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Reflections on Varieties of English in an Audiovisual Media-Based Online Teacher Training Course * **

Görsel-İşitsel Medya Tabanlı Çevrimiçi Öğretmen Eğitimi Dersinde İngilizce Çeşitleri Üzerine Düşünceler

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ABSTRACT

This paper reports on a classroom-based research study aiming at raising EFL pre-service teachers' awareness of varieties of English by means of listening journals in an online teacher training course. 143 journals which were written (bi-)weekly by the trainees throughout the course term served both as a pedagogical tool and a research instrument. Their reflections on the web-based audiovisual materials of their choice revealed that the journals have been influential in realising the research aim in that the trainees were exposed to various English uses through these materials. As the course which comprised reading articles on native speakerism, standard English versus World Englishes, reflection tasks, presentations and classroom discussions progressed, they expanded the range of English uses in their web-based audiovisual materials. They started with more Centre-based uses of English specific to Inner-Circle-called countries such as the UK, the USA, Canada and developed a growing interest in the emerging uses of English in the Expanding and Outer Circle-called countries in the upcoming weeks. Drawing on the conclusions from their reflections in the listening journals, I will discuss the points which they have become mindful of and touch on practical implications and suggestions for future research.

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Keywords: Varieties of English, Audiovisual media, Web-based instruction, Journals, EFL pre-service teachers.

ÖZ

Bu makale, çevrimiçi bir öğretmen eğitimi kursunda dinleme günlükleri aracılığıyla İngilizcenin çeşitlerine ilişkin İngilizce öğretmen adaylarının farkındalığını artırmayı amaçlayan sınıf temelli bir araştırma çalışmasına ilişkindir. Ders dönemi boyunca öğretmen adayları tarafından (iki) haftada bir yazılan 143 günlük hem pedagojik bir araç hem de bir araştırma aracı olarak hizmet vermiştir. Seçtikleri internet tabanlı görsel-işitsel materyaller üzerine düşünceleri, adayların bu materyaller aracılığıyla çeşitli İngilizce kullanımlarına maruz kalmaları nedeniyle günlüklerin araştırma amacını gerçekleştirmede etkili olduğunu ortaya koydu. Kökten-anadilcilik[†], standart İngilizce ve Dünya İngilizceleri üzerine makaleler okuma, yansıtıcı düşünme ödevleri, sunumlar ve sınıf tartışmalarından oluşan ders ilerledikçe, internet tabanlı görsel-işitsel materyallerin de İngilizce kullanım yelpazesini genişlettiler. İngiltere, ABD, Kanada gibi İç Çember olarak adlandırılan ülkelere özgü, İngilizcenin daha Merkez tabanlı kullanımlarıyla başladılar ve ilerleyen haftalarda Genişleyen ve Dış Çember olarak adlandırılan ülkelerde İngilizcenin ortaya çıkan kullanımlarına artan bir ilgi geliştirdiler. Dinleme günlüklerindeki düşüncelerinden çıkardıkları sonuçlara dayanarak, dikkat ettikleri noktaları tartışacağım ve gelecekteki araştırmalar için pratik çıkarımlara ve önerilere değineceğim.

Anahtar Sözcükler: İngilizce çeşitleri, Görsel-işitsel medya, İnternet tabanlı öğretim, Günlükler, İngilizce öğretmeni adayları.

INTRODUCTION

In the days of emergency remote teaching (Hodges, Moore, Lockee, Trust, & Bond, 2020) due to the precautions against the coronavirus disease 2019, we have relied on web-based resources more than ever in an unexpected and unprecedented way. While traditional well-designed distance education provides a flexible and alternative learning environment, emergency remote education is meant to be quickly and reliably available because of the obligatory circumstances (Bozkurt & Sharma, 2020), which is why developing an effective learning environment in an emergency requires extra effort and careful planning. As a teacher educator, to have an efficient online teacher training course about intercultural communication, I have suggested the trainees to make use of

[†] Kökten-anadilcilik (native speakerism), sözde ‘anadil konuşur(u)/doğal konuşucu’ların, hem İngilizcenin hem de onu öğretme yöntembiliminin amaçlarının kendisinden çıktığı bir ‘Batı kültürü’nü temsil ettiklerinden, en iyi İngilizce öğretmenleri ve örnekleri olduğu sanımı/inancını savunan yeni/neo-ırkçı bir ideoloji/düşüncü/düşünceler bütünüdür (Holliday, 2005:6; 2018).

videos or podcasts for gaining an understanding of varieties of English, with this issue being integrated into the English Language Teaching (ELT) programmes of the Higher Education Institutes in Turkey since 2018 (Yükseköğretim Kurulu- Council of Higher Education, 2018). To get an idea of whereof this issue has come out, we need to go into the burgeoning debates on rethinking the ELT world in line with the blurred boundaries across geographies and societies.

With the internationalisation of the English language, we have witnessed its association with a great number of socio-linguistically diverse users rather than purely with English as a first language community of users (Dewaele, 2018; Hu 2012). At the same time, some of the fundamental assumptions that underpin the ELT have been problematised (Phillipson, 1992; 1997; 2017; Kubota, 2002; 2016). These assumptions could be regarded as predominant views and one-size-fits-all approaches to the spread of English and ELT, along with rationales that ELT is putting forward to establish legitimacy (Phillipson, 1992: 185; Kani, 2021: 97-98). Therefore, there has been a shift of emphasis from a monolingually centralised mainstream language pedagogy to a more equity-oriented interculturally sensitive one over the last decades (Davies, 2003; 2006; Kumaravadivelu, 2006; Kubota, 2002; 2016).

While the native speakerist agendas promoting standard varieties of English have been challenged in the 21st century, there has been a call for incorporating varieties of English into both language education and language teacher education with a focus on intercultural communication (Baker, 2012; Holliday, 2005; Jenkins, 2012; Kumaravadivelu, 2012; Matsuda, 2012; Suzuki, 2011). Taking this emerging need into account, I aimed to raise the language teacher trainees' awareness of such varieties of English and explore their preferred types of English, reasons for their choices, and reactions to the speakers through journals. Moreover, I introduced the trainees to the diversity of English and help address the theory/practice divide in the field of language teaching & teacher education.

