmalion* provides a valuable resource for examining the link between language and professional identity within the language classroom. Teachers can facilitate discussions on specific linguistic choices, such as vocabulary, register, tone and their impact on professional authority and credibility. The play offers a platform to explore how language is strategically employed to establish professional hierarchies and create a sense of belonging within specific occupational contexts. Consequently, PTs can critically examine the consequences of linguistic variation in workplaces, including the potential barriers faced by those whose language does not conform to rooted professional norms.

4. DISCUSSION and CONCLUSION

This study set out to explore how George Bernard Shaw's *Pygmalion* can serve as a pedagogical tool to foster sociolinguistic awareness among pre-service English language teachers. The findings highlighted the intricate connections between language variation, social perception, and identity and also offered practical classroom activities.

Developing sociolinguistic awareness in ELT programs is crucial for effective and culturally sensitive communication (e.g., Guo, 2024). It enables PTs to use language appropriately in diverse social contexts, appreciate English variations, and promote inclusivity. Recognizing the language-culture connection is important for both combating prejudice and fostering intercultural understanding. Furthermore, gaining sociolinguistics awareness allows PTs to analyze how language reflects social identities and power dynamics.

Cultural exposure is essential for developing sociolinguistic competence. Therefore, using authentic materials provides students with valuable cultural insights during language learning. As Collie and Slater (1987) argue, literary texts are authentic materials that foster cultural understanding and enhance language competence. Beyond this, literature offers a multifaceted approach to language teaching, exposing students to diverse language styles and structures. Moreover, the suggestive power and ambiguity of meaning within literature encourages critical thinking and deeper understanding, as noted by Maley (1989). Engaging with literature in the target language develops one's interpretive power: "Any learning of a new language would seem to involve the learner in the forming of hypothesis and the drawing of inferences, whether these relate to when a particular idiom is used appropriately, how far a grammatical rule can be generalized or what is implied behind the literal meaning of what someone says in a conversation" (Lazar, 2007, p.19). Building on this connection between literature and cultural understanding, Krasner (1999) suggests that cultural understanding in language learning can be fostered through observation, dramatizations, and role-playing. In a similar vein, as González Rodríguez & Borham Puyal state, "The power of literary texts to construct sociocultural images and reflect different ways of experiencing the world has been widely acknowledged. The use of literary texts can promote reflections on cultural differences, develop understanding of home culture, and consequently enhance more tolerant and open attitudes towards other cultures" (2012, p. 108). Consequently, "for development of their own and learners' knowledge of sociolinguistic competence, language teachers should expose learners to authentic use of language and conversations through social media, songs, literature etc. and also design classroom practices engaging students to use the language in real-life contexts" (Dikilitaş &

Mede, 2015, p. 30). All in all, these diverse perspectives agree in indicating the vital role of literature in language teaching and cultural immersion.

A compelling example of this potential can be seen in Bernard Shaw's preface to *Pygmalion*, where he interprets this potential as the didactic nature of literature. He boasts of the play's widespread success, noting, "I wish to boast that Pygmalion has been an extremely successful play all over Europe and North America as well as at home. It is so intensely and deliberately didactic, and its subject is esteemed so dry, that I delight in throwing it at the heads of the wiseacres who repeat the parrot cry that art should never be didactic. It goes to prove my contention that art should never be anything else" (1957, p. 198). Here, Shaw's assertion that art should be didactic resonates with the view that literary texts can be used as materials, especially as efficient tools for raising cultural and sociolinguistic familiarity and awareness. The play's success demonstrates that even seemingly "dry" subjects, when presented through captivating narratives, can effectively show audiences and readers social dynamics, language variations, and cultural norms. Thus, even Shaw's own claim in the preface reinforces the argument that literary texts are inherently valuable for developing sociolinguistic competence.

Considering the effectiveness of literature and its ability to foster cultural and sociolinguistic understanding, this study suggests that sociolinguistic awareness regarding language and regional identity, language and social status, and language and professional identity can be effectively developed in ELT through the study of *Pygmalion*. That is, the close reading of the play focusing on these thematic elements demonstrate that the research findings align with the argument that literature serves as a valuable tool for raising sociolinguistic awareness. In order to put these findings into practice and to address language and regional, social, and professional identities in ELT classrooms, the following activities are suggested:

1. Cockney to Received Pronunciation (RP) Translation: Students can be provided with short written passages of Eliza's Cockney speech and asked to translate them into RP.

2. Dialect Mapping: Students can be asked to map the geographic distribution of various dialects.

3. Audio Dialect Identification: Students can be asked to identify the regional origin of speakers based on their pronunciation, vocabulary, and grammar.

