T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

TEACHER AND STUDENT ATTITUDES TOWARDS WORLD ENGLISHES

MASTER'S THESIS

Merve OĞUZHAN

Department of English Language and Teaching
English Language and Teaching Program

AUGUST, 2024

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APPROVAL PAGE

DECLARATION

I hereby declare with respect that the study ‘’Teacher and Student Attitudes Towards World Englishes’’, which I submitted as a master’s thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project phase to the conclusion of the thesis and the works I have benefited are from those shown in the Bibliography. (22/05/2024).

Merve Oğuzhan

FOREWORD

This thesis marks the culmination of a challenging yet rewarding journey in the area of World Englishes. Throughout this journey, I have received support and encouragement from numerous individuals.

First and foremost, I would like to express my deepest gratitude to my advisor, Eyyüp Yaşar KÜRÜM, whose guidance, expertise, and unwavering support were invaluable throughout this process. His feedback and constructive criticism helped shape this thesis and pushed me to reach my full potential.

A heartfelt thank you goes to my family for their continuous support, patience, and understanding. Your belief in me kept me motivated during the most challenging times. To my father, mother, and brother, thank you for your unconditional love and for always encouraging me to pursue my dreams.

I would also like to acknowledge the participants of this study, whose contributions were crucial to the success of this research. Your willingness to share your experiences and insights made this work possible.

Finally, I dedicate this thesis to all those who have been a part of my academic journey. Your support and encouragement have been my driving force, and for that, I am eternally grateful.

May 2024 Merve OĞUZHAN

TEACHER AND STUDENT ATTITUDES TOWARDS WORLD ENGLISHES

ABSTRACT

Some changes and augmentations in the world have allowed English to become the most spoken language in the world, and its power has helped it to become a global language, crossing both lands and seas. While crossing the lands and seas it has been affected by cultures, languages and backgrounds of other people and the term World Englishes came alive.

This mixed methods study explores attitudes and perceptions of students and teachers towards World Englishes. The quantitative data of the research were collected via a close-ended questionnaire from 32 English language teachers and 100 students from a preparatory school of private university in Istanbul, Turkiye during the Spring Term of 2023-2024 Academic Year. The qualitative data were collected via semi-structured interview carried out with 14 volunteer teachers. The findings of the study demonstrated that, English language teachers and students have knowledge about WE and both native and non-native accents of the language. It also revealed that, most of the teachers hold a positive view of World Englishes, suggesting that there is a sense of balance between the importance of native and non-native accents. Their views support an improvement towards valuing efficient communication over established norms of pronunciation and usage. The students also showed interest in acquiring information about different English accents from various regions in the world, stressing the significance of including World Englishes into English lessons. While students desire to achieve native-like fluency in English, the majority of them prioritize effective pronunciation and being easily understood overachieving complete native-like skills. This study has lots of different outcomes for language students, educators, material developments and curriculum designers.

Keywords: World Englishes, English as an International Language, Native and Non-native accents

ÖĞRENCİ VE ÖĞRETMENLERİN DÜNYA İNGİLİZCELERİ HAKKINDAKİ TUTUMLARI

ÖZET

Dünyadaki bazı değişiklikler ve gelişmeler, İngilizcenin dünya çapında en çok konuşulan dil olmasına ve gücünün, kara ve denizleri aşarak küresel bir dil haline gelmesine yardımcı olmuştur. İngilizce dili kara ve denizleri aşarken diğer insanların kültürlerinden, dillerinden ve geçmişlerinden etkilenmiş ve "World Englishes" (Dünya İngilizceleri) terimi ortaya çıkmıştır.

Bu karma yöntem çalışması, öğrencilerin ve öğretmenlerin Dünya İngilizceleri'ne yönelik tutumlarını ve algılarını araştırmaktadır. Araştırmanın nicel verileri, 2023-2024 Akademik Yılı Bahar Dönemi'nde İstanbul, Türkiye'de özel bir üniversitenin hazırlık okulundan 32 İngilizce öğretmeni ve 100 öğrenciden kapalı uçlu bir anket ile toplanmıştır. Nitel veriler ise, 14 gönüllü öğretmen ile gerçekleştirilen yarı yapılandırılmış mülakatlar aracılığıyla toplanmıştır. Çalışmanın bulguları, İngilizce öğretmenleri ve öğrencilerinin Dünya İngilizceleri ve hem yerli hem de yabancı aksanlar hakkında bilgi sahibi olduklarını göstermiştir. Ayrıca, öğretmenlerin çoğunun Dünya İngilizceleri hakkında olumlu bir görüşe sahip olduğunu ve yerli ve yabancı aksanların önemini dengeleyen bir anlayışa sahip olduklarını ortaya koymuştur. Görüşleri, yerleşik telaffuz ve kullanım normlarına karşı etkili iletişimi değerli bulma yönünde bir gelişmeyi desteklemektedir. Öğrenciler de dünyanın çeşitli bölgelerindeki farklı İngilizce aksanları hakkında bilgi edinmeye ilgi göstermiş ve Dünya İngilizceleri'nin İngilizce derslerine dahil edilmesinin önemini vurgulamışlardır. Öğrenciler, İngilizcede ana dili konuşanlar gibi akıcılık kazanmayı arzularken, çoğunluğu etkili telaffuz ve kolay anlaşılmayı tamamen ana dili konuşanlar gibi beceriler elde etmekten daha çok önemsemektedir. Bu çalışmanın dil öğrencileri, eğitimciler, materyal geliştirme ve müfredat tasarımcıları için birçok farklı sonucu bulunmaktadır.

Anahtar Kelimeler: Dünya İngilizceleri, Uluslararası Dil Olarak İngilizce, Yerli ve Yabancı Aksanlar

TABLE OF CONTENTS

LIST OF ABBREVIATIONS

BCG : Bostan Consulting Group

EC **:** Expanding Circle

EFL **:** English as a Foreign Language

EIL **:** English as an International Language

ELF **:** English as a Lingua Franca

ELFA **:** English as a Lingua Franca in Academic Settings

ELT **:** English Language Teaching

ENL **:** English as a Native Language

ESL **:** English as a Second Language

GE **:** Global Englishes

IC **:** Inner Circle

NNs **:** Non-Natives

NNSs **:** Non-Native Speakers

Ns **:** Native Speakers

OC **:** Outer Circle

SE **:** Standard English

TOEIC **:** Test of English for International Communication

VOICE **:** Vienna-Oxford International Corpus of English

WE **:** World Englishes

LIST OF TABLES

LIST OF FIGURES

I. INTRODUCTION

A. Background of the Study

In today's world which is becoming increasingly interconnected and globalized, the English language has emerged as a potent means of communication, transcending its historical boundaries as the language of the British Isles. Nunan (2001) claims that English has now established itself as the global language of communication. Now, it is the most common official language in the world and that means the number of non-native speakers (NNSs) has also been increasing. The number of NNSs of English has surpassed that of NSs, and English language users are more inclined to communicate with NNSs. (Crystal, 2004). According to Graddol (2006), interactions are no longer mainly reliant on native speakers. Kaur (2010) claims that English is the preferred language for communication among people who have different linguistic and cultural backgrounds. With these NNSs of English, the varieties of the language have emerged. These varieties are described as ''World Englishes.'' The varieties also showed that English does not belong to Native Speakers (NSs) anymore. There is a growing consensus among academics that there is no longer one English language, but rather multiple Englishes. (McArthur, 1998).

Kachru (1985) emphasizes that the number of native English speakers has declined, suggesting they are not the sole owners of the English language. He believes that new paradigms, pedagogies, and views are needed to comprehend multilingual situations. ELF is a concept that identifies the greater number of non-native English speakers should be accepted based on their own standards rather than following to native norms (Jenkins, Cogo, & Dewey, 2011). Jenkins (2015) indicates that the evolution of English as a Lingua Franca (ELF) remains active as fresh viewpoints on its nature continue to emerge. Today, in a world with many languages, ELF serves as a common form of communication that surpasses global boundaries and cultural differences. (Vettorel, 2016).

Within the conceptual framework of world Englishes, the various English dialects represent distinct linguistic, cultural, and ideological perspectives. The area of World Englishes stands for a paradigm shift in the research and teaching area as well. Therefore, the new developments in English Language Teaching (ELT) are necessary for the awareness of WE and that is why the changing function of English needs new methodological approaches in ELT. Raising WE and EFL awareness requires''interdisciplinary and integrative methodologies [such as] literary, linguistic, and pedagogical ones to capture distinct identities of different Englishes, and to critically examine the implications of such identities for cross-cultural communication'' (Kachru, 1992:2).

Tseng (2002) argues that culture plays a significant role in language teaching as it is an ongoing process. According to Canagarajah (2005), culture is a universal and unified component that is not limited to a specific region in the global setting. Pennycook (2007) argues that globalization affects language and culture by supporting students with different types of engagement and cultural identities. According to Baker (2009a) English as a Lingua Franca (ELF) has its origins in interactions involving other languages and cultures. Thus, the classroom culture should also cover global issues.

Except from that, the world has also another problem about teaching Standard English (SE) or World Englishes (WE). Kachru (1985) and Quirk (1985) pioneered some discussions about this issue. Quirk (1985) argues that there should be only one standard for English. He recommends that language teachers should only teach native forms of English. On the other hand, Kachru (1985) argues that native standards are not always suitable for all English language learners in different settings. Hence, he states that the need for innovative teaching methods, viewpoints and models are needed for many languages and cultural aspects around the world.

Globalization has changed the practice of English language education worldwide. When we think about English teaching, due to the international hegemony of core English in teaching, pedagogical approaches have been driven by core English standards' ignoring the authentic or real potential communication context of users. That is why, perspectives in ELT must be developed according to the needs of new users and with an awareness of World Englishes.

B. Statement of the Problem

The English language is the most spoken official language in today's world, and it is an international language. Day by day, the number of NNSs of English is going up. Eighty percent of this international communication in English does not include speakers from countries where English is the ''native language''. Native speakers (NSs) of English have been overtaken in number by NNSs, and users of the English language are more likely to take part in conversation with NNSs.

The economic, political, and social influence of the U.S.A and the U.K have affected the English Language. (Mauranen, 2003). Thus, English language has become more regionally specific, and it has led to the development of its various varieties in different countries. Especially different cultures, languages, and people from all around the world have played a significant role. According to Kachru, literary, linguistic, and pedagogical approaches parts of the English language have to be examined critically to understand the implications of identities in cross-cultural communication. In the same manner, pedagogical approaches have been dominated by ''core English standards'' as a result of the ongoing global hegemony of core English in testing and teaching, and this ignores the authentic or real potential communication contexts of users. It is known that English Language Teaching (ELT) has largely focused on the standards set by native speakers, mostly influenced by British and American English. Most of the language teachers keep utilizing a native norm-based approach that ignores the requirements of language learners in a global context (Jenkins, 2012). This way fails to acknowledge the extensive linguistic variety of English globally, from Asia to Africa, which results in ignoring the perspectives and characteristics of the majority of English users who are not native speakers.

The lack of attention in ELT sustains a single and often unrealistic level of skill and denies the real communication requirements of learners in a globalized world where English is utilized as a common language among people with different native languages. The usage of native speaker models in lessons' design, teaching materials, and assessment criteria does not completely equip learners for the complexities of Global Englishes, where the ability to understand and adjust to many English dialects is essential. A critical need exists to redefine ELT to foster an inclusive, different approach that embraces the global variations of English and

allows learners to understand each of them. So, it is vital to shape ELT perspectives in line with the changing requirements of novice users, while remaining attentive to the wide range of English variants.

Even if there are some studies about different types of English and ELF, there is still a need for what English teachers and students think about the issues of World Englishes.

This thesis aims to examine the attitudes and perceptions of both students and teachers towards world Englishes. The study also aims to deliver insights for creating a fair and efficient ELT framework that accepts the value of World Englishes, promoting a deeper awareness and respect for the global differences of the English language.

C. Significance of the Study

Nowadays, the English language is a worldwide phenomenon that is spoken by nearly every country, so it is inevitable for everybody to hear its different usages or accents. Since its global usage in various contexts, it is currently the native language of millions of people, the official language of many of nations, and a lingua franca of millions of people. That is why more than half of English users have a sense of ownership of the English language through their national dialects or accents. So, these owners who feel English as a global language want to be seen and believe that there is a need for reforms in various aspects: the general view of the language, attitudes towards different forms of English, and the approaches to teaching English.