When the studies about accent, intelligibility and 'nativeness' are scrutinised, it could be traced in the literature review including both theoretical and practical studies that

there is a discrepancy between research suggestions in favour of the integration of the varieties of English language and real classroom practices in line with the monolingually-oriented mainstream language education.

The Literature Review

It is generally emphasised in the literature that the assumption of the general desirability of 'native-like' pronunciation for L2 learners is unsustainable from a socio-psychological point of view (e.g. Jenkins, 2000, 2006, 2007; Kirkpatrick, 2006, 2007; McKay, 2002; Seidlhofer, 2001, 2004, 2006; Rubdy & Saraceni, 2006). The place of 'nativeness' in the goal of L2 pronunciation teaching has been questioned, and its problematic nature has been emphasised in that it could cause identity conflicts and insecurity while language learning (Thir, 2016). However, the theory/practice divide could be observed if we turn our eyes from the high hard ground to the swampy fields of language learning/teaching. The following studies reveal whether sustainable approaches to language learning and teaching in line with the real contexts of English uses are considered or not at the practical level.

Hu (2004: 31) conducted a survey study with 1251 students at a Chinese university and found out that 100 % of them regarded British and American English to be the only 2 standards. Similarly, Timmins (2002: 42) applied a questionnaire to 580 English-as-an-additional language (EAL) students from 14 countries and to 180 teachers from 45 countries, as a result of which he showed that over two-thirds (67 %) of all students preferred 'NS' pronunciation to accented 'NNS' pronunciation. In another study in which a questionnaire and tape-recorded story extracts were used as research instruments to elicit 66 Hong Kong secondary students' reaction to different accents and 'nativeness', a much greater preference for the Received Pronunciation (RP) speaker (Luk, 1998). A similar survey study conducted with 171 mainland Chinese college students resulted in the report that Standard English is considered as an attainable goal by most of them (Kirkpatrick & Xu, 2002).

The results of more recent studies about EAL users' own perceptions (Li, 2009; Tsou and Chen, 2014; Sung, 2016a; Wang & Jenkins, 2016) are also concurrent with the results of the studies described above. Participants from different contexts like China, Hong Kong, Taiwan have felt attached to the ideology of native speakerism as this discourse is very strong in the societies. Lately, Ferri and Magne (2020) conducted a qualitative study regarding the language ideology of nativeness through interviews with 23 ESL users in the intercultural context of Montreal, and they explored that the participants had an image of an idealised group of L1 speakers and ambivalent attitudes toward linguistic diversity, encountering with L1 varieties not conforming to the idealised L1 speaker. Intersecting with the existing theoretical studies, the results led the researchers to adopt the term of Lx speaker in search of a more realistic positioning regarding the self-image and the linguistic performance of users of English.

In terms of instructional research designs that engage EAL learners or pre-service teacher with the diversity of English, there are only a few studies. In the Japanese context, Galloway and Rose (2014) asked college students to use listening journals to make comments on the resources they chose to listen to, and revealed that they preferred English varieties, especially Asian, compared to 'native' English. In another classroom-based study aiming at disrupting the harmful effects of native speakerism (Schreiber, 2019), MA TESL students in Sri Lanka took part in an online intercultural exchange activity, communicating with undergraduates in New York City through digital platforms. Interviews and students' online writing showed that they became aware of the linguistic and racial diversity in the US, confronting dialects like African American Vernacular English. Reflecting on shared ESL status, they gained confidence in international dialogues and began to challenge their beliefs about the privileged status of the IC speakers. In the Indonesian context, another practical study was recently conducted by Kusumaningputri (2020), who instructed college ESL learners, exposing them to varieties of English through TED talks using portfolios. She found out that this practice has resulted in the learners' "acknowledgement of many models of English,

Englishes can be the ‘right’ English, and Englishes as a marker of identity” and “the complexities of wholehearted adoption of Indonesian accent” (ibid.: 49).

After a general review, it could be seen that not enough has been done to research EAL users’ views toward the most desirable pedagogic model of English or to raise awareness about the diversity of English users in practice. In the Turkish EFL or teacher training contexts, little is known about the views of Turkish users and pre-service teachers of English regarding exposures to varieties of English.

Research Questions

Due to the scarcity of instructional research studies as detailed above, this research study aimed at contributing to the ELT literature regarding to what extent the researchers’ assumptions about English use(s) and pedagogical models are matched by EAL users’ own perceptions while introducing such varieties to them, i.e., pre-service teachers (PSTs) in this study. With this aim, the following research questions were investigated in this paper:

1. What types of English were there in the audiovisual media-based materials that the PSTs chose to listen to, and why?
2. What features did the PSTs attribute to the speakers’ English use during their observation?
3. What were the PSTs’ overall reflections on the use of listening journals as a learning tool during the course?

METHODOLOGY

The Research Design

This study is part of a larger classroom-based research project (Nunan & Bailey, 2009) that has been implemented to build on the previous research studies and calls for a more inclusive language classroom and expose the PSTs to varieties of English and different views on the spread of English and intercultural communication. It will delineate the

use of listening journals as an extensive and intensive learning tool as one of the reflection tasks about varieties of English to bridge the gap between theory and practice in the field of English as a contact language within the arenas of intercultural communication.

The Context & Participants

The study was conducted in an online teacher training course on intercultural communication and the spread of English at the ELT department of a western state university in Turkey. 36 PSTs participated in the listening journal activity which was suggested to be written (bi-)weekly throughout the course.