4. Dialect Prejudice Role Plays: Students role-play characters with different dialects and discuss social perceptions and prejudices associated with each dialect.

5. Role-Playing Scenarios: In mini dramas, students interact as characters from different social classes.

6. Linguistic Detective Activity: Students are provided with audio or video clips of different accents and dialects. They make inferences about the speaker's social background.

7. Professional Persona Creation: Students are asked to choose a profession (e.g., lawyer, doctor, journalist) and create a linguistic profile for someone in that role. They should consider vocabulary, tone, register, and even nonverbal communication.

8. Job Interview Analysis: After watching a job interview, students are asked to analyze the verbal and non-verbal language used by both the interviewer and the interviewee.

To conclude, while this study demonstrates the efficacy of using literary texts, particularly *Pygmalion*, to develop sociolinguistic awareness within ELT classrooms, further research could be conducted to expand these findings. Future studies might explore the comparative effectiveness of different literary genres (novel, poetry or short stories) or specific authors in developing sociolinguistic competence. Additionally, research on the impact of using literary texts in ELT classrooms on pre-service teachers' intercultural

communication skills and their ability to navigate real-world sociolinguistic complexities would be valuable. Exploring the integration of digital tools and multimedia resources (movie adaptations, drama performances, radio drama) in delivering these activities could provide further insights into improving sociolinguistic competence in contemporary language learning contexts.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

1912'de yayımlanan Bernard Shaw'ın *Pygmalion* adlı oyunu, dil ve sosyal algı arasındaki ilişkiyi çok net bir şekilde gösterir. Oyun, fonetik uzmanı Henry Higgins'in, sokaklarda çiçek satarak geçimini sağlayan Eliza'yı düzgün konuşma öğreterek bir hanımefendiye dönüştürme bahsini konu alır. Buna göre, Eliza iyi bir telaffuz ile doğru dilbilgisi yapılarını kullanarak konuşmayı öğrenebilirse daha iyi bir iş sahibi olabilecek, daha iyi bir evde yaşayabilecek yani kısaca sokaklardan kurtulup hayat standardını iyileştirebilecektir. *Pygmalion*, dil kullanımının sınıf ve sosyal statüyü nasıl yansıttığını gösterir; Eliza'nın Cockney aksanı işçi sınıfı geçmişini, Higgins'in standart İngilizcesi ise üst sınıfı işaret eder. Bu çalışma, *Pygmalion*'un öğretmen adaylarının toplumdilbilim farkındalıklarını geliştirmede pedagojik bir araç olarak potansiyelini ortaya koymayı amaçlar.

Toplumdilbilim, dil ve toplum arasındaki karmaşık ilişkiyi inceler; sosyal faktörlerin dil kullanımını nasıl etkilediğini ve dilin sosyal yapıları nasıl şekillendirdiğini araştırır. Dil ve toplum iç içedir ve dil kullanımına dair seçimler sosyal, bölgesel, sınıfsal, mesleki bağlamları yansıtır. Ağız ve aksan gibi dilsel farklılıklar çeşitli sosyal kimliklere işaret eder ve sosyal hiyerarşileri kurmada önemli rol oynar. Toplumdilbilim farkındalığı, öğretmen adaylarının farklı sosyal bağlamlarda dili uygun şekilde kullanmalarını sağlayarak daha etkili iletişim kurmalarına yardımcı olur. İngilizcenin küresel çeşitliliğini anlamalarını, dil temelli önyargılarını fark etmelerini ve dilin güç ilişkileri ile bağlantısını kavramalarını sağlar. Edebiyat, özellikle de sosyal bağlamları ve dilsel etkileşimleri yansıtan eserler, toplumdilbilim farkındalığı geliştirmek için zengin bir kaynak sunar. Bu çalışma, *Pygmalion* adlı oyunun öğretmen yetiştirme programlarında İngilizce öğretmen adaylarının toplumdilbilim bakış açısı geliştirmesine katkısını araştırmaktadır. Çalışma, oyunda resmedilen dil kullanımlarının bölgesel, sosyal, mesleki kimliklerle ilişkisini analiz ederek edebî metinlerin bu farkındalığı artırma potansiyeline odaklanmaktadır. *Pygmalion* örneği üzerinden edebî metinlerin öğretmen adaylarının toplumdilbilim farkındalıklarını artırmadaki etkinliğini göstererek geleneksel dilbilgisi odaklı eğitimin ötesine geçilebileceğine dair İngiliz Dili Eğitimi bölümlerine önemli çıkarımlar sunmaktadır. Çalışma, dilin kimlik üzerindeki rolünü anlamak, edebi analizi eğitime entegre etmek, kapsayıcılığı vurgulamak ve dil-güç ilişkisini eleştirel analiz etmek için bir çerçeve sunarak, öğretmen adaylarının daha etkili ve bilinçli iletişimciler olmalarına katkıda bulunmayı amaçlamaktadır. Bu amaçtan hareketle, aşağıdaki araştırma soruları ortaya çıkmaktadır:

1. *Pygmalion*'daki dilsel temsillerin analizi, öğretmen adaylarının dil ve bölgesel kimlik arasındaki ilişkiye dair farkındalıklarını artırmak için İngiliz Dili Eğitimi içinde nasıl uygulanabilir?

2. *Pygmalion*'daki dilsel temsillerin analizi, öğretmen adaylarının dil ve sosyal statü arasındaki ilişkiye dair farkındalıklarını artırmak için İngiliz Dili Eğitimi içinde nasıl uygulanabilir?

3. *Pygmalion*'daki dilsel temsillerin analizi, öğretmen adaylarının dil ve mesleki kimlik arasındaki ilişkiye dair farkındalıklarını artırmak için İngiliz Dili Eğitimi içinde nasıl uygulanabilir?

2. YÖNTEM

Bu çalışma, öğretmen adaylarının toplumdilbilim farkındalıklarını geliştirmeye yönelik tasarım tabanlı araştırmadır (TTA). Çalışma aynı zamanda öğretmen eğitimi programları için yenilikçi öğretim tasarımlarını ve etkili öğretim uygulamalarını teşvik etmektedir. TTA içinde temel bir nitel araştırma yöntemi olan belge analizi, çeşitli belgelerin sistematik olarak gözden geçirilmesini ve değerlendirilmesini içerir. Bu yaklaşım özünde, temel hedeflere ulaşmak için seçilen belgelere gömülü bilgilerin titizlikle incelenmesine ve yorumlanmasına odaklanır. Bu makale, Bernard Shaw'ın *Pygmalion*

adlı oyununun İngiliz Dili Eğitimi programlarındaki toplumdilbilim bakış açısı geliştirmedeki potansiyelini, özellikle ağız değişimlerini göstermek ve standart ile standart olmayan İngilizce kullanımının etkilerini vurgulamak için nitel belge analizi yöntemi kullanmaktadır.

Bu oyun, özellikle dil ve edebiyat öğretimi ile İngiliz dili eğitiminde drama derslerinde olmak üzere İngiliz Dili Eğitimi müfredatlarında yaygın olarak kullanılmaktadır. İDE programları, edebi metinlerin değerli özgün materyaller olarak kabul edilmesi nedeniyle dil ediniminde edebiyatın önemini kabul etmektedir. Veri toplama işlemi amaçlı örnekleme yoluyla gerçekleştirilmiştir. Rastgele bir seçim yerine, bu yöntem, araştırılan olguya ilişkin temel bilgiler sağlayan belgelerin stratejik olarak seçilmesini içerir. Bu seçim, analiz edilen belgelerin araştırma sorularıyla yüksek düzeyde ilgili olmasını sağlayarak araştırmaya odaklanmış bir kapsam sunar. Bu çalışmada *Pygmalion*, dil, sosyal sınıf ve dilsel farkındalığın dönüştürücü gücünün zengin bir şekilde tasvir edilmesi nedeniyle seçilmiştir.

Belgeleri analiz etmek için içerik analizi, söylem analizi ve anlatı analizi gibi farklı yaklaşımlar vardır. Bu çalışmada *Pygmalion*'u eleştirel olarak incelemek için içerik analizi kullanılmıştır. İçerik analizi iki temel yöntemi içerir. Birincisi, kelime sıklıklarını sayma ve bilgisayar yardımıyla anahtar kelimeleri belirleme gibi nicel teknikleri kullanır ve araştırmacının belirlediği kategorilere dayanır. İkincisi, etnografik içerik analizi ise kültürel bağlama odaklanır ve hem sayısal hem de tematik analizi kullanabilir. Etnografik içerik analizi, kültürel bağlamı ve araştırmacının yorumunu vurgulayarak, metnin sunduğu sosyal ve kültürel evrendeki anlamını anlamayı amaçlar. Bu değerlendirmeler ışığında, bu çalışma, *Pygmalion*'daki kültürel nüanslara öncelik vermek ve oyunun toplumdilbilim etkilerinin daha kapsamlı bir şekilde anlaşılmasına olanak tanımak için etnografik içerik analizini kullanmaktadır.