The studies about ELF-related topics have been increasing with the aim of comprehending and dealing with the requirements of both learners and teachers. Even so, there is a scarcity of research that concentrates on the Turkish setting and the integration of English as a Lingua Franca (ELF). Many English teachers have inadequate knowledge about ELF-related matters and World Englishes, despite the evolving ideas and paradigms in language education. Consequently, there is presently a lack of extensive research in the subject of collecting English language instructors' and students' opinions of ELF-related topics. Due to the global prevalence of ELF, it has become significant to investigate the perspectives of educators and learners.

Considering the above-mentioned situations, this study aims to investigate the perspectives and attitudes of voluntary EFL students and teachers about World Englishes, Native speakers, and Non-native speakers. The study is considered to be significant in terms of understanding the attitudes of EFL students and teachers about different varieties of English.

D. Purpose of the Study

The aim of this study is to investigate the perceptions and attitudes of EFL students and teachers towards World Englishes, native speakers, and non-native speakers and to question if some determinants have effects on students or not about the varieties of English.

The study also reveals insights for educators on the perspectives of teachers and students on adapting or using World Englishes' materials in the lessons, as it accurately reveals the ideas of students and English language instructors. Hence, this study includes valuable insights for curriculum planners, textbook authors, and educators on the integration of native or non-native Englishes and its related issues within language teaching programs. Additionally, this research makes essential contributions to educators who are willing to incorporate different English varieties into their classroom practices, materials, and lessons, as evidenced by the findings of this study. Also, it gives significant insights to academics interested in conducting studies on World Englishes and its related issues.

To do this, the research starts with investigating attitudes and perceptions of EFL teachers at the tertiary level towards World Englishes. Next, student attitudes and perceptions are investigated. Student part also includes if the different conditions have an impact on students' beliefs or not about World Englishes.

E. Research Questions

Considering the information given up to this point, this study intends to address the following questions:

1. What perceptions and attitudes do EFL students at the tertiary level possess towards World Englishes?
2. Do perceptions and attitudes of EFL students differ based on their

gender, age, nationality, having been abroad, or having friends from different countries?

3. What perceptions and attitudes do EFL teachers at the tertiary level possess towards World Englishes?

F. Scope and Limitations of the Study

This study was carried out with teachers and students. The quantitative part of the study was carried out with 32 instructors, both Turkish and from other nationalities, at a university's Preparatory School in Istanbul, Turkiye. The questionnaire was randomly sent to 36 language instructors working there. Five instructors were unable to provide any reasons for their non-participation. The ability to apply the implications of the findings to all English language instructors in Turkiye is restricted due to the challenges of reaching all English language instructors across different universities in Turkiye.

The qualitative part of the study was carried out with 14 instructors, again both Turkish and from other nationalities, at the Preparatory School. The questions were not shared with the instructors beforehand. They didn't have any time to check the questions before or do any research about the topic. The instructors were called via MS Teams and asked the interview questions. The live transcription feature of MS Teams was used. Video recording or voice recording features were not utilized. Because of the schedule of the instructors' and researchers' schedules, limited time, and voluntary basis of prticipation conducting interviews with all the instructors proved to be impossible. Hence, answers may not accurately convey the genuine ideas of all the instructors at the university. Also, the instructors' knowledge level of World Englishes might have affected their answers.

The quantitative part of the study with students was carried out with 100 students, including both international and Turkish students, at the University's Preparatory School in Istanbul, Turkiye. The questionnaire was shared with randomly chosen B2 and B1 level classrooms. Hence, the ability to apply the implications of the findings to all students in Turkiye is limited due to the challenges of reaching all preparatory school students across different universities in Turkiye. Also, Cronbach's Alpha test couldn't be conducted for the students' questionnaire as

it was in a survey form and there were just two options: yes/no, for most of the questions. It is generally not recommended to use Cronbach's Alpha for dichotomous data, such as yes/no questions, since it may not provide a reliable measure of accuracy. Cronbach's Alpha is more suitable for data that are continuous or ordinal in structure. The reason for this is that dichotomous data frequently result in lower Alpha scores, which may not accurately reflect the survey's reliability (Bland & Altman, 1997; Tavakol & Dennick, 2011).

G. Outline of the Study

Chapter I, Introduction, gives information about the study. It provides a clear overview of the study's targets, objectives, methods, and conclusions. Chapter II the Literature Review gives an extensive examination of the existing literature about the topic. The author of this study carried out a comprehensive review of the existing literature, recognizing any drawbacks and making recommendations for their application in the current study. Chapter III, Methodology, provides information about the research methods and procedures employed in this study. Additionally, it also provides information about data collection instruments and procedures, participants, sample selection and sampling methods. Chapter IV, Results and Discussion, provides information about the findings of the study and the interpretation of the results. Finally, Chapter V, Conclusions and Recommendations, provides a summary of the study's findings and offers some recommendations.

H. Definitions of Key Terms

- **World Englishes:** Various forms of English that are used in different sociolinguistic contexts (Kachru, 1992).
- **English as a Lingua Franca (ELF):** To teach, learn and use English as a common means of communication for speakers of other languages.

(https://www.thoughtco.com7nglishh-as-a-lingua-franca-elf-1690578)

- **English as an International Language (EIL):** EIL means the usage of English as a universal common form of communication across many different cultures and nations.

- **Native Speaker:** Someone who has learned a language as their primary language during their early years of childhood.
- **Non-native Speaker:** Someone who has learned a language other than their native language, usually during a period beyond early childhood.
- **Native English-Speaking Teacher (NEST):** Someone who is a native English speaker and a focus on teaching English ton on-native speakers.
- **Non-native English-Speaking Teacher (Non-NEST): Someone who is non-native English speaker and teaches individuals who speak other languages than English.**
- **Standard English:** SE is the form of the English language that is widely accepted and acknowledged as the standard, especially in formal settings like education, publishing, media, and official communications.
- **Non-Standard English:** Non-Standard English refers to any form of English that differs from the norms of Standard English in terms of grammar, vocabulary, pronunciation or usage.

II. LITERATURE REVIEW

A. Defining the Phenomenon

[English is] No longer'of small reach but a language the language on which the sun does not set, whose users never sleep.

(Quirk,1985:1)

Recently, English and some other languages have moved from local to national and international use, undergoing significant changes in the process. Languages undergo transformations when they are assigned new cultural, economic, or political roles to play. English is currently assuming a novel identity as the ultimate capitalist language on a global scale when examined from a sociohistorical perspective. Some effects of this change are already being seen, but we still don't know what the long-term effects are when a language goes global. (Kachru et al.,2006)

One of the seen effects of this change is the term ''World Englishes''. According to Mesthrie and Bhatt (2008), it has been normal to use the plural term ''Englishes'' to emphasize the wide range of variations present in the language today and to reflect the fact that English no longer holds a single dominant source of power, prestige, and standardization.

As Crystal (1997) states, English has 320-380 million native speakers where it is used as a native language and in some countries where it is used as the second language of the country, it has 150 to 300 million speakers. Finally, in other countries where it is learned as a foreign language, it has 100 to 1000 million speakers. Consequently, based on some calculations, the current global population of individuals holding a native or native-like level of English is approximately 570 million. English has achieved extraordinary global spread, confirming its status as a really universal language as Crystal states.

B. Standard and non-standard English

Throughout the boundaries of common English, there are standard and non-traditional forms. The existence of a standard language, which is the highly regarded form of language established by the social elite, used in educational institutions, heard in the media, and preserved in the literature of a nation, can effectively marginalize individuals who use non-standard varieties of the language. Non-standard varieties may differ from the norm in terms of phonology, vocabulary, or grammar.

C. Standard English

According to Jenkins (2009), the ‘’word standard language ‘’refers to the specific form of a language that is widely accepted as the norm. This particular variety is considered ideal for educational purposes and serves as a standard by which other varieties of the language are evaluated. A standard language, which is considered prestigious, is spoken by a minority of individuals in a culture, usually those in positions of authority.

In the same vein, Trudgill (1999) underlines that while SE is not a separate language, it has significance importance as it is utilized in written language, printing, and educational settings. According to McArthur (2003) Standard English (SE) serves as the most widely accepted and respected form of English. McArthur also notes that SE has at least three different elements: a.) It is easily recognized in printed sources due to the universal style of written English, b.) news presenters primarily use it, c.) The utilization of English is based on someone’s attitude and degree of education (2003). Trudgill and Hannah (2008) define Standard English (SE) as the range of English that all native speakers acquire, but it is not frequently utilized in spoken language by most people.

Jindapitak and Teo (2013) indicate that the use of pure English by non-native speakers in some situations can be understood as a story, compared with its usage by native speakers from The U.S.A. and The U.K. McAlinden and Zagoria (2013) state that, English users are able to interact without trying to imitate native forms or speak in a native-like manner.

According to Kachru (1985), native forms and verbal acts are not suitable to

the social reality of the Outer Circle. Crystal (2003) believes that, whilst the development of the language goes on, Standard English has begun to lose its previous level of impact.

D. Non-Standard English

According to Wolfram and Schilling-Estes (1998), the term ‘’non-standard’’ is employed to characterize the sociopolitical status of an alternative of language, rather than its linguistic ‘quality’. From a linguistic view, all forms of language are viewed as dialects and are considered as being of equal importance (Wolfram & Schilling-Estes, 1998). Cheshire and Milroy (1993) state that the varieties categorized as ‘non-standard’ are mainly described in reference to standardized varieties. The terms ‘non-standard’ and ‘standard’ represent different levels of social acceptability rather than linguistic differences.

Trudgill (1999) claims that Standard English is a ‘purely social dialect’, and he (1984) also says that it is a set of grammatical and lexical forms generally used while speaking and writing by native speakers who are educated. According to Stevens (1985), the absence of phonology and accent from the definition of Standard English leads to Standard English becoming a non-localized version of language; thus, it can be spoken with any accent, involving regional accents and the prestigious received pronunciation.

Jenkins (2009) argues that it is usual to categorize all regional native-speaker dialects of English, together with all the new variations of English (both standard and non-standard), as non-standard. This categorization means that all these variations are considered inferior. It is widely accepted that the’’Englishes’’ except British English and American English are non-standard Englishes. Non-standard Englishes have some differences in terms of grammar, accent, etc.

According to Migdadi (2020), Standard English lacks negative agreement, although non-standard English dialects possess such agreements. For instance, using non-standard English, it is allowed to say,’’ I couldn’t find none nowhere’’ but in Standard English, this is completely unacceptable. Instead, it is appropriate to say,’’I couldn’t find any anywhere.’’ Furthermore, He also says, Standard English has an unconventional method for generating reflexive pronouns. For example, it employs

possessive pronouns like myself, yourself, or himself, and also object pronouns such as him, them, and me. Non-standard English dialects follow a consistent pattern for forming possessive pronouns, resulting in forms such as myself, yourself, hisself, ourselves, yourselves, and theirselves. (Migdadi et al., 2020)

E. World Englishes

In general, World Englishes is the study and acquisition of the various forms of English that are emerging around the world. It means recognizing the validity and variety of English spoken and written by non-native speakers in different cultural settings. This idea admits that English has spread around the world and is now used in many countries, with different pronunciation, grammar, words, and ways of using it that reflect their own history, culture, and language. We can say that it is an umbrella term for all its varieties.

Galloway and Rose (2014) claim that the English language has witnessed an important transformation in its sociolinguistic atmosphere due to its legendary internationalization and the increasing status of English as a Lingua Franca (ELF). English can be considered as a means of communication that bridges national borders. This causes many variations of the English language that are frequently spoken by people who have a different native languages Jenkins (2000) claims that these things also cause the integration of particular elements of the first language into the pronunciation of English.

Braj Kachru's work proposed the term ''World Englishes'' to provide a distinct viewpoint on this topic. The expression "World Englishes" originated from the two conferences established in 1978, which focused on the global use of English as a language. The first conference took place in April at the East-West Center in Hawaii, whilst the one that followed occurred in June and July at the University of Illinois at Urbana-Champaign. Braj Kachru and Larry Smith performed crucial parts in both conferences. (Bolton,2018)

Many academics utilize alternate phrases such as ‘global English’ (Crystal, 2012) and ‘international English’ (Bolton, 2006) The varieties of World Englishes consist of American English, British English, Chinese English, Indian English, Nigerian English, Singapore English and West and South African English.