A pre-course survey showed that majority of the trainees felt the necessity of providing students with the instances of non-English cultural practices and of varieties of English (64,7 %) and found it necessary for them to get exposed to varieties of English as an ELT trainee (81,9 %). Based on the needs analysis of the PSTs, an online teacher training course which was taught for a 14-week university semester by the researcher was designed in that it included activities like reading articles on native speakerism, standard English versus World Englishes, reflection tasks, presentations and classroom discussions.

Within the scope of this paper, listening journals as part of the reflection tasks will be unfolded as a pedagogical tool for the PSTs to get exposed to varieties of English and gain an insight into English uses around the world.

Data Collection Instruments & Procedures

Listening journals were used as the main research instrument as in Galloway and Rose's (2014) study. These tools are demanding cognitive tasks that teach the participants "how to listen with a breadth and depth of exposure", which has never been taught in the history of ELT (Schmidt, 2016). They provide the participants with an opportunity to "record their extensive and intensive listening practices, as well as reflections on their listening experiences" (ibid.: 3).

With the emergency remote teaching that has led us, both educators and trainees, to make use of web-based resources heavily, these tools seem to be just tailor-made for the current situation, in addition to its effectiveness during usual circumstances. Its effectiveness not only stems from its being a useful learning tool in terms of purposeful listening but also concerns its being an eminent research instrument which provides the perspectives and experiences of participants as ‘co-researchers’ at the same time (Dörnyei, 2007: 157; Galloway & Rose, 2014: 388).

The PSTs completed 143 listening journals in total, listening to speakers from a range of English-speaking backgrounds for an average of ten minutes throughout the term. The listening journal guidelines in Galloway & Rose’s study (2014: 395) were recommended so that they could reflect on such details as the speaker’s nationality, the reasons for their choice, the speaker’s use of language components and pragmatic or intercultural strategies, their views on their (un)intelligibility and the reasons for their reactions and attitudes. In addition to the suggested web-based audiovisual sources such as videos on social media, TEDx talks, and podcasts, they found their own sources according to their interests.

The PSTs also filled in a questionnaire with open-ended questions as the second data collection instrument, to evaluate the course and the listening journals at the end of the course. Open-ended questions yield important insights into the participants’ personal experiences, feelings, attitudes and their views on the affordances and challenges of the specific practice under investigation while increasing respondent engagement in the questions.

Data Analysis

The data from the listening journals were analysed according to the pre-determined categories within the journal guidelines at start; moreover, I paid attention to the emerging data from the reflections during the second stage of the analysis. In this sense, both concept-driven and data-driven coding played an important role in the content analysis which was descriptive and exploratory at the same time (Creswell, 2013). The

emerging codes were subjected to the constant comparison method to place them under new or existing categories.

The first category concerned the country of origin of the speaker that the PST chose to listen to. Acknowledging its limitations in relation to the representation of the current sociolinguistic profile of English users, I preferred to group these countries according to Kachru's (1992) three concentric circles of World Englishes; i.e., the inner circle (IC), the outer circle (OC), and the expanding circle (EC), for ease of preliminary analysis and due to its widespread recognition and remarkable contribution to fruitful discussions about the diversity of arenas where English is used as a contact language. The other categories comprised the PSTs' reasons for choice, reported reactions and attributes of speakers.

The content analysis of open-ended questions as a secondary data set also provided rich relevant emerging data regarding their reflections on the listening journals as a pedagogical tool.

Ethical Considerations

Prior to the research, the ethics board approval was obtained from the Ethics Board of the School of Graduate Studies at Çanakkale Onsekiz Mart University (Appendix A: The approval document with the number 09/14 on 20/05/2021).

All the PSTs were informed about the purpose of the listening journal activity, and the volunteers wrote the journals and answered the open-ended questions, giving their consents. The extracts from the accounts of the pre-service teachers were indicated as PST1, PST2, PST3... in the findings for their anonymity and confidentiality.

The paper was written in accordance with the ethical principles of the community of educational academic research and publication, with the call for the full papers presented at the 1st International Symposium of Foreign Languages Teaching Gazi University, Ankara-TURKEY on 28-30 June 2021.

FINDINGS

This section presents the answers to three research questions under the following headings: the PSTs' choice of the speaker, their reported reactions and attributes of speakers, and lastly their reflections on the listening journals as a pedagogical tool.

The Pre-service Teachers' Choice of the Speaker

The types of the speaker playing a role in the audiovisual media-based material chosen by the PSTs have been classified according to the three concentric circles in Table 1 below.

The type of Englishes which prevailed in the participants' listening journals consisted of that of the IC-called countries (62 %), respectively, the US, Canada, the UK, New Zealand, Australia, Ireland and Scotland. As the coding frequencies for their preferred type of Englishes indicate in the table, there is a tendency to listen to the speakers from the US, with the highest number in the rank order. Some of the speakers from the IC also had attachments to another country prior to their secondary citizenship as could be seen in the notes of Table 1.

Table 1. The PSTs' Choices by Country Grouped into the IC, the OC, and the EC.

IC	N	OC	N	EC	N
US*	51	India	14	Slovakia	4
Canada**	17	Nigeria	2	Czech Republic	3
UK***	12	Kenya	1	Korea	3
		Pakistan			
New Zealand	3	Philippines	1	Belarus	2
Australia	3	India	1	Colombia	2
Ireland	2			Denmark	2
Scotland	1			Austria	1
				Bosnia H. (B. Swedish)	1
				China	1
				Dominican Republic	1
				Egypt	1
				France	1
				Germany	1
				Holland	1
				Hungary	1
				Indonesia	1
				Japan	1
				Poland	1
				Puerto Rico	1
				Russia	1
				Singapore	1
				Switzerland	1
				Sweden	1
				Turkey	1
				Venezuela	1
TOTAL IC	89	TOTAL OC	19	TOTAL EC	35

Note. Continental colour codes in the OC and the EC: green- (South) Asian; purple- African; red- (Far) Eastern; orange- Latin American; blue: Slavic; black- European.

*Including Canadian American, German American, African American, Scottish American, English American, Belarusian American, Palestinian American. **Including An Australian-born Canadian, Italian Canadian.