3. BULGULAR, TARTIŞMA VE SONUÇ

Pygmalion, dil öğreniminde bölgesel ağız farkındalığını geliştirmek için zengin bir kaynaktır. Öğretmen adayları, Eliza'nın konuşmasındaki dönüşümü analiz ederek Cockney ağzı ile sonradan geliştirdiği standart telaffuzu karşılaştırabilir, bölgesel belirteçleri tanıyabilir ve sosyal bağlamın dil kullanımını nasıl etkilediğini anlayabilirler. Oyun, Higgins'in fonetik eğitimi aracılığı ile temel fonoloji kavramlarını tanıtma fırsatı sunar. Oyun, ayrıca farklı dil kullanımı konusundaki önyargılar üzerine tartışmalara olanak sağlayabilir.

Pygmalion, dil ve sosyal statü arasındaki karmaşık bağlantıyı incelemek için de uygun bir araç olarak görülebilir. Öğretmen adayları, Eliza'nın dil gelişimi yolculuğunu gözlemleyerek dilin sosyal sınıfın bir göstergesi olduğunu anlayabilirler. Başlangıçtaki Cockney ağzı ile sonraki üst sınıf telaffuzu arasındaki belirgin karşıtlığı gözlemleyebilirler. Eğitimciler, kelime dağarcığı, aksan ve dilbilgisi gibi dilsel özelliklerin kişinin algılanan sosyal statüsüne nasıl katkıda bulunduğuna dair tartışmaları yönlendirebilirler. Oyun, dilin sosyal hiyerarşileri sürdürmek ve güç ilişkileri oluşturmak için nasıl kullanıldığına dair eleştirel bir okuma olanağı sunar. Bu nedenle, standart olmayan bir dil kullananların karşılaştığı önyargı ve ayrımcılık gibi meseleleri keşfetmek için bir platform sağlar.

Pygmalion, dil ve mesleki kimlik arasındaki bağlantıyı incelemek için de değerli bir kaynaktır. Öğretmen adayları, kelime dağarcığı, üslup, ton gibi dilsel seçimlerin mesleki otorite ve güvenilirlik üzerindeki etkileri inceleyebilirler. Oyun, dilin mesleki hiyerarşileri kurmak ve belirli mesleki bağlamlarda bir aidiyet duygusu yaratmak için stratejik olarak nasıl kullanıldığını keşfetmek için bir platform sunar.

İngiliz Dili Eğitimi programlarında toplumdilbilim farkındalığı geliştirmek, etkili ve kültürel açıdan hassas iletişim için son derece önemlidir. Bu farkındalık, öğretmen adaylarının dili farklı sosyal bağlamlarda uygun kullanmalarını, İngilizce çeşitliliğini takdir etmelerini ve kapsayıcılığı desteklemelerini sağlar. Dil-kültür bağlantısını anlamak, önyargıyla mücadele etmek ve kültürlerarası anlayışı geliştirmek için gereklidir. Toplumdilbilim farkındalığı, dilin sosyal kimlikleri ve güç dinamiklerini nasıl yansıttığını analiz etmeye olanak tanır.

Özgün materyaller, özellikle edebi metinler, dil öğrenimi sırasında değerli kültürel bilgiler sunar, öğrencileri farklı dil kullanımları ve yapılarıyla tanıştırır, eleştirel düşünmeyi ve derinlemesine anlamayı

teşvik eder. Edebiyatın sosyokültürel imgeler oluşturma ve farklı dünya deneyimlerini yansıtma gücü, kültürel farklılıklar üzerine düşünmeye olanak sağlar. Bu çalışma, dil ve bölgesel kimlik, dil ve sosyal statü ile dil ve mesleki kimlik konularındaki toplumdilbilim farkındalığının *Pygmalion* aracılığıyla İngiliz Dili Eğitiminde etkili bir şekilde geliştirilebileceğini öne sürmektedir. Bu bulguları uygulamaya dökmek için Cockney ağzından standart dile çeviri, ağız haritalama, sesli ağız tanımlama, dil önyargısı rol oyunları, rol yapma senaryoları, dilbilimsel dedektif etkinliği, profesyonel persona oluşturma ve iş görüşmesi analizi gibi etkinlikler önerilmektedir.

ETHICAL APPROVAL

As this study does not involve any human participants, no ethical permission is required.

CONTRIBUTION OF RESEARCHERS

Since the research was single-authored, the author's contribution to the research is 100%.

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CONFLICT OF INTEREST

This research has no financial or personal ties to any individuals or organizations, ensuring no potential conflicts of interest.