According to McArthur (2004), WE encompass every element of the language, like dialect, pidgin, creole, variety, standard, spoken, written, paper-based and digital formats.

Some experts have proposed multiple perspectives on the phenomenon of World Englishes. First, in 1987 McArthur presented a paradigm in which he defined many types of English that focus on what he refers to as ‘’World Standard English’’ particularly on British English and American English (Mesthrie & Bhatt, 2008). This model is based on an idealized version of two types in the first category followed by a category that contains regional or emerging standards, and finally, a layer that shows localized variations. (See figure 1) They received some criticism as feedback for some reasons, including their failure to take into account the diverse range of English dialects spoken in Europe, putting pidgins, creoles, and second groups, and their failure to separate between English as a native language (ENL), English as a second language (ESL), and English as a foreign language (EFL) in the second circle.

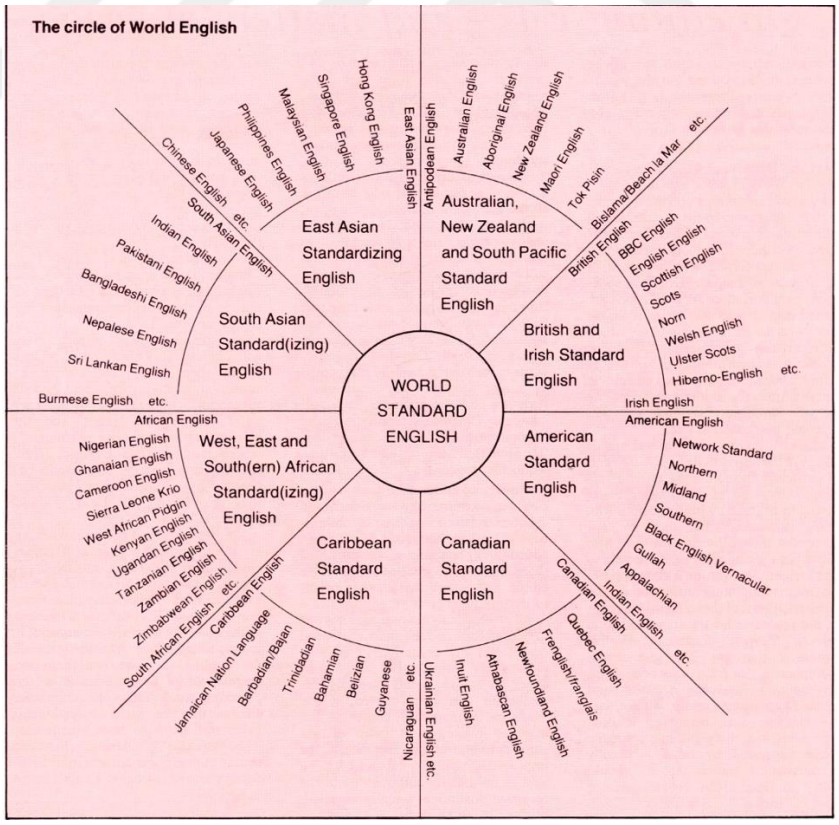

Figure 1 McArthur’s Circle of World Englishes (McArthur, 1987)

Manfred Görlach also created a model called International English in 1988, which, like the other model, does not include English varieties in Europe and ELF

(English as a Lingua Franca) (Mesthrie & Bhatt, 2008). These two models of World Englishes demonstrate the geographical and temporal relationships across different variations, but they do not provide an in-depth analysis of the sociolinguistic settings of these varieties.

Nearly at the same years, Braj Kachru (1992) introduced his concept of''Englishes'' a new, expanded view, which makes the case for a paradigm shift within both WE and practical linguistics. According to Kachru (1988), the WE paradigm has three essential components:

A "repertoire of models for English".

"The localized innovations [in English] have pragmatic bases."

"The English language now belongs to all those who use it."

Most importantly, the circles of Englishes in his model are not biased or one-sided. This implies that standardization of a certain type is not appropriate, which ruins the hierarchical classification of Englishes. His graphic is composed of three circles, and within each one is a speech fellowship that is defined by its historical, sociolinguistic, and literary contexts. In his famous''three concentric circles of English paradigm'' (Kachru, 1985), he illustrates the English language's global usage. According to Kachru (1985), we can put English into three groups. These circles are the inner circle, the outer circle, and the expanding circle. (see Figure 2).

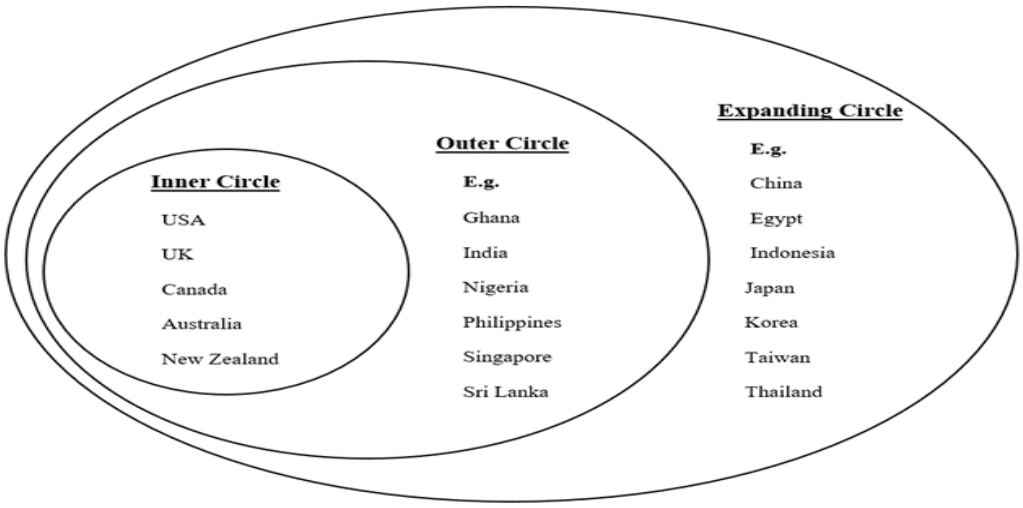

Figure 2 Kachru's Concentric Circles of English (Kachru, 1992)

The inner circle (IC) comprises some countries where English is mostly the native or first language like the UK, the USA, or Australia. According to Jenkins

(2009), there were approximately 350 million Inner Circle speakers in 1992. Of course, this number will keep increasing because the world population is getting bigger day by day, but IC speakers are becoming fewer and fewer among English speakers (Deterding & Kirkpatrick, 2006) as Outer Circle and Expanding Circle speakers keep growing at a rapid pace. This new method for categorizing Englishes of course triggered a lot of misconceptions. That is why Jenkins (2009) emphasized that ''inner'' did not mean ''superior''.

The outer circle (OC) comprises some countries where English is the official second language and is recognized as the official language of business despite not being the mother tongue. India is one of these countries. Because of their colonization these countries speak English as a formal language. Of course, these countries also have their own cultures and languages, English is not the only spoken language. Indeed, Kachru (1990) revealed that English users in India that use OC varieties had already embraced their own dialects as accepted pronunciation as early as the 1980s. OC types were once seen as non-native kinds in formal settings; however, they are now recognized as dialects that have developed in terms of their range and complexity in wider social, educational and literary settings. (Kachru, 1985). Also, in these countries, having a high level of proficiency in English is frequently regarded as a sign of advanced education and higher social and economic status.

The final one, the Expanding Circle (EC) refers to countries where English does not serve as the first or second language. For example, Turkiye, Russia, and Japan. In these locations, English is frequently used for shop names, brand names etc. Kachru (1985) states that, the majority of individuals who use English are not native speakers and they come from the Outer and Expanding groups. All in all, it can be stated that there are more than 1,400 people who speak English as native or non-native. From these numbers, we can assert that English is a true international language.

F. English as a Lingua Franca

Lingua Francas are usually considered as languages spoken by people with different native languages, with the main goal of achieving mutual understanding rather than emphasizing linguistic structure. (McArthur, 2002). For example,

Mandarin in China and Akan in Ghana are national lingua francas. Lingua franca is also called' 'contact language' 'auxiliary language' 'trade language'', or' 'trade jargon' (Samarin, 1987). Normally, traditional lingua francas don't have NSs but English, on the other hand, is not the same because it can be used for both NSs and NNSs. Over time, it has become evident that what really indicates ELF is the process behind the forms, not its forms. These days, researchers are more interested in ELF users and communities of practice (Jenkins, 2005).

According to Jenkins (2007), English as a Lingua Franca is the use of English among people whose first language is not English. For these individuals, English is the best and the only way to communicate. Globalization has had a major effect on the development of ELF.

According to Mauranen (2003), English has established itself as a worldwide lingua franca, allowing interaction among individuals who do not share a common mother tongue. The impressive dissemination of a language among different ethnic groups may be related to the influence of British colonialism, accompanied by the economic and political dominance of the U.S.A. Even so, the language's origins are no longer the main driver of its increase in popularity. A great deal of English users nowadays, are non-native speakers, and the number of people who use it as a foreign or second language is now larger than the population of those who speak it as their first language (Mauranen, 2003).

In the words of Crystal (1997), it is posited that nearly 80% of English users are able to speak two languages. As a result, some English educators and scholars have expressed some doubts about the effectiveness of using native speakers as English teachers. They suggest the development of new methods that more accurately line up with the evolving role of English in the global society.

Modern ELF is an instance of multilingualism since it has more users who use languages other than English. However, unlike other lingua francas, English has traditionally established some rules for NSs. People who use ELF may be from a country where English is the ''mother tongue'' but people who use ELF may also be from a country where English is learned as a second language. The concept of ELF has challenged concepts of difference and geographically defined community. It has also gone beyond nation-state limits and standard definitions of competence based on nativeness and language norms. (Cogo, 2015). So, recent definition of ELF sits more

on the type of communication like the sociolinguistic background and multilingual skills of the people engaged. This is due to the corpus-based projects that were done to define ELF in a more organized way.

One of these projects belong to Seidlhofer. In her paper that was published in 2001, she pointed out the conceptual gap in how English was used as a lingua franca in the expanding circle and made an excellent case for describing ELF and maybe even codifying it in the future. VOICE (Vienna-Oxford International Corpus of English) is how she put this into action (Jenkins,2006). Seidlhofer has primarily spoken about ELF lexicogrammar because it is so important to language teaching. Her goal was to find out which words and phrases were used by native English speakers in a way that didn't stand in the way of contact by proficient English speakers from a wide range of L1s (Jenkins, 2006). The study found that some common mistakes that the most English teachers would say need to be fixed immediately does not seem to be a problem and doesn't get in the way of communicating well. Seidhofer (2004:2002 in Jenkins, 2006) has discovered some significant features of ELF lexicogrammar in VOICE:

Not using third person present tense -s

Not using the relative pronouns who and which correctly

Leaving out the definite and indefinite articles when they are needed in native English and using them when they are not needed in native English.

Confusion about using the correct tag questions.

Using unnecessary prepositions

Using unnecessary verbs

Using words that native English speakers do not think can be counted.

Using that-clauses instead of infinitives

The other corpus data research in the area belongs to Mauranen. In 2003, she carried out a study in Tampere University and Tampere University of Technology. The study is known as Lingua Franca in Academic Settings (ELFA). The project collects spoken data from two academic settings: international degree programs, university activities and international conferences. Its goal is to make contribution to the development of global norms for experts' speakers of English that can be used in

everyday life. According to Mauranen (2003), the most important thing regarding learning is protecting people's language rights and making use of language efficiently. According to her, reading and writing applications for ELF help ELF speakers to state their true selves and present themselves in L2 contexts without being isolated (Mauranen, 2003).

As a whole, corpus-based ELF studies demonstrate that, individuals who are not native English speakers successfully utilize the language in different global settings, covering their personal, professional and academic activities. Even though they cannot use grammatical topics correctly, they can communicate successfully.

G. English as an International Language

In his words Sharifan (2009) says that English has extensively spread around the world, both willingly and under pressure, and has been utilized for many objectives. According to Sharifan (2009) it is crucial to highlight that EIL is not limited to a certain type of English. Some scholars conflate the term 'international English' with EIL. 'International English' may imply a specific form of English, which does not fully include the scope of English as an International Language (EIL). The EIL firmly denies the notion of designating any specific variant as a lingua franca for global communication. EIL underlines the fact that English, with its diverse range of dialects, acts as a medium for global and thus cross-cultural interaction (Sharifan, 2009). One of the key aspects of EIL paradigm is its acknowledgment of World Englishes, despite their classification into different circles. (Bolton, 2004; Kachru, 1986, 1992 in Sharifan, 2009). In his 1986 work, Kachru outlined a paradigm that categorizes the role and usage of English internationally into three concentric circles: Inner Circle (IC), Outer Circle (OC) and Expanding Circle (EC). English is the mother tongue in the IC countries, but in the OC countries, it is utilized as a second language. Finally, in EC countries English is acquired as a second language.