***Including Iranian British.

While the preference of the speakers from the US featured heavily throughout the term, the PSTs increasingly showed an interest in Englishes outside of the IC after the weeks

of group presentations related to the historical, sociolinguistic, cultural, and educational profiles and the practices of English language learning, teaching and use in the specific country they chose to research.

The EC-called countries had the second highest total number (24 %) according to their preference, followed by the OC-called countries (13 %). Another important point about their choices were related to the unavailability of videos including non-American speakers as PST22 and PST35 asserted among several others:

The funny thing is, I was actually going to listen to Nigerian English but I came across this video (which is about procrastination) on YouTube, while I was procrastinating. So, I was like, why not? I tried to postpone listening to American dialect as it is so common, but here we are, the day has come. I find American dialects very unflavoured and... basic? American English is more widespread, so there's no escape from it. People are simply used to it. That is one of the most important reasons why they think it is the 'standard English' (PST22).

Another reason for me to choose this speech is that I couldn't find a good World English speech that was different from what I did before. I started to have a hard time finding different dialects, so finally I decided to listen to this one (PST35).

There were a wide range of reasons given for their choices as in Table 2 below. The table provides us with an insight into reasons for their tendencies to choose a specific type of speaker.

Integrative motivation, with the highest number in the list of reasons, included personal interests in the topics like "improving the focusing skill, the profession of bodybuilding, getting info about the Covid; supernovas; the benefits of reading fiction; social media; gender equity; immigration; cosmic energy; archaeology; a sci-fi universe; oceans; the butterfly effect; innovations; human psychology and body language; self-love, human rights, self-motivation".

Table 2. The PSTs' Reasons for Choice by Frequency

Tree Code	Code	Frequency
Integrative Motivation	Interested in the Topic, the Concepts, or Ideas	41
	Interested in the Person	37
	Disciplinary Interest	28
	Cultural/Historical Interest	10
Familiarity	Familiarising Myself with a Different Accent (Canadian, Scottish, New Zealander, Indian, Danish, Irish, Polish, British, Thai, Filipino, Bosnian Swedish, Indonesian, Korean)	17
	Empathising with Another EFL Speaker (Switzerland, Singapore, Nigeria, Hungary, Turkish)	12
	Basic English/More Understandable/Common (US)	6
	Hard to Understand (UK)	1
	Comforting and Understandable Compared to US/ UK (Aussie)	1
	Unfamiliar/ Amusing/ Calming (Indian)	1
Usefulness	Inspirational, Impressive, Motivational, Supportive	24
	Personal Development	13
Love for a Specific Accent	Indian	6
“Native Speakerness”	British (3), American (2)	5

The second most cited resource of integrative motivation, after the aim of increasing knowledge about these topics, was interest in a celebrity or the voice or accent of a famous person such as “an actor-actress, a great politician, a composer, a comedian, a basketballer, a journalist, a cook, the youngest person to travel to every country, a physicist, a global leadership catalyst-advisor, a cognitive scientist, a well-known writer, a business magnate, and a seafarer”. These were succeeded by the third most cited reference to disciplinary interest in ELT, education, languages, polyglots, the relationship between language and thought, early childhood pedagogy, the relation between language loss and the globalization of English, and lastly by cultural or historical interest (e.g., Aboriginal way of living, intercultural exchanges).

The second most highlighted main theme about reasons for choice was unfamiliarity with the varieties of English, which led several of them to look for “a different accent” or “another EFL speaker” as they considered themselves as an EFL speaker and wanted to empathise with someone like themselves. They were so much used to American English that they labelled it as “basic English” that is “more understandable” and “less complex type of English”. Hence, American English meant “familiarity” to them in contrast to other types of English. There was a few of them who pursued to listen to speakers of British English or Indian as they are “hard to understand” or “unfamiliar”, while a few of them found Aussie type of English “comforting and understandable compared to the US or the UK” and Indian type of English “amusing and calming”. Accent-wise, a few of them emphasised “nativeness” over other reasons with a reference to British and American.

With almost the same coding frequency as familiarity, “usefulness” was the third most important factor for the PSTs to choose an audiovisual media-based material. What caught their attention was whether the material was inspirational, impressive, motivational and supportive. Likewise, the other sub-theme under usefulness was related to “personal development”.

The Pre-service Teachers’ Reported Attributes of Speakers

Interestingly, journal entries were mostly related to their attitudes towards the diversity of English rather than interactions among English-as-a-first-language (FirstL) speakers, English-as-an-additional-language (EAL) speakers or both. Their attitudes towards “native and non-native English speakers” (NES and NNES) and comparisons between them featured heavily as a reaction to the speeches. In most of the entries, subsequent to this dichotomous identification of the speakers came their analyses of the speech components, such as grammar, vocabulary, pronunciation, and (un)intelligibility. As seen in Table 1, 89 journal entries (62 %) included speakers from the IC, which showed that the PSTs were obviously inclined to think about English proficiency according to the criterion of “nativeness” in line with their educational background that prioritised American English over other types of English. This is also evident in 51 entries of while

American English, which took the first place in the hierarchy. Also PST31 clarified as follows: “Although this speech is a sample for British accent, I had no hard time to catch the words. (I studied English language in American accent for my whole life.)”. However, 22 (22 %) out of 89 entries included both positive and open-to-development aspects related to the speech of the FirstL speaker, which shows that they critically analysed the speeches by taking criteria about both language components and communication skills into account. PST12 makes it clear by stating that: “Her pronunciation was clear and understandable. Being a native speaker of English is an effect, but some of the native speakers’ pronunciation may not be clear always. I liked the talk as a whole- the topic was really interesting.” PST11 supported this in his comments: “Their aim is to try to be clear and understandable like we do while speaking our mother tongue, Turkish. Another fact I have realised is native speakers can also make mistakes and it quite natural.” Another outstanding point about the entries of the IC speakers is that among 38 entries including other IC English speakers (Canada, the UK, New Zealand, Australia, Ireland and Scotland in the hierarchical order), there were 18 entries (20 %) with overt explanation that they were looking for a different IC speaker like British, New Zealender, Irish etc. as PST19 said: “I chose this record because I wanted to see if there was a big difference between Australian and New Zealand English”. This also reveals that several PSTs do not see American English as the only standard, and they are aware that there are variations within one type of IC English too.

53 journal entries (37 %), including speakers from the EC and the OC, reflected a mixture of their shifting views in line with the diversity of English users and existing views in favour of the “native speakerness” which was closely aligned with proficiency, normativity and intelligibility. Out of 53 entries of EAL speaker, except for one entry, all entries had positive comments about the EAL speakers, while 7 of entries appreciated them to the fullest as an EAL speaker, neither with a comparison with a FirstL speaker (by saying “as if they were a native speaker of English” or “fluent and clear with no accent”) nor with an indication of any mistakes or negativity.

Nevertheless, 22 of them could not help comparing the EAL speakers with the FirstL speakers when their speeches were found to have no mistakes or negative aspects as one comment by PST1 stated: “She seems to speak perfect English, except for her accent”. 23 entries left included both positive and open-to-development aspects in the speeches. There were a few PSTs who investigated the issue of “nativeness”, the globalisation of English etc. by choosing videos on this and concluded that the way of speaking is related to one’s identity too. A comment by PST7 caught my attention in this sense: “He sounds as if he tries to make it obvious that it is not his native language.” Another comment by PST11 was striking: “Our accent is a part of our personality. Thus, do whatever you want to do with your English, but please do not change your accent.”

When the PSTs’ reactions to the FirstL speakers were examined, it was revealed that they associated them with positive attributes such as ‘impeccable’, ‘excellent’, ‘perfect’, ‘brilliant’, ‘correct’, ‘fluent’, ‘comprehensible’, ‘easy to follow’, ‘pretty revealing and clear’, and with descriptions such as English by its actual origin, and NS-based accent. While the attributes of EAL speakers were mostly positive, there was a constant comparison between their English use and FirstL speakers’, which is obvious in the following extracts:

She used grammar correctly almost all the time. Also, her word choices were excellent. When it comes to the pronunciation, she spoke purely and every single thing she said was so clear and understandable. I could not hear any mistake in her language *because she was speaking as if she was native speaker of English* (PST27).

Her pronunciation sounds like she is a native English speaker. Her pronunciation is very spot on. Her use of grammar is very precise and she sounds like she did not put much effort perfecting her grammar throughout her speech. She sounds very natural in terms of her pronunciation and use of grammar (PST18).

As she said, she is a polyglot and knew 8 languages at the time of this talk. She is a language mentor, and she has other friends who are also polyglots. Her grammar was really good, and she was speaking fluently (*I think she talks better than native English speakers*). Her vocabulary was extensive, and I was able to understand everything except the term “polyglot” (I searched it up after listening, but I understood the meaning during her talk). *Her pronunciation was okay for a non-native speaker*, it was clear and smooth. I liked everything about the talk (PST5).

Some PSTs were more realistic in their observations, which gave them an opportunity to reflect on their own positions, considering their language learning context, empathising with the speakers in the materials, and acknowledging that English was a foreign language or an additional language.

English is my foreign language just like him, so it enables me to see my level a little bit. Apart from that, I like hearing different accents apart from common ones like British, American, etc. For me, they sound very cute (PST12).

First of all, it is clear that Raphael is able to speak a language apart from English because he has an accent (you might say German, Swiss, Austrian) but it does not change the fact that he is really good at English. What I mean is, *English might be his L2* (PST9).

The comments above display that these PSTs judge the EAL speakers not according to the criterion of “nativeness” but according to language proficiency. Also, while some of the PSTs had negative attitudes towards EAL speakers’ intelligibility albeit ‘sufficient’ grammar in use, several PSTs found them intelligible, noting the difference of the speaker’s pronunciation from the ‘common’ or ‘usual’ pronunciation they used to hearing:

His speech was comprehensible for most of the time, but *his pronunciation was different from what I am used to hearing*. Most of Asians have this problem, but I do not think that it is a bad thing as one can understand her (PST32).

I listened to many speakers from different countries. It really raised my awareness about accents; for example, I listened to a famous football player's video -half Serbian half Swedish-, and it is so normal to have an accent. The only thing is conveying your ideas to the people. Apart from that, I do not care about having "British" or "American" accent etc.- it is just the fun part of it. It is not specifically necessary for me. To be honest, I find accents cute :) (PST17).

Considering the results in the previous section and English language education system in Turkey, we can easily say that this 'common', 'usual', 'standard' or 'basic' type of English is American English. PST11 put it clearly: "It is hard to recognize that she is not American." While American English was cited the most, several PSTs were also critical of why this was the case. In this sense, another striking comment was about cultural globalisation and the US domination in the media as implied by PST15: "I learned that there were more Englishes than I expected, and it is quite hard to find a good example for other Englishes. The west English dominates the others."

Some PSTs showed their appreciation of and respect for EAL speakers openly, while questioning the given in terms of the superiority of American English or another English FirstL use:

I became familiar with different dialects. I used to think the less popular dialects of English were non-understandable, but that was because of the way the media represented them. They made us think the dialects other than English and American were "not understandable", "funny", "weird". But they are really unique and beautiful (PST25).

Everyone has their own journey of learning English, and we should not focus on a standard English anymore. As I understand from my journals, people DO have accents. It is so normal. We should not judge people on their accents, but we should appreciate them as they are learning English and do something useful for themselves (PST3).

PST35 also supported these views by stating that: "Everybody has a different accent even though they are native speakers." Their views of NES vs NNES as two opposite sides of a continuum at the beginning of the course was replaced by a more inclusive view of diverse English language users, with the expectancy of a linguistic feature peculiar to the speakers' background and identity, whether they are FirstL or EAL users.