People used to think that the main objective of studying and teaching English was to provide language learners with the ability to effectively communicate with native English speakers. Consequently, attempts were made to provide language learners with adequate awareness of the linguistic and cultural norms used by native English speakers, particularly those from America and England. Nevertheless, due to

the rise of English as an International Language (EIL), the purpose of acquiring English skills has evolved from solely interacting with native English speakers to communicating with both native and non-native English speakers (Suzuki, 2010).

Usually, there are two significant point about EIL: culture and accent. Addressing Accent, Seidlhofer (2001) claims that the focus of English language learning has changed from conforming to the standards of native English speakers to conforming to worldwide standards, and from seeking for native-like English to speaking English that is suitable for the context. Jenkins (1998) also claims that the needs for language learners' pronunciation have evolved in English as an International Language (EIL) contexts. The majority of English language learners no longer think about achieving a native-like accent, nor do they seek contact with native English speakers as their main motivation for learning English. Jenkins (2002) says that people who are not native speakers of English have the freedom to express their local identity with their accent, as long as it does not affect the communication.

Term	Abr.	Definitions	Synonyms	Source
Inner Circle		countries where English is a native language	native speaker English, mother tongue English	Kachru, 1992 de Klerk, 2003
Outer Circle		countries where English is a second language	New Englishes	Kachru, 1992
Expanding Circle		countries where English is a foreign language		Kachru, 1992
World Englishes	WEs	English as used in specific national contexts	e.g., SAE, Nigerian English, China English, etc.	McArthur, 2001 Davies et al., 2003
Standard English	SE	the prestige variety of English	e.g., SBE, SAE, CanE, WSAE	McArthur, 2002
English as a lingua franca	ELF	·English as used between NNSs of different L1s*† ·English as used between NNSs and NSs†·English as used between NNSs from the same L1† ·English as a "new code," based on SE†	·IE, EIL ·IE, EIL ·IE, EIL ·WSE, IE, ISE	*McArthur, 2002 †Elder & Davies, 2006
International English	IE	single, non-territorial standard English for the entire world	IE, WSE, ISE	McArthur, 2002
World Standard English	WSE			
International Standard English	ISE			
English as an International Language	EIL	all uses of English internationally	IE (for some)	Seidlhofer, 2004

Figure 3 Definition of English Relating to International Usage (Karen Applequist Clement,2011)

Above Figure 3 demonstrates different varieties of English in details like Inner Circle, Outer Circle, and Expanding Circle, which explain countries where English is a native, second or foreign language respectively. The figure also demonstrates definitions and synonyms for terms like World Englishes, Standard English and English as a lingua franca, emphasizing their specific context and prestige. Synonyms for these terms are often interchangeable and shows their usage

in different global contexts, like International English and English as an International Language.

H. Teaching EIL

Kachru (1990) implies that English has had an enormous impact on numerous people across different cultures and continents, delivering various practical aims and being held in high regard. English is now widely utilized across all seven continents and is used as an official or secondary language in over 100 countries. Moreover, it serves as the official language in more than 85% of global organizations, thanks to the impact of globalization (Crystal, 2003).

When we consider the perspective of education, In the past, it was considered that the aim of learning and teaching English was to prepare language learners to communicate with native speakers of English. But these days that idea has changed from communication with native speakers of English to communication with native as well as non-native speakers thanks to the growth of English as an International Language (Suzuki, 2010). Even though the EIL paradigm refuses the distinction between native and non-native speakers, this does not prevent native English speakers from engaging in communication with individuals from other nations. Furthermore, EIL points out that English is a cross-cultural and cross-border communication language. Individuals from different national and regional origins can communicate in an EIL environment.

A global language of course needs an emergency of being taught and learnt across the World. So, some pedagogical methods and ways should be developed to teach EIL. McKay (2002) asserts that the teaching and acquisition of a global language needs a distinct set of rules compared to the teaching and acquisition of other secondary and foreign languages. This situation has caused some problems because there are some questions to be answered: Who is the owner of English? Which English should be taught? Which methods are the best to be used in language teaching? That is why some scholars recommend changing the way of English teaching in ELT. For instance, In Japan, schools traditionally educated students in American English and wanted them to communicate in American English (Honna, 2016). Yet, English masters in Japan changed this framework, enabling Japanese students to use not just American English but also different forms of English. If it is

understood there is no problem for them (Honna, 2016).

In a similar vein, Matsuda (2012) stated that, like the Outer Circle countries which have different kinds of English such as African English or Singaporean English, the countries in the Expanding Circle could also have their own variations of English. She also reflected that Japanese people have their own paradigm to inspire other countries in the Expanding Circle to formulate their own English models. She said that this way would allow English learners to give up the pursuit of the English native paradigm and instead interact more proficiently in a worldwide community.

Chang (2004) carried out a study on 22 Taiwanese students who were taking a World Englishes course. The study aimed to see how this course affected the participants' language learning. She examined 22 final reflection papers and carried out interviews with 12 students. The findings showed that students who were exposed to different forms of English developed their ability to recognize and value these different forms. At the end of the course, students felt an increase in their confidence while using and understanding English as non-native speakers.

Saengboon (2012) recommended that students should be exposed to examples of non-native English speakers in order to provide them with various types of English. In his research, Sung (2015) presented guidance on how to teach Global Englishes (GE) to students in the classroom, with the goal of boosting their comprehension and awareness of GE. First, it is important to analyze the selection of listening materials that are interesting and motivating. Also, it is important to examine the usage of ''scripted'' ELF dialogues, which include recordings by speakers from different L1 backgrounds, alongside ''authentic'' materials. It is vital to educate students about the sociolinguistic roots of English used worldwide and give them knowledge on the different types of English and communication between English as a Lingua Franca (ELF) speakers.

Sung (2015) addressed the incorporation of varieties of English in language classrooms by the utilization of listening materials performed by non-native English speakers. Sung carried out interviews with students registered in his lesson, Varieties of English, on non-native English accents. He observed that students showed an attraction towards different forms of English and ELF communication and had a profound understanding of the sociolinguistic reality of English today. Furthermore,

they showed, increased willingness and self-confidence while speaking English with a regional accent. Yet, the majority of students kept unfavorable ideas towards non-native forms of English, and their opinions on the ideal teaching approach did not change.

Baccaglini (2013) conducted some interviews with eight worldwide experts and English users from different countries to learn their ideas on EIL instruction. Participants displayed a range of ideas due to the ongoing development of the EILL concept. One of them said that the importance of being acquainted with many forms of English is valuable because it enables effective communication not only with American or British people but also with people from all around the world.

I. Perceptions and Attitudes of Students' and Teachers'

A number of studies have focused on the perspectives of English language instructors and students on English as an International language (EIL). In a seminal study carried out by Timmis (2002), 400 students' ideas towards native speaker norms were contrasted with those of 180 teachers. The participants were from 14 distinct countries. The study found that teachers mostly saw non-native pronunciation as appropriate, but students believed that native-like pronunciation was the standard. Both groups had native-like grammar knowledge. The researcher studied the extent to which teachers' ideas towards native-like grammar and accent varied from those of the learners. Yet, this study did not investigate the participants' attitudes towards non-linguistic standards and cultural forms.

According to Lai (2008), instructors' beliefs have an enormous effect on students. Lai's research explored how Taiwanese university educators view English as an International Language (EIL). An hour-long focus group interview with five English educators was filmed. The subjects covered were the ownership of English and teaching the culture of the target language, leading to compelling differences and debates among participants as shown by the results. While there is an ongoing consensus in academia on English as an International Language (EIL), some English teachers in Taiwan still remain dedicated to the belied that specific countries or speakers have sole ownership of English. Thus, they continue to teach students English using either an American or British structure. They had differing views on how to educate the culture of the second language. Some supported for exposing

learners to American or British culture in English teaching, while others considered it unnecessary for learners to understand American or British culture, keeping with the values of English as an International Language (EIL). Also Pan and Block (2011) researched the ideas of Chinese teachers and students at six universities in Beijing concerning teaching English as a global language. Information was gathered through questionnaires and interviews from a total of 40 teachers and 637 learners. The results revealed their belief in the widespread use of English as a worldwide language and backed its value in China's development.

At the same vein, in 2010, He and Zhang analyzed the beliefs of 984 Chinese students and their teachers from four different institutions across China about the linguistic standards of native English speakers. The study discovered that the standards set by native English speakers were accepted as a suitable form for English language teaching in China. Still, the participants agreed that certain aspects of China English may also help those classes.

Coskun (2011) analyzed the opinions of 47 pre-service Turkish English language teachers on pronunciation in English as an International Language occasions. The participants evaluated the linguistic norms of native English speakers as a suitable teaching model.

Chern and Curran (2017) investigated the opinions of 10 graduate students who were participated a course on culture and teaching English, with an emphasis on World Englishes and English as an International Language (EIL). The researchers did some detailed interviews with those individuals on the usage of English as a lingua franca in Taiwan. Findings revealed that students grasped the fundamental principles of English as a lingua franca but felt that they would be challenging to implement in Taiwan's education system. They recognized that it was not necessary to stick to a native speaker model and developed the ability to tolerate and respect the differences of English variations.

Bayyurt (2006) studied the attitudes of a limited number of Turkish English language teachers on the adoption of cultural norms in language teaching using a semi-structured interview. The participants said that emphasizing engagement to both native English speakers' culture and students' local culture in the classroom is essential for fostering worldwide culture.

Monfared & Khatib (2018) analyzed 260 English teachers from Iran and India. These teachers are all from the expanding and outer circles. The interview examines the teachers' understanding of their specific accents of English. All teachers who joined the study were teaching English at the British Council. The research indicates that English teachers from Iran demonstrate an exonerative orientation, supporting native speakers, notably American English pronunciation. English Indian teachers tend to have an informative approach, supporting local accents of English.

Lim (2019) questioned six English teachers from Cambodia about their knowledge of World Englishes and how it shapes their English teaching methods. The teachers interviewed had teaching experience spanning from 6 months to 20 years. The survey results indicate that a great deal of teachers hold negative attitudes towards non-Inner Circle English variants, including Indian English, Singaporean English, and African English. Teachers prefer American English and British English because they believe it promotes communication. British and American Englishes are both seen as educational objectives.

Educators in South Korea hold a similar perception. A study carried out by Ahn (2015) through semi-structured interviews and surveys reveals that teachers exhibit reluctance towards Asian English. The teachers found Indian English and Singaporean English peculiar. The teachers considered Chinese English and Japanese English as flawed and fragmented forms of English language.

Still, there are some diverse results in Australia. Sadeghpour & Sharifan (2019) conducted interviews with 56 English teachers in Australia on the importance of World Englishes in English Language Teaching (ELT) in Australia. Most participants agreed that WE were essential in the ELT environment in Australia. They claimed that adopting WE in ELT is unrealistic.

Recently academics in Turkiye have been studying the attitudes of English language teachers and students concerning various accents or dialects and the speaker's personality features. Yıldız (2017) carried out a study at a state university involving both teachers and students. The researcher utilized Test of English for International Communication (TOEIC) assessments and a questionnaire to gather data. The study results showed that almost all students chose native accents and native speaker professors because they felt that it would enhance their language

proficiency. Further, it was noticed that they displayed a prejudice against non-native accents and considered them as lacking intelligibility.

Kemaloğlu-Er (2017) also investigated tertiary level students' attitudes about native and non-native accents in her study. Both the questionnaire and interviews showed that students thought native teachers as more lively, easygoing, and optimistic. Non-native teachers were perceived as serious and focused on textbooks compared to native teachers.

Moreover, Ceyhan-Bingöl (2018) examined the opinions and actions of experienced English language teachers about English as a Lingua Franca (ELF) and various accents at a private institution in Turkiye. The study found that most people felt uncomfortable about their non-native or non-standard accents, while having aware about ELF and World Englishes. In their classroom teaching, they chose to implement native, standard norms over non-native versions. In the end, the studies conducted in the Turkish context shows a necessity for further investigations about attitudes and perceptions of teachers and students on various accents to develop wider and more practical educational implications.