The Pre-service Teachers' Reflections on Listening Journals

In the PSTs' reflections on the use of listening journals, 29 of them acknowledged the diversity of English use and pointed out they gained an awareness of different features of English in different contexts. They examined such features of speakers as pronunciation and intelligibility in addition to their speaking style and the way the subject is discussed.

While they mostly used to regard accents specific to 'NNES' before the course, they started to look at the issue from a broader and more critical point of view after getting the course, as PST12 said: "Everybody has a different accent even though they are native speakers." They also pondered on the dichotomy of NS-NNS speakers as PST13 mentioned:

I learned that even if someone is not considered a native speaker of English, he or she may have better pronunciation, vocabulary use or grammar than someone who is considered as "a native speaker".

In addition to developing an awareness about varieties of English, they found an opportunity to practise their listening, pronunciation, and writing as they said:

I mostly prefer British accent because it sounds much more attractive to me, however, I have listened to different kinds of accents in the journals, and I have realised the rich variety of English language. Those journals helped me improve my listening, and pronunciation skills and moreover, I could find the opportunity to improve expressing my feelings in the written form (PST21).

I am always curious about the other accents of English. We are familiar with the British and American accent, but the others are not taught to us. Because of that, I chose this course. I learned what WE and WEs are and the differences between them (PST9).

I have learned how to be more tolerant towards other speakers of English, and there is a lot more to English than we know (PST33).

I learned that if one person speaks another variety of English, it doesn't mean that we cannot understand him/her (PST11).

I learned that there is never one, true English. I learned that there are Englishes, not a single English (PST18).

Usefulness and personal interest were two of the reasons stated by the PSTs, and this was delineated by PST27 and PST10, who emphasised the impact of the use of journals on their personal development in this process, as follows:

I learned that there are different accents in English but it is not an important issue in general. I have realised that I have to improve myself about listening, because I am not confident watching them without subtitles. Also, I have got lots of good advice for my personal life. I have learnt Tourette's syndrome for example (PST27).

Actually, I enjoyed writing listening journals. I chose topics in which I'm interested, and this let me observe the speech even more effectively (PST10).

Besides learning a lot of different things about different concepts, they reflected on the rights and wrongs of 'proper English' and the purpose of using English:

I learned that there are variable dialects of English, that the function of the language is changeable depending on the purpose, and no matter how advanced your vocabulary is, there is always a new word to look up (PST 31).

I inferred what features are necessary for intelligibility. I realized that simple mistakes are not so important. I understood the importance of factors such as intonation (PST2).

Another rewarding impact of the journals was on critical thinking skills as PST 24 added: "I learnt seeing the things I see every day in a different and more open point of view." They also gained some remarkable skills like self-discipline, self-confidence and intercultural awareness, as they indicated:

By watching some videos every week, I learned to evaluate them critically. I learned how to analyse listening parts and do listening journals. Being every week, listening journals provided continuity to me. Also, they enabled me to criticise the videos instead of just listening (PST9).

I learned that accents, for most of the part don't matter. I always felt that I had a bad accent that should not be heard but the main goal should be to have proficiency in expressing yourself (PST18).

I always thought there was a standard English, and we were supposed to reach to that standard to be proficient teacher. But I learnt that I don't have to have a "native-like" accent in order to be a good teacher. I became more confident in myself as a speaker. I also learnt that there aren't strict boundaries about "native speakerness" (PST 23).

Last but not least, they felt the responsibility and the need to have a critical eye on the spread of English and the field of ELT as future English teachers, as PST34 considered:

I got the chance to see how my future colleagues are doing now, in terms of speaking, presenting and how much they care about their work. This gave me the opportunity to realise that there is too much to improve and improving oneself never ends. Also, the questions about the spread of language and racism in language teaching made me seriously consider the future of language teaching in Turkey.

DISCUSSION and CONCLUSIONS

The findings of the study reveal that the PSTs were exposed to a wide range of types of speakers from linguistically and culturally diverse backgrounds through listening journals. The audiovisual materials they chose included speakers from Kachru's three concentric countries with different frequencies. The IC-called countries, among which American English took the lead, were the most preferred ones, which were followed by the EC and the OC countries. They started with more Centre-based uses of English specific to IC-called countries such as the UK, the USA, Canada and developed a growing interest in the emerging uses of English in the EC- and the OC-called countries in the upcoming weeks. This resonated with the results of the recent instructional studies by Schreiber (2019) and Kusumaningputri (2020), who exposed their students to intercultural users of English through different platforms. As the course which comprised reading articles on native speakerism, standard English versus World Englishes, reflection tasks, presentations and classroom discussions progressed, the PSTs in the present study too expanded the range of English uses in their web-based audiovisual materials.

The prevalence of the speakers from the US could be attributed to fact that American English is the prominent model in the Turkish education system as the PSTs stated in their reasons for choice. However, interestingly, it did not lead them to explore other English varieties at the beginning of the term. This may indicate that they were under the influence of "native speakerism", and after reading some articles and discussing issues related to NS-NNES dichotomy, they became inclined to investigate the alternative uses. In Galloway and Rose's (2014: 390) study, Japanese students, similarly having an overexposure to American English, showed a clear interest in varieties of English right from the beginning of writing listening journals, and this was associated with their interest due to "previous contact with the variety of English or nationality of the speaker, for example through classroom models, teachers, friends, previous holiday experiences, music, and movies". In contrast to the results of the present study, they

preferred the speakers from the EC, including Japan, China, France, Taiwan, Italy and Korea at the top of the list, more than the speakers from the IC, including the UK, Australia, Canada, Ireland at the first lines and then the US, New Zealand and South Africa. This points to the impact of the historical, geographical, (inter-)cultural backgrounds of the study context on the participant choices.

In relation to the contextual differences were also the reasons for choice. While familiarity was the main reason in the previous study (*ibid.*) and an important influence on the formation of attitudes in Jenkins's study (2007: 182), integrative motivation took the highest place in the list of reasons for choice in the present study, which is due to the status of English as a foreign language in Turkey and on account of the range of opportunities to familiarise with the language within this context. This brings the importance of personal interests affected by the global flow dominant in the cultural arena into the fore in the list of reasons for choice of a specific audiovisual media-based material. In this vein, the reason why there were mostly American speakers in the materials could be explained by the fact that the topics or the celebrities that the PSTs were interested in were closely related to the US-dominated productions as in film industry or media (Martin & Nakayama, 2010: 367). In the previous studies the preferred yardstick to measure English proficiency was American English too (Galloway & Rose, 2014) or 'NESs' as the so-called owners of the language (Luk, 1998; Timmins, 2002; Hu, 2004; Li, 2009; Tsou and Chen, 2014; Sung, 2016b). In the present study, despite the same emphasis in Turkey, the PSTs started to become aware that it was not the only standard anymore and see beyond the monolithic norms positioning FirstL speakers over EAL speakers thanks to the course. The listening journals helped them develop an awareness of other criteria such as intelligibility and effective (intercultural) communication, which also concurred with Galloway and Rose's (2014: 392) study, in which students showed a more positive attitude towards "NNESs" at the end of the course. Time for reflection on the task was thought to be influential on their change in the opinion, and in this study, other complementary tasks and materials throughout the course were also seen to play an important role in the

week-by-week increase in their tendencies to choose speakers from the EC- or the OC-called countries. In Ferri and Magne (2020), the ESL users also changed their images of idealised L1 speaker, confronting L1 varieties different from their images.

Integrative motivation was followed by familiarity, usefulness, love for a specific accent and “native speakerness” in the present study. However, in the study by Galloway and Rose’s (2014), Japanese students’ reasons for choice was, from the highest to the lowest frequency, familiarity, stereotype, usefulness, integrative motivation and other. As in Jenkins’s (2007) study and Galloway and Rose’s (ibid.), American English meant “familiarity” to the PSTs in the present study. The third most cited reason, usefulness, had a similar share of emphasis in the list order, the way the PSTs benefited from the material was different from the way the students in the previous study did (ibid.) in that the PSTs sought for guidance for their personal development, while Japanese students focused on their perceived future needs in their future communities of practice like getting familiar with a different variety of English, e.g., Indian accents, which they will need to understand and reply accordingly in their future careers.

As for the overall evaluation of the listening journals, numerous benefits of listening journals became evident in their reflection-on-action. The PSTs’ thoughts about the use of listening journals as a pedagogical tool can be examined under the following headings:

- ✓ Developing an awareness of different uses of accent, grammar and vocabulary among different nations.
- ✓ Practising listening and writing skills.
- ✓ Learning about different topics such as education, technological improvements, issues related to nature, policy and so on.
- ✓ Respecting diversity, challenging the ideology of native speakerism, listening critically.
- ✓ Learning how to evaluate a speech and how to communicate effectively.

- ✓ Increasing self-discipline, self-confidence, and improving critical thinking skills.

This study has contributed to the theory/practice divide in terms of the research on attitudes towards diversity of English and its reflection on the pedagogical implementations by displaying Turkish pre-service EFL teachers' views on the issue and changes in their views in line with their experiences of keeping listening journals throughout a course. Further classroom-based research studies in different ELT departments and language learning contexts in Turkey and around the world would yield more insights into the growing literature of the diversity of English and pave the way for a more inclusive ELT at the practical level.

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GENİŞ ÖZET

Dünya çapında İngilizcenin yayılması ile, İngilizceyi konuşan nüfusun büyük çoğunluğunu, onu sadece birinci dil olarak konuşanlardan ziyade, sosyo-dilbilimsel olarak farklılıkları olan ve onu ek bir dil olarak konuşanların oluşturması dolayısıyla (Dewaele, 2018; Hu 2012), belirli bir bölge veya topluluğa has konuşma biçimleri olarak adlandırılan İngilizce çeşitleri ortaya çıkmıştır. İngilizceyi konuşanlar topluluğundaki değişimlerle birlikte, “İngilizcenin yayılması ve öğretimi ile ilgili temel alınan baskın ve ‘herkese uyan’ görüşlerle, İngilizce öğretiminin meşruiyeti için ortaya atılan gerekçeler” olarak göz önüne alınan varsayımlar sorunsallaştırılmaktadır (Phillipson, 1992; 1997; 2017; Kubota, 2002; 2016). Bu bağlamda, 21. yüzyıl itibariyle, tekdil merkezli dayanan ana akım dil eğitiminden ziyade daha eşitlik odaklı kültürlerarası duyarlı bir dil eğitimine geçiş vurgusu göze çarpmaktadır (Davies, 2003; 2006; Kumaravadivelu, 2006; Kubota, 2002; 2016). Buna göre, ‘standart/ tek tip ölçünlü’ İngilizceyi yücelten ‘kökten-anadilci’ gündemler yerine, İngilizce çeşitlerinin hem dil eğitiminin hem de dil öğretiminin eğitimine kapsamına dahil edilmesi için bir çağrı vardır (Baker, 2012; Holliday, 2005; Jenkins, 2012; Kumaravadivelu, 2012; Matsuda, 2012; Suzuki, 2011).

YÖK (2018) İngilizce Eğitimi Programı’na da dahil edilen Dünya İngilizceleri kavramı ile birlikte, bir öğretmen eğitimi programı olarak yapılan bu çağrıyı ve kuramsal ihtiyaç tespitlerine rağmen bu konudaki eğitici uygulamaların neredeyse hiç bulunmamasını gözetenek, kültürlerarası iletişim ve dil öğretimi ile ilgili çevrimiçi bir öğretmen yetiştirme dersinde, hizmet öncesi öğretmenlerin İngilizcenin çeşitleriyle ilgili farkındalıklarını arttırmayı amaçladım. Daha geniş çaplı sınıf-temelli bir araştırma projesinin parçası olan bu çalışmada, bu amaçla öğretmen adaylarının internet yoluyla seçtikleri işitsel-görsel kayıtlarla ilgili tuttuğu dinleme günlüklerini inceleyerek, tercih ettikleri İngilizce çeşidi, tercih sebepleri ve kayıttaki konuşmacılarla ilgili tutum ve tespitlerini ve etkinlik ile ilgili değerlendirmelerini ortaya çıkardım.