III. METHODOLOGY

This chapter covers the methods and procedures used in this research. This part begins with an introductory section that gives comprehensive information on research's goal, research questions, research objectives, the research approach and the measurements utilized for data analysis. Afterwards, the nature of the research, research design and methodology, research problem, research setting/context, sample, sample selection, data collection and data analysis can be found. Finally, a brief overview of the chapter occurs.

A. Introduction

The main goal of this study is to investigate the attitudes and perceptions of students' and teachers about World Englishes and native and non-native accents of English at the tertiary level. The starting point of this work is the increasing level of non-native speakers all around the World and also in Turkiye and the need of investigating World Englishes and its varieties' effects on students and teachers and communication. The lack of knowledge among teachers and students and materials utilized in classrooms about World Englihes are the main reasons of this study. It could open the door and make a step forward on teaching World Englishes and biases about varieties of English.

B. Research Design

Vaus (2001) describes research design as the process of creating a comprehensive study that covers everything from creating research questions to analyzing data and reporting findings. Creswell (2003) argues that approaches have altered because of development of technology and people have begun to utilize new procedures to carry out research. Creswell (2012) states that a researcher choose their study design by considering the specific research problem and questions they need to solve. Creswell (2014) emphasizes that the most advanced research designs are qualitative, quantitative, and mixed methodologies research designs.

Qualitative research is a kind of method that stresses the exploration and understanding of how a person or group interpret an issue. Quantitative research is a kind of method that aims to evaluate theories by analyzing the connections between variables. Mixed methods research is a kind of method that combines qualitative and quantitative data to give a more comprehensive information of a study problem (Creswell, 2014).

1. Mixed Methods Research Design

Creswell (2012) describes mixed method research as the combination of qualitative and quantitative methods in order to gain a more comprehensive knowledge. He also states that the mixed methods research approach does not depend on collecting two different views, but rather blends these two separate perspectives. Fraenkel, Wallen and Hyun (2012) claim that mixed method research helps researchers to present and show, examine and analyze the association between variables.

Different forms of mixed methods research are utilized in educational research. The four basic elements of research design are convergent parallel design, explanatory sequential design, exploratory sequential design, and embedded design. (Creswell & Plano-Clark, 2011).

2. Explanatory Sequential Design

Ivankova, Creswell and Stick (2006) note that the use of mixed methods sequential explanatory design is very common among researchers. In this design, the main focus is on obtaining and analyzing quantitative data, with the collecting of qualitative data becoming later in the study. Quantitative data and its results give a wide comprehension, while qualitative data delves into the specifics by examining the opinions of participants in a systematic manner (Creswell, 2003). The sequential explanatory design highlights the collection of quantitative data during its very first stage. However, depending on the main goals of the study, the focus can be on qualitative data, quantitative data, or both. (Ivankova et al., 2006).

3. Adopting Mixed Methods Research Design

The main reason to utilize mixed methods design in this research is to collect more detailed opinions of the instructors and students about World Englishes and

native and non-native accents-related issues. In this research, it is aimed to get detailed knowledge by blending qualitative and quantitative data to obtain the attitudes of English language instructors and students via a questionnaire and semi-structured interview.

The present research was carried out by collecting quantitative data and qualitative data. In the first part of the research, quantitative data were collected via the questionnaire that was adopted from Marie Arrieta's study (2017). The purpose of this part was to understand views of language instructors and students about World Englishes and native and non-native speakers. The quantitative data was analyzed in the first part.

In the second part, the qualitative data were collected with semi-structured interview. Yet, there was also some qualitative data in the first part of the study gained through 2 open-ended questions: one for students and one for teachers. The semi-structured interview questions, both for instructors, were adopted from Patrick Rousseau's study (2012).

Both qualitative and quantitative data are equally valuable in this study, and neither has priority on the other. As Morgan (1998) says, the selecting between the two depends on the researcher's opinions.

C. Selecting Participants

The utilized method was convenience sampling, a particular type of non-probability sampling that involves collecting data from accessible population members who are eager to take part in the study. Hence, the selected participants were chosen in a manner that agreed with the conditions. The language instructors and students at a preparatory school were chosen to conduct the study. They were available and eager to take part in the study. The number of participants was 132. 32 of them were instructors and 100 of them were students. Only voluntary instructors and students took part in the study.

D. Research Setting

This study was carried out in the preparatory school of a foundation university in Istanbul, Turkiye during the academic year of 2023-2024. Before

conducting the study, the researcher first got the permission of the Istanbul Aydin University Ethics Committee. Then, the researcher got the permission of the School of Foreign Languages where the study was conducted by submitting the necessary documents.

In preparatory school, according to results of the exams, students are placed in groups: A1, A2, B1 and B2. In each group students learn English according to their level. Every 8 weeks according to their performance and the exam results, students' levels change after an exam. When students finish preparatory school, they are expected to be B2 level.

Non-NEST instructors teach at the preparatory school. There are 43 language instructors who actively teach at the school, and 7 of them are from different countries. There is no fixed course distribution for any instructor, allowing them the flexibility to present courses at all levels.

E. Participants

The participant who took part in the study were 32 English language instructors who work at preparatory school in Istanbul, Turkiye. Four of the instructors are from different countries. Also 100 students took part in the study, and they were B1 and B2 level students at the same university. Some of the students were also from different countries. To select participants, convenient sampling method was utilized.

The quantitative data were gathered from 32 instructors, and three of them are from different countries. Online link of the questionnaire was sent to the 39 instructors via their institutional e-mail addresses. Seven of the instructors didn't answer the questions. They didn't say anything about this issue.

Qualitative data were gathered from 14 of these instructors and two of them were from other countries. They teach English at different levels during the year. Participants' ages span from 20 to 50, and they hold different mother tongues, mostly Turkish. They have different years of teaching experience in Turkiye and in different countries and university degrees.

The quantitative data were gathered from 100 students from Turkiye and different countries. The survey link was distributed to students via MS Teams and

the link was also sent to their advisor teachers so that they could share the link with the students.

F. Data Collection Tools

The methods and instruments that were utilized in the research were questionnaire and semi-structured interview. To prevent any research bias in the study, both questionnaire and semi-structured interviews were used.

Table 1 Data Collection Tools of the Study

Data Collection Tool	Procedure and Product
Questionnaire	Close-ended questions related to World Englishes Voluntary participants (100 students and 32 teachers) Quantitative data The data were analyzed via SPSS 29 Descriptive statistics
Semi-Structured Interview	Pre-determined questions about World Englishes and Native and non-native speakers Voluntary participants (14 teachers) Interviews via MS Teams Transcripts and Thematic analysis

1. Questionnaire

A questionnaire is often employed instrument for collecting data (Munn &n Drever,1990). Brown (2001) says that questionnaires as written documents that include a series of questions or claims, to which participants are expected to give written or selected answers. Mackey and Gass (2005) claim that questionnaires assist data collecting by enabling individuals to express their opinions on a problem.

The online questionnaire which was used to explore the attitudes and perceptions of English language instructors and students about World Englishes and native and-non-native accents was adapted from Marie Arrieta's (2017) study. Before answering to any of the questions in the surveys, all participants gave their consents. Furthermore, it is stressed that participation is on a voluntary basis and the data that was collected from the questionnaire is assured to be confidential and it will solely be used for scientific purposes. The questionnaire was used in English which was its original language. It was suitable for B1 and B2 students' level. That is why B1 and B2 level students were preferred in the study. The explanation for using a questionnaire in this study, as claimed by Aldridge and Levine (2001), was its

capacity to have a large amount of data quickly. The aim of the questions in the questionnaire was to understand the attitudes and perceptions of English language instructors and students about World Englishes and native and non-native accents.

There were 15 questions in the students' questionnaire. In the first part of the questionnaire, there were three questions about demographics. The aim of these questions was to investigate the potential differences and connections among these variables on the views of World Englishes and to provide more detailed descriptive findings about the participants in the present study. In the second part, there were 12 Yes/No questions before and after watching the video. After the tenth question, students watched a video, named World Englishes on TED (https://www.youtube.com/watch?v=LBYsuohdKs4) about different accents. The video is a set of TedTalk presentations given by English speakers from all three Circles of World Englishes and put on YouTube. After watching the video, students answered 5 questions. The exact 4-minute video was utilized in both instructors' and students' questionnaires for its ability to explain or improve awareness of WE in a direct manner, thus boosting comprehension within the participants.

The teacher surveys involved a mixture of Yes/No and Likert scale questions, along with two demographic questions on age and gender. There were nine pre-video questions and seven post-video questions. The teachers also watched the same TED video as the students. The video was used to explain or improve awareness of WE directly, thus boosting comprehension among the participants.

2. Semi-structured Interview

According to Creswell (2012) an interview as a research instrument in which a researcher gives questions to individuals or groups and records their replies for the aim of boosting understanding during data analysis. The three core forms of interviews are structured, unstructured and semi-structured. Structured one includes the use of predetermined questions to obtain significant data from individuals, while unstructured one includes spontaneous conversations that provide unexpected data for researchers (Mackey & Gass,2005).

Semi-structured interviews include a set of questions that are utilized to examine a topic or problem, but without specific language or a specific order of questions (Mackey & Gass, 2005). Galletta (2013) claims that these interviews are

adaptable as they are efficiently designed to collect data about study topics while enabling participants the chance to express their opinions using their own language. The reason for adopting a semi-structured interview in this study, was to offer a flexible dialogue that would allow the participant to give more deeper insights into the research topic.

The study's researcher carried out semi-structured interviews with instructors. There were eight questions for teachers. Instructors' part was conducted with 14 instructors from Expanding Circle countries, with two different nationalities respectively Turkish (n=12) and Iranian (n=2). The interviews lasted 8 to 15 minutes. The interview with each instructor took place after completing the questionnaire. The interviews were done via MS Teams application at a mutually agreed time to minimize some problems about noise and anxiety. Furthermore, the live transcription feature of MS Teams was used to analyze the data more carefully with the participants' consent.

The questions discussed in the interviews are related to those in the questionnaires because interviews foster interaction and provide researchers with extra data when the first data is not adequate (Mackey & Gass, 2005). The interviews investigate participants' in-depth opinions about World Englishes, native and non-native speakers and Native English-Speaking Teachers and non-Native English-Speaking Teachers.

G. Data Collection Procedure

After checking the surveys and interview questions, firstly an online version of the questionnaire was created by using Google Forms. Google Forms is a licensed and reliable tool that is easy to use. After getting permission from the Istanbul Aydın University Ethics Committee, the permission was also got from School of Foreign Languages department. The researcher distributed the online link of the questionnaire to teachers via their institutional e-mail addresses. Students' questionnaire was sent to their advisor teachers and the teachers shared the link with the students during the lessons, also the link was sent to some students via MS Teams. Before the survey, a permission form was provided that involved a brief overview of the study protocol. The form clearly stated that any information gained would be kept in strict confidence and only used for research purposes. After accepting to take part, the

participants answered to the survey questions, which took 12-15 minutes. The duration of the data collection was six weeks.

After the online questionnaire, the researcher carried out a semi-structured interviews with teachers. The interviews were conducted in English. During the interview each participant was given information about the ethical issues. All of the interviews were conducted via MS Teams. MS Teams' live transcription feature was used for each interview. The interviews had no time limitations as its aim was to obtain in-depth information on their perspectives and viewpoints. Whilst the interview questions were predetermined, the researcher enabled participants to share their opinions freely on related topics without any limitation.

H. Procedures of Data Analysis

1. Analysis of the Quantitative Data

In this study, Statistical Package for Social Sciences (SPSS) edition 29 was used to analyze the quantitative data. SPSS is a software program that brings various programs together for the aim of analyzing data, particularly in the area of social and behavioral sciences (Landau & Everitt, 2004). Both for students' and teachers' answers, frequency analyses were done for each question. Also, a chi-square test was done for students' answer to deep dive into their answers according to their gender, age, nationality, having been abroad and having friends from different countries.

2. Analysis of Qualitative Data

Creswell (2014) states that, the main goal of qualitative data analysis is to uncover the importance of textual and imagery data. He (2007) also points out that, the mail elements for analyzing data in qualitative research includes mainly preparing and organizing the data, then classifying it, and ultimately presenting it in tables, figures, or discussions.

To analyze qualitative data collected via Interviews, thematic analysis was utilized. Thematic analysis is a method utilized to analyze qualitative data, allowing researchers to systematically categorize the data. Furthermore, it helps individuals in providing material in a comprehensive manner and correctly shows their judgements (Boyatzis, 1998).

The reason for using thematic analysis, as stated by Guest, MacQueen and Namey (2012), is that it extends beyond mere word or phrase counting and involves the active participation and comprehension of the researcher in the study. As each interview was transcribed, the comments and ideas of each participant were carefully listened and transcribed using MS Teams, sentence by sentence. The data was then categorized according to the main themes that were associated with the interview questions.

I. Ethical Considerations

During the whole step of the investigation, the researcher adhered to the ethical principles governing study in the area of social sciences.

J. Chapter Summary

The primary idea of this research was to examine the attitudes and perceptions of teachers and students towards World Englishes. The starting point of this research was the growing demand noticed in response to changing world conditions and the situation of English in the world.

This study intended to assess the general perceptions of teachers and students at the tertiary level by conducting research using questionnaires and interviews. This study utilized a mixed methods research design as it combined mixed methods research techniques in single unified research.

Teachers and students were participants from a private university in Istanbul, Turkiye. There were 32 teachers and 100 students of different ages and nationalities. First, two different questionnaires were used both for teachers and students. After that, interviews were done via MS Teams with 14 teachers.

IV. FINDINGS

A. Introduction

This chapter demonstrates the findings collected from both qualitative and quantitative analysis which were gathered through questionnaires and interviews with teachers.

B. Findings from Quantitative Data

This part demonstrates the findings collected from the quantitative data. The research questions guiding these parts are: 1- What perceptions and attitudes do EFL students at the tertiary level possess towards World Englishes? and 2- Do perceptions of EFL students differ based on their gender, age, nationality, having been abroad, or having friends from different countries? and 3- What perceptions and attitudes do EFL teachers at the tertiary level possess towards World Englishes? These findings are discussed for each item of the questionnaire to see the results in detail. Each questions' frequency and percentages can be seen in the tables below. Before the tables, the answers' meanings, and their numbers according to the analysis can be found below.

1. Findings from Students' Data

The frequency distribution of the participant students' age is revealed in Table 2 below.

Table 2: Age of Students

		Frequency	Percent	Valid Percent
Valid	18-23	93	93,0	93,0
	24-29	5	5,0	5,0
	30-35	1	1,0	1,0
	36-40	1	1,0	1,0
	Total	100	100,0	100,0

As it can be seen in the Table 2 above, 93 participants (93%) are aged between 18-23, 5 participants are aged between 24-29 (5%), 1 participant (1%) is

aged between 30-35 and 1 participant (1%) is aged between 36-40.

The above findings show us that the majority of the student participants (98%) are between 18 – 29. They are young adults.

The frequency distribution of the students' gender is revealed in Table 3 below.

Table 3: Gender of Students

		Frequency	Percent	Valid Percent
Valid	Female	55	55,0	55,0
	Male	45	45,0	45,0
	Total	100	100,0	100,0

As it can be seen in the table 3 above, 55% of the participants are female and 45% of them are male. Comparatively there is a balance between the participants.

The frequency distribution of the students' nationality is revealed in Table 4 below.

Table 4: Nationality of Students

		Frequency	Percent	Valid Percent
Valid	Turkish	77	77,0	77,0
	Syrian	7	7,0	7,0
	Uzbekistani	3	3,0	3,0
	Iraqi	3	3,0	3,0
	Palestinian	2	2,0	2,0
	Nigerian	2	2,0	2,0
	Yemeni	2	2,0	2,0
	Libyan	1	1,0	1,0
	Burkinabe	1	1,0	1,0
	Egyptian	1	1,0	1,0
	Congolese	1	1,0	1,0
	Total	100	100,0	100,0

According to the Table 3 above, 77% of the participants are Turkish. 23% of them are from other countries.

The frequency distribution of the students' having been abroad is revealed in Table 5 below.

Table 5: Having been Abroad

		Frequency	Percent	Valid Percent
Valid	No	64	64,0	64,0
	Yes	36	36,0	36,0
	Total	100	100,0	100,0

According to Table 5 above, 64% of the participants haven't been abroad and 36% of them have been abroad before.

The frequency distribution of the students' having friends from different countries is revealed in Table 6 below.

Table 6: Having Friends from Different Countries

		Frequency	Percent	Valid Percent
Valid	Yes	78	78,0	78,0
	No	22	22,0	22,0
	Total	100	100,0	100,0

As it can be seen in the table 6 above, 78% of the participants have friends abroad and

22% of them do not have friends abroad.

Student answers were gathered and later codified for analysis utilized numbers. The

numbers and codes can be found below.

For questions 8, 10, 12, and 14; Yes (1), No (2). For question 7 Speaking well enough so

that other people do not know English is not my first language (1) and speaking well enough so that other people can understand me (2). For question 9; Yes (1), No (2) and My teachers already use materials with English speakers from around the world (3). For question 13; Speaking clearly enough that other people understand me (1), Sounding like I have been speaking English since I was born (2) and I am not sure (3). For question 15; Yes (1), No (2) and My teachers already use similar materials where I can hear other English accents (3).

C. General Findings for World Englishes for Each Item

Table 7: Respondents' Self-Perception of Having an Accent

		Frequency	Percent	Valid Percent
Valid	Sometimes	47	47,0	47,0
	Yes	36	36,0	36,0
	No	17	17,0	17,0
	Total	100	100,0	100,0

Item 6: The purpose of item 6 was to understand the participants perceptions related to their accents. 47% of the participants indicated that sometimes they speak with an accent, and 36% of them indicated that they speak with and Accent and 17% of them indicated that they don't speak with an accent. According to these findings, there is not a diversity between the participants related to accent perception. Also, from these findings it can be inferred that most of the participants are aware of their accents.

Table 8: Respondents' Definitions of "Good Pronunciation"

		Frequency	Percent	Valid Percent
Valid	Speaking well enough so that other people do not know English isn't my first language.	78	78,0	78,0
	Speaking well enough so that other people can understand me.	22	22,0	22,0
	Total	100	100,0	100,0

Item7: The purpose of item 7 was to figure out participants attitudes related to ''good pronunciation'' from two different perspectives; ''Speaking well enough so that other people do not know English isn't my first language'' and ''Speaking well enough so that other people can understand me''. 78% of the participants responded as ''Speaking well enough so that other people don't know English isn't my first language'' and 22% of the participants responded as 'Speaking well enough so that other people can understand me''. According to these responses, most of the students (78%) think that their pronunciation should nearly be as a native speaker and 22% of them think that pronunciation is not that significant, and the only important think is communication for them.

Table 9: Interest in Learning About Global English Pronunciations

		Frequency	Percent	Valid Percent
Valid	Yes	74	74,0	74,0
	No	26	26,0	26,0
	Total	100	100,0	100,0

Item 8: Item eight was about understanding the participants perceptions about learning different pronunciations of English. 74% of the participants responded as yes for the question and 26% of them responded as no. According to these responses, it can be understood that most of the students are open to learn different pronunciations of English around the world.

Table 10: Preference for Inclusion of Global English Speakers in Teaching Materials

		Frequency	Percent	Valid Percent
Valid	Yes	53	53,0	53,0
	My teachers already use materials with English speakers from around the world.	34	34,0	34,0
	No	13	13,0	13,0
	Total	100	100,0	100,0

Item9: The aim of this item was to understand if the students want their teachers to use materials about World Englishes or not. 53% of the students want their teachers to use these kinds of materials, and 34% of the students responded as ‘’My teachers already use materials with English speakers from around the world’’ and 13% of the students don’t want their teachers to use materials about World Englishes. 87% of the students have positive attitudes about using materials about World Englishes, or they claim that they have already used some materials related to different Englishes. According to those responses, it can be understood that participants have a willing to know more about different accents and cultures around the world.

Table 11: Perceived Success in the English-Speaking World Despite Pronunciation Challenges

		Frequency	Percent	Valid Percent
Valid	No	79	79,0	79,0
	Yes	21	21,0	21,0
	Total	100	100,0	100,0

Item 10: This item was questioning the ideas of participations about being successful in an English-speaking world even if they don't understand the pronunciation of other speakers. 79% of the participants responded as ''No'' so they believe that they have to understand the pronunciations fully to be successful and 21% of them responded as ''Yes'' which means to be successful, they don't have to understand the speakers' pronunciation fully. Most of the participants believe that pronunciation is important for success.

Questions 11,12,13,14, and 15 were answered after watching a video about World Englishes. There were no correct or wrong answers to these questions. The aim was to understand the perceptions and attitudes of the students regarding World Englishes.

Question 11 was an open-ended question. Students wrote the accents that they heard in the video.

Item 11: What types of English pronunciations did you hear in the video? (It is not important to list every pronunciation variety ("accent"), or to get the varieties "right." I am interested in learning if you can identify any varieties besides American English. Please list as many as you can.

Item 11 aimed to understand participants' understandings of the English accents and pronunciation they noticed in the video they watched. The responses indicated that participants heard a wide range of different accents.

British and Indian accents are both cited as being among the most frequently mentioned. This shows that these two accents have a greater influence or are more recognizable in the video. Besides British and Indian accents, most of the participants also mentioned American, Turkish, and African after British and Indian accents. These answers demonstrate that participants could hear different kinds of accents.

Table 12: Importance of Learning Different English Pronunciations

		Frequency	Percent	Valid Percent
Valid	Yes	77	77,0	77,0
	No	23	23,0	23,0
	Total	100	100,0	100,0

Item 12: The idea of item 12 was nearly the same as item 8. The item was questioning the participants ideas about learning the other accents of English. 77% of the participants responded as ‘’Yes’’ and 23% of the participants responded as ‘’No’’. According to these responses, it can be said that most of the participants has positive attitudes on learning the way of other people speak English.

Table 13: Perceptions of ‘’Good Pronunciation’’

		Frequency	Percent	Valid Percent
Valid	Sounding like I have been speaking English since I was born.	63	63,0	63,0
	Speaking clearly enough that other people understand me.	24	24,0	24,0
	I’m not sure.	13	13,0	13,0
	Total	100	100,0	100,0

Item 13: The idea of item 13 was nearly the same as item 7. The item was questioning the perceptions on ‘’good pronunciation’’. 63% of the participants responded as **‘’**Sounding like I have been speaking English since I was born.’’ which means that, the participants should sound like a native speaker while speaking, and 24% of the participants responded as ‘’Speaking clearly enough that other people understand me.’’ which means if other people understand them while they are speaking then there is no problem about the way they speak, the important thing is communication. 13% of them responded as ‘’I’m not sure.’’ which means they are not sure about ‘’good pronunciation’’.

Table 14: Success in the English-Speaking World Despite Having an Accent

		Frequency	Percent	Valid Percent
Valid	Yes	81	81,0	81,0
	No	19	19,0	19,0
	Total	100	100,0	100,0

Item 14: The aim of item 14 was questioning the ideas of participations about being successful in an English-speaking world even if they have an accent. 81% of the participants responded as ‘’Yes’’ and 19% of the participants responded as ‘’No’’. Most of the participants has a positive attitude on speaking with accents.

Table 15: Preference for World Englishes Materials in Class

		Frequency	Percent	Valid Percent
Valid	Yes	51	51,0	51,0
	My teachers already use similar materials where I can hear other English accents.	34	34,0	34,0
	No	15	15,0	15,0
	Total	100	100,0	100,0

Item 15: Item 15 was similar to item nine. The aim of this item was to understand if the students want their teachers to use materials about World Englishes or not. 51% of the participants responded as ''Yes'' and 34% of the participants responded as **''**My teachers already use similar materials where I can hear other English accents.'' 15% of the participants responded as ''No''. 85% of the participants has a positive attitude on using World Englishes materials in classroom or they believe that they have already been using these kinds of materials. It can be inferred from the findings that; participants are open to different accents. Item nine also has the same results as item 15.

D. Student Perceptions Based on Gender, Age, Nationality, Having Been Abroad and Having Friends from Different Countries

This part demonstrates the attitudes of students according to their gender, age, nationality, having been abroad or having friends from different countries. Chi Square test was used to analyze the data.