Dinleme günlükleri hem veri toplama aracı hem de eğitsel bir öğrenme aracı olarak kullanıldı. Diğer bir veri aracı olan açık uçlu sorular ise etkinlikle ilgili değerlendirmelerini tespit etmek için ders sonrasında kullanıldı. Türkiye’nin batısında yer alan bir devlet üniversitesinin İngilizce Eğitimi ABD’deki 36 öğretmen adayı (iki haftada bir dinleme günlüğü etkinliğini tamamladı. 14 haftalık ders boyunca adaylar ‘kökten-anadilcilik’, Dünya İngilizcelerine karşı ‘standart’ İngilizce gibi konularda makale okuma, farklı yansıtıcı düşünme etkinlikleri, sunumlar ve sınıf tartışmaları gibi etkinliklere katıldılar. Bu çalışmanın kapsamı dahilinde, yansıtıcı düşünme etkinliklerinin bir parçası olarak, dinleme günlükleri, adayları İngilizce çeşitleriyle tanıştıran eğitici bir araç olarak ele alınmıştır.

Toplam 143 dinleme günlüğü önceden belirlenmiş kavramlardan ve çalışma verilerinden ortaya çıkan kodların bir arada ele alındığı bir içerik tahliline tabii tutulmuştur, ayrı bir veri seti olan ders sonrası değerlendirmeleri üzerinde de yeni bir içerik tahlili yapılmıştır. Var olan ve yeni ortaya çıkan kodlamalar sürekli karşılaştırma yöntemiyle gözden geçirilmiş ve ana kodlar belirlenmiştir. Gerekli etik kurul onayı alınarak, araştırmanın her aşamasında eğitim araştırması ilkelerine uygun çalışılmıştır.

Sonuçlara göre, adaylar İngiltere, ABD, Kanada gibi İç Çember (İÇ) olarak adlandırılan ülkelere özgü, İngilizcenin daha Merkez tabanlı kullanımlarıyla dinleme günlükleri tutmaya başladılar ve ilerleyen haftalarda Genişleyen Çember (GÇ) ve Dış Çember (DÇ) olarak adlandırılan ülkelerde İngilizcenin ortaya çıkan kullanımlarına artan bir ilgi geliştirdiler. Tercih ettikleri konuşmacıların ülkesel dağılımına bakıldığında, İÇ mensuplarının % 62, GÇ mensuplarının % 24 ve DÇ mensuplarının % 13 olduğu görülmektedir. İÇ konuşmacıları arasında da dil eğitimleri sırasında öncelik verilen Amerikan İngilizcesinin ağırlıklı olarak tercih edildiği ortaya çıkmıştır. Tercih sebepleri, bahsedilme sıklığına göre, kişisel ilgi alanlarından kaynaklanan bütünleşme amaçlı güdülenme, farklı İngilizce ağızlarını tanıma, başka yabancı dil konuşmacılarıyla empati kurma gibi alt başlıklardan oluşan aşinalık ya da bilinirlik, kişisel gelişim açısından yararlılık, belli bir ağıza duyulan ilgi ve 'ana dil konuşmacısı olma' olarak ifade edilmiştir. Kayıttaki konuşmacılarla ilgili tutum ve tespitlerine bakıldığında, 'yerlilik/ana dili olarak konuşma' temasının konuşmaların değerlendirilmesinde ağırlıklı geçtiği, GÇ ve DÇ konuşmacılarının neredeyse tamamen olumlu görülmesine rağmen bu olumlu görüşlerin de 'sanki ana diliymiş gibi' tanımlamalarını ve İÇ mensuplarıyla kıyaslamaları içerdiği görülmüştür.

Dinleme günlükleri yoluyla, adaylar farklı ağız, dilbilgisi ve kelime bilgisi kullanımları konusunda farkındalıklarını ve güncel konulara dair bilgilerini arttırmış, dinleme yanında, yazma ve konuşma becerilerini de geliştirirken eleştirel düşünme, öz-disiplin, özgüven konularında kendilerini geliştirmişlerdir. Çalışmanın bulguları alan yazınındaki vurgulanan noktalarla yakınlık göstermektedir. Konuyla ilgili daha fazla sınıf-temelli araştırmaların yapılması kuram-uygulama arasındaki köprüyü kurmaya katkı sağlayacaktır.

APPENDIX 1. Ethics Board Approval



T.C.
ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü
Lisansüstü Eğitim Enstitüsü Etik Kurulu



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24.05.2021

Sayın Zeynep Gülşah KANI

Yürütücülüğünüzü yapmış olduğunuz 2021-YÖNP-0411 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 20.05.2021 tarih ve 09/14 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR:14- Dr. Öğr. Üyesi Zeynep Gülşah KANI'nin sorumlu yürütücülüğünü yaptığı "EFL Teacher Trainees' development of critical cultural and language awareness through a task-based intercultural communication course (İngilizce öğretmeni adaylarının görev temelli bir kültürlerarası iletişim dersinde eleştirel kültürel ve dilsel farkındalıklarının gelişimi)" başlıklı araştırmanın, ilgili kurumun izninin alınması ve Bilimsel Araştırmalar Etik Kuruluna sunulması koşulu ile Etik Kurul ilkelerine **uygun olduğuna** oy birliği ile karar verilmiştir.

Prof. Dr. Salih Zeki GENÇ
Kurul Başkanı

Belge Doğrulama Kodu: D4P-AT9U

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