According to Güngör and Bulut (2008) Chi-Square test examines the importance of the difference between the observed frequencies in the categories which contain the given variables and the predicted frequencies in those categories. The chi-square analysis is used to assess the relationship between two different qualitative variables (Güngör and Bulut, 2008). The null hypothesis shows that the two criteria are unrelated, while the alternative hypothesis indicates that there is a relevant correlation between the two criteria (Güngör and Bulut, 2008).

E. Student Perception Based on Their Gender

This part shows if there is a relation between students' gender and perceptions about World Englishes.

Table 16: Importance of Learning Different English Pronunciations by Gender

			Male	Female	
Is it important for you to learn about the way other people speak English?	Yes	Count	34	43	77
		% within Gender	75,6%	78,2%	77,0%
	No	Count	11	12	23
		% within Gender	24,4%	21,8%	23,0%
Total		Count	45	55	100
		% within Gender	100,0%	100,0%	100,0%

According to this crosstabulation above, a total of 100 students participated in the survey and 45 of them are male, 55 of them are female. According to 75,6% of the male participants learning about the way of other people speak English is important, and 24,4% of the male participants think that it is not important. According to 78,2% of the female participants learning about other people speak English is important, while 21,8% of the female participants think it is not important. In general, 77% of the participants responded as ‘’yes’’ and 23% of them responded as ‘’no’’.

Both genders demonstrate a general attitude to have knowledge about learning the way other people speak English. However, women show more eager for this perspective, with 78,2% opposing to 75,6% among men. Even though, the difference is little, it can be said that women may show a somewhat more desire towards learning.

Table 17: Chi-Square Tests of Gender

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,096[a]	1	,756		
Continuity Correction[b]	,005	1	,943		
Likelihood Ratio	,096	1	,756		
Fisher's Exact Test				,814	,470
Linear-by-Linear Association	,095	1	,757		
N of Valid Cases	100				

It can be seen in the table above that, Pearson Chi-Square value is 0.096. This value suggests that there is not statistically association between gender and the eagerness to learn different English accents, because p-value passes 0.05, it is impossible to reject the null hypothesis, which implies that there is no association between the two variables. To support these findings, Fisher’s Exact Test can also be

seen in the table. Fisher's Exact Test is utilized when cell frequencies are low, the results of this test indicate that there is not statistically correlation between gender and the eager to learn English accents of other people. Both tow-sided and done-sided test confirm that null hypothesis cannot be rejected.

In general, these findings demonstrate that there is not statistically relation between gender and participants' attitudes about World Englishes.

F. Student Perceptions Based on Their Age

This part shows if there is a relation between students' ages and perceptions about World Englishes.

Table 18: Interest in Learning Global English Pronunciations by Age

			Would you like to learn about English pronunciations from around the world?		Total
			Yes	No	
Age	18-23	Count	70	23	93
		% within Would you like to learn about English pronunciations from around the world?	94,6%	88,5%	93,0%
	24-40	Count	4	3	7
		% within Would you like to learn about English pronunciations from around the world?	5,4%	11,5%	7,0%
Total		Count	74	26	100
		% within Would you like to learn about English pronunciations from around the world?	100,0%	100,0%	100,0%

Participants aged between 18-23 years are the majority of the respondents in the survey, including 93%, display the highest level of interest, with 94.6% answering positively, in learning English pronunciations, and only 88,5% of them answered negatively. It can be inferred that; this age range has the highest level of interest for learning new accents. In the survey there is only 1 participant who is aged between 30-35 years and, 1 participant who is aged between 36-40 years old. To have a more clear and exact idea about this Chi-Square test, those participants were added to 24-29 aged group and chi-square analysis were conducted according to a

new group which is participants aged between 24-40. Participants aged between 24-40 form 7% of the participants and 5,4% of them responded as ‘’Yes’’ and 11, % of them answered as ‘’No’’ It can be inferred that, this age range has the lowest level of interest for learning new accents. In total, 74 participants responded as ‘’yes’’ and 26 participants responded as ‘’no’’.

Table 19: Chi-Square Tests of Age

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,112[a]	1	,292		
Continuity Correction[b]	,369	1	,543		
Likelihood Ratio	1,009	1	,315		
Fisher's Exact Test				,372	,260
Linear-by-Linear Association	1,101	1	,294		
N of Valid Cases	100				

According to this table above, Pearson Chi-Square is 1.112; p=0.292. This value implies that there is no significant variance between age groups about their desire to learn different English pronunciations. Due to the p-value, the importance level of 0.05, we cannot reject the null hypothesis. In order to support the identified outcomes, Fisher’s Exact Test was also used. Fisher’s Exact Test is utilized when cell frequencies are low, and these results show that there is no important association between the two variables. The results from both two-sided and one-sided tests give p-values greater than 0.05, implying that there is no statistically important correlation between the two variables. Based on these proofs, it can be inferred that, the null hypothesis, which shows no link between the variables, cannot be rejected.

As a result, the analysis showed that there is no significant variation between age groups on their desire to learn different English accents. However, these findings may need testing via a broader and more diverse population.

G. Student Perception Based on Nationality

This part is about nationality and attitudes towards learning different English accents from around the world.

Table 20: Interest in Learning Global English Pronunciations by Nationality

			Would you like to learn about English pronunciations from around the world?		Total
			Yes	No	
Nationality	Turkish	Count	54	23	77
		% within Would you like to learn about English pronunciations from around the world?	84,4%	95,8%	87,5%
	Other Nationalities	Count	20	3	23
		% within Would you like to learn about English pronunciations from around the world?	15,6%	4,2%	12,5%
Total		Count	74	26	100
		% within Would you like to learn about English pronunciations from around the world?	100,0%	100,0%	100,0%

100 students from different nationalities participated in this survey, respectively: 77 Turkish, three Uzbekistani, seven Syrian, one Libyan, two Palestinian, two Nigerian, three Iraqi, one Burkina, one Egyptian, one Congolese and two Yemeni. To get a clear result from Chi-Square Test, students distributed into two groups: Turkish and Other Nationalities.

According to the table, 72,97%(n=54) of the Turkish participants are willing to learn different accents and 88,46% (n=23) of them are not willing to learn about other Englishes. On the other hand, 27,03%(n=20) of other nationalities are willing to learn World Englishes, and 11,54% (n=3) of the participants aren't willing to learn about World Englishes. Overall, 74 participants responded as ''Yes'' and 26 participants responded as ''No''.

Turkish participants display a greater interest in learning about World Englishes when compared to other nationalities because majority of them responded as ''Yes''. Overall, 87,5% of the participants think that learning different Englishes is important.

Table 21: Chi-Square Tests of Nationality

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,805[a]	1	,179		
Continuity Correction[b]	1,805	1	,179		
Likelihood Ratio	1,960	1	,161		
Fisher's Exact Test				,352	,174
Linear-by-Linear Association	1,960	1	,161		
N of Valid Cases	100				

Pearson Chi-Square Test gives the p-value as 0,179, it can be understood that, at a significance level of 5%, there is not statistically association between nationality and the eager to learn different accents of English. On the other hand, Fisher's exact Test results also displays that there is no correlation between nationality and eager to learn World Englishes.

In general, these results demonstrate that, the nationality of participants does not have a significant effect on their attitudes. Considering the p-value for the statistical tests were higher than the significance level of 0.05, hypothesis cannot be rejected, there is no association between the two variables. These findings imply that, nationality should not be viewed as an important element.

H. Student Perceptions Based on Having Been Abroad

Table 22: Interest in Learning Global English Pronunciations by Experience of Being Abroad

			Abroad		Total
			Yes	No	
Would you like to learn about English pronunciations from around the world?	Yes	Count	29	45	74
		% within Abroad	80,6%	70,3%	74,0%
	No	Count	7	19	26
		% within Abroad	19,4%	29,7%	26,0%
Total		Count	36	64	100
		% within Abroad	100,0%	100,0%	100,0%

According to this table above, in total 100 students participated in survey. The table is about the relation between having been abroad and learning about different English accents. 80,6%(n=29) of the participants who wanted to learn different English accents have been abroad before, and 70,3% (n=45) of these

participants who wanted to learn different English accents have not been abroad before.

19,4%(n=7) of the participants who have been abroad before didn't want to learn different accents of English, and 29,7% (n=19) of these participants who didn't want to learn English, haven't been abroad before.

Among the participants who have been abroad before seems to have the highest percentage to learn different English accents. This demonstrates that living or studying in another country may affect the students' perceptions towards world Englishes. On the other hand, participants who have not visited other countries before stands at 70,3%, showing an important level of desire, yet lower than that noticed among participants who have traveled before.

Table 23: Chi-Square Tests of Having Been Abroad

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,256[a]	1	,262		
Continuity Correction[b]	,780	1	,377		
Likelihood Ratio	1,295	1	,255		
Fisher's Exact Test				,344	,189
Linear-by-Linear Association	1,244	1	,265		
N of Valid Cases	100				

This test analyzes the level of independence between two categorical variables. According to calculated p-value of 0.262 it can be deduced that, there is no statistically important association between the two variables at a significant level of 5%. There was no relation found between having been abroad and the desire to learn different English accents. Also, according to results of Fisher's Exact Test, p-value is above the 0.05 so statistically there is no relationship between having been abroad and attitudes towards World Englishes.

I. Student Perception Based on Having Friends from Different Countries

Table 24: Importance of Learning Different English Pronunciations by Having Friends from Different Countries

			Friends		Total
			Yes	No	
Is it important for you to learn about the way other people speak English?	Yes	Count	58	19	77
		% within Friends	74,4%	86,4%	77,0%
	No	Count	20	3	23
		% within Friends	25,6%	13,6%	23,0%
Total		Count	78	22	100
		% within Friends	100,0%	100,0%	100,0%

This chart displays a comparison between the attitudes of participants who have friends from different countries and those who do not, concerning the value of learning about different accents of English. According to the table above, 74,4% (n=58) of the participants who has friends, have a willing to learn about the way other people speak English, and 86,4(n=19) of the participants who don't have a friend from different country also have a willing to learn different accents of English. On the other hand, 25,6% (n=20) of the participants who have friends from different countries have no eager to learn about different accents. 13,6%(n=3) of the participants who do not have a friend from different country has no eager to learn about different accents of English.

77% of the participants think that it is important to learn about World Englishes yet, 23% of them don't think it is important to learn about World Englishes. One interesting point is that participants who doesn't have friends from other countries (86,4%) show more interest to learn about World Englishes comparing to those (74,4%) who have friends abroad. According to results, social environment may decrease the motivation of learning different accents.

Table 25: Chi-Square Tests of Having Friends from Different Countries

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,396[a]	1	,237		
Continuity Correction[b]	,801	1	,371		
Likelihood Ratio	1,524	1	,217		
Fisher's Exact Test				,389	,187
Linear-by-Linear Association	1,382	1	,240		
N of Valid Cases	100				

In the table p-value displayed as 0.237, it may be concluded that there's not statistically correlation between the two variables at a significance level of 5%. There was no association detected between having friends from different countries and the willing to learn different accents of English. Fisher's Exact test also displays that, there is not a meaningful association between the variables. Overall, findings demonstrate that there is no correlation between having friends from different countries and willing to learn World Englishes. According to the p-values for the statistical tests were higher than the significant level of 0.05, we cannot reject the hypothesis that there is no association between two variables. These results show that participants' social environment does not have an effect on their desire to learn World Englishes.

J. Summary of Students' Findings

The majority of the student participants are young adults aged 18-23, with a balanced gender distribution of 55% female and 45% male. Most students are Turkish, while the remaining participants are from different countries. A significant portion of the students have never been abroad, and the majority have friends from different countries.

Regarding accent and pronunciation perceptions, nearly half of the participants sometimes speak with an accent, while a smaller part consistently acknowledges having an accent or believes they do not have one. Most students equate good pronunciation with speaking in a way that does not reveal their non-native status, although some prioritize being understood over sounding native. A large majority of students are open to learn different English pronunciations, and

many would like their teachers to use more materials featuring global English speakers.

When it comes to success and pronunciation, a significant majority believe that understanding native pronunciation is crucial for success in the English-speaking world, although a smaller group disagrees. After watching video material about World Englishes, students demonstrated increased awareness and understanding of various English accents.

In terms of demographic influences, both genders show high interest in learning about other English accents, with no significant difference between males and females. Younger participants (18-23) display the highest interest in learning different pronunciations, while older participants show less interest. Nationality does not significantly affect attitudes, with Turkish participants showing slightly more interest than others. Participants who have been abroad show more interest in learning different accents compared to those who have not, although the difference is not statistically significant. Interestingly, students without friends from different countries show more interest in learning about different accents compared to those with friends from different countries.

Overall, the chi-square tests indicate that demographic factors such as gender, age, nationality, travel experience, and having friends from different countries do not significantly influence students' perceptions and attitudes towards learning different English accents and pronunciations. This suggests that students' interest in World Englishes is relatively uniform across different demographic groups.

1. Findings from Teachers' Data

32 EFL teachers working at a private university in Turkiye participated in this study. Teacher answers were gathered and later codified for analysis utilized numbers. The numbers and codes can be found below.

For questions 3,4,5,7,11,1213, and 15; *Very important (1), Somewhat unimportant(2), Somewhat important(3),Very important (4),* for questions 6,8 and 16; *Completely untrue (1),Somewhat untrue(2),Somewhat true (3),Completely true (4),* for question 9; *That they speak well enough so you can't tell they are ESL speakers. (1), That they speak well enough so that they can be understood (2), Other. (3),* for questions 10 and 14; *Yes (1), No (2).*

K. General Findings for World Englishes for Each Item

Table 26: Importance of Training and Learning About World Englishes and Non-Native Pronunciations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	15	46,9	46,9	46,9
	Somewhat unimportant	6	18,8	18,8	65,6
	Very important	6	18,8	18,8	84,4
	Very unimportant	5	15,6	15,6	100,0
	Total	32	100,0	100,0	

Item 3: The purpose of item 3 was to understand if it is important for teachers to get training about World Englishes or non-native pronunciations. The teachers' responses are presented in percentages and frequencies in the table above. 46,9% of the teachers responded as ''somewhat important' 'for this item. They are in the middle of getting a training about World Englishes or not

Table 27: Perceived Importance of Teacing World Englishes Pronunciations to ESL Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	19	59,4	59,4	59,4
	Somewhat unimportant	8	25,0	25,0	84,4
	Very unimportant	4	12,5	12,5	96,9
	Very important	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

Item 4: The purpose of item 4 was to understand if teaching World Englishes and its pronunciations is important or not. Again 59,4% of the teachers responded as'' somewhat important'' for the item. They are again in the middle of teaching it.

Table 28: Importance of Training in World Englishes and Non-Native Pronunciations for Professional Development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	16	50,0	50,0	50,0
	Very Important	7	21,9	21,9	71,9
	Somewhat unimportant	6	18,8	18,8	90,6
	Very unimportant	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

Item 5: Item 5 was again getting a training about World Englishes. 50% of the teachers responded as ‘’Somewhat important’’ one more time. From these responds it can be seen that there is a consistency.

Table 29: Perception of Success for ESL Speakers Despite Pronunciation Understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat true	20	62,5	62,5	62,5
	Somewhat untrue	8	25,0	25,0	87,5
	Completely untrue	2	6,3	6,3	93,8
	Completely true	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

Item 6: Item 6 was about being successful even if a person does not fully understand the accents and pronunciations of English. 62,5% of the teachers responded as ‘’somewhat true’’ for this question. According to these responds most of the teachers believe that even somebody does not fully understand an accent, or a pronunciation can still be successful in an English-speaking world.

Table 30: Importance of Incorporating World Englishes Perspectives into Teaching Practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	15	46,9	46,9	46,9
	Somewhat unimportant	9	28,1	28,1	75,0
	Very Important	7	21,9	21,9	96,9
	Very unimportant	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

Item 7: Item 7 was about covering World Englishes perspectives in the lesson, materials or practices. 46,9 % of the teachers responded as ‘’somewhat important’’ for the item. It can be understood that covering World Englishes is slightly important for most of the teachers.

Table 31: Perception of Success for ESL Speakers with an Accent in the English-Speaking World

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely true	17	53,1	53,1	53,1
	Somewhat true	13	40,6	40,6	93,8
	Completely untrue	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

Item 8: This item was questioning if the English speakers can be successful even if they have accents. From the answers it can be seen that 53,1% of the teachers responded as ‘’completely true’’. According to this percentages it can be understood that even if somebody has an Accent, that person can be successful in an English-speaking world. ‘’Somewhat untrue’’ section was selected by nobody. That is why it wasn’t shown in the table by SPSS.

Table 32: Definition of ‘’Good Pronunciation’’ for ESL Speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	That they speak well enough so that they can be understood.	28	87,5	87,5	87,5
	That they speak well enough so you can’t tell they are ESL speakers.	4	12,5	12,5	100,0
	Total	32	100,0	100,0	

Item 9: Item 9 aimed to find out teachers’ ideas about good pronunciation. 87,5 percent of the teachers responded as ‘’That they can speak well enough so that they can be understood’’. It can be understood that most of the teachers consider that if somebody can be understood when they speak English then there is not a problem about the pronunciation. Third section ‘’Other’’ was selected by nobody. That is why it wasn’t shown in the table by SPSS.

Questions 10,11,12,13,14,15, and 16 were answered after watching a video about World Englishes. There were no correct or wrong answers to these questions. The aim was to understand the perceptions and attitudes of the teachers about World Englishes.

Table 33: Perceived Benefit of World Englishes Video Material in the Classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	29	90,6	90,6	90,6
	No	3	9,4	9,4	100,0
	Total	32	100,0	100,0	

Item 10: Item 10 was questioning if the video is a useful material for the lessons. 90,6 of the teachers responded as ’’Yes’’ for the question. While answering item 7 the answer was in between about using a material about World Englishes. In this question, teachers considered using a material about World Englishes would be beneficial for the students.

Table 34: Importance of Learning About World Englishes and Non-Native Pronunciation Perspectives for Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	14	43,8	43,8	43,8
	Very important	10	31,3	31,3	75,0
	Somewhat unimportant	8	25,0	25,0	100,0
	Total	32	100,0	100,0	

Item 11: Item 11 was similar to item four. The aim was to understand if it is important for students to learn World Englishes pronunciation perspectives or not. The answer to this question is same as item four. 43,8% of the teachers responded as '' somewhat important''. It can be seen that there is a sconsistency.

Table 35: Personal Importance of Training in World Englishes and Non-Native Pronunciation Perspectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	13	40,6	40,6	40,6
	Very important	10	31,3	31,3	71,9
	Somewhat unimportant	7	21,9	21,9	93,8
	Very unimportant	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

Item 12: Item 12 was similar to three and five. The aim was to find out if it is important to get a training about World Englished or not. 40,6 of the teachers responded as '' somewhat important''. Most of the teachers had the same idea again.

Table 36: Importance of Familiarity with Global English Accents for Students' Success as English Speakers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	18	56,3	56,3	56,3
	Very important	7	21,9	21,9	78,1
	Somewhat unimportant	5	15,6	15,6	93,8
	Very unimportant	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

Item 13: The idea of item 13 was to figure out if there is a relation between knowing the other accents and students' success. 56,3% of the teachers responded as ''somewhat important'' as they answered in item six. Item six was similar to item 13 as well.

Table 37: Perception of ''Good Pronunciation'' by Speakers in the Video

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	84,4	84,4	84,4
	No	5	15,6	15,6	100,0
	Total	32	100,0	100,0	

Item 14: This item wanted to figure out teachers' ideas about good pronunciation as item nine. The only difference is this item questioned the pronunciations in the video. 84,4% of the teachers responded as ''yes'' for this question.

Table 38: Importance of Incorporating World Englishes Pronunciation Perspectives into ESL Curricula

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat important	18	56,3	56,3	56,3
	Very important	7	21,9	21,9	78,1
	Somewhat unimportant	6	18,8	18,8	96,9
	Very unimportant	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

Item 15: Item 15 was similar to item seven. Both of them were about incorporating World Englishes perspectives to the lessons or materials. 56,3% of the teachers responded as ''somewhat important''. Item seven was also responded as somewhat important. It can be seen that, there is a consistency.

Table 39: Belief in Students' Success as English Speakers Despite Having an Accent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Completely true	21	65,6	65,6	65,6
	Somewhat true	9	28,1	28,1	93,8
	Somewhat untrue	2	6,3	6,3	100,0
	Total	32	100,0	100,0	

Item 16: Item 16 was similar to item eight. Both items aimed to figure out if the students can be successful even if they have an accent or not. Most of the teachers, 65,6%, responded as '' completely true''. Their answer didn't change when compared with item eight.

L. Findings From Qualitative Data Analysis

This part demonstrates the findings collected from the qualitative data. The research question guiding this part is: 1- What perceptions and attitudes do EFL teachers at the tertiary level possess towards World Englishes? The qualitative data were gathered through semi-structured interview and there were eight questions. The questions were related to World Englishes, Native and Non-native speakers. To analyze qualitative data collected via Interviews, thematic analysis was utilized. Thematic analysis is a method utilized to analyze qualitative data, allowing researchers to systematically categorize the data. Furthermore, it helps individuals in providing material in a comprehensive manner and correctly shows their judgments (Boyatzis, 1998). The findings will be discussed under nine headings: *a)Importance of English for Global Communication and as a Communication Tool, b) English in professional life and as a profession, c) academic and educational significance of English d) cultural and daily life importance of English, e) mostly non-native communication, f) more comfortable with non-native speakers g) preference for native teachers in speaking and pronunciation h) teaching skills and effectiveness over nativeness, i) initiation and flexibility in languages.*

1. Importance of English for Global Communication and as a Communication Tool

10 teachers consider English important for global communication and as a tool for connecting with people worldwide. This theme is emphasized by teachers who see English as essential for professional and academic purposes.

Teacher 1: "English is very important for me because I am an English teacher... it is a tool to create communication between people from different countries."

Teacher 4: "English is quite important because... a way of communication."

Teacher 6: "English is very important... communicate with people all around the world."

Teacher 13: "English is important... key for communication these days."

2. English in Professional Life and as a Profession

Nine teachers highlight the importance of English in their professional lives, including teaching and connecting with the academic community. They also mention that English helps them earn a living.

Teacher 2: "It's so important for me because... connecting me to academia."

Teacher 5: "English is important for me... it has a significant role for all people."

Teacher 10: "English is very important... how I make money by teaching English."

Teacher 14: "English is very important... speaking English a lot every day."

3. Academic and Educational Significance of English

Seven teachers stress the significance of English for academic purposes, including reading and connecting with international scholars.

Teacher 2: "It's so important for me because... connecting me to academia."

Teacher 5: "English is important for me... it has a significant role for all people."

Teacher 8: "English is crucial for effective communication and understanding literature."

Teacher 9: "English is quite important... movies, songs, culture."

4. Cultural and Daily Life Importance of English

Six teachers mention the cultural aspects of English, including its role in daily life activities such as watching movies and listening to music.

Teacher 9: "English is quite important... movies, songs, culture."

Teacher 12: "English is really important... communicate in English by receiving media."

Teacher 13: "English is important... key for communication these days."

Teacher 14: "English is very important... speaking English a lot every day."

5. Mostly Non-Native Communication

12 teachers report that they mostly communicate in English with non-native speakers, primarily because their students are non-native English speakers.

Teacher 1: "I speak English with non-native speakers... sometimes with native speakers."

Teacher 5: "I usually communicate with non-native speakers."

Teacher 10: "Non-native speakers. I think always."

Teacher 12: "Non-native speakers, it's been quite some time since I last spoke to a native speaker."

6. More Comfortable with Non-Native Speakers

10 teachers feel more comfortable speaking English with non-native speakers, citing familiarity and a non-judgmental environment as reasons.

Teacher 2: "More comfortable with non-natives."

Teacher 3: "Feel more comfortable with non-natives."

Teacher 7: "Feel more comfortable with non-native speakers."

Teacher 10: "More comfortable with non-native speakers."

7. Preference for Native Teachers in Speaking and Pronunciation

Eight teachers believe that native English teachers are better for teaching pronunciation and speaking skills, while non-native teachers are often better at teaching grammar and other language structures.

Teacher 1: "Teaching English is different than speaking English... Native teachers might be more beneficial in speaking lessons."

Teacher 5: "I would prefer native teachers... important to have educational background."

Teacher 9: "Native teachers are preferred for correct pronunciation."

Teacher 12: "Native speakers are more professional in some topics."

8. Teaching Skills and Effectiveness Over Nativeness

11 teachers emphasize that the teaching skills and effectiveness of the teacher are more important than whether they are native or non-native speakers.

Teacher 3: "Teaching talent is more important... no matter native or non-native."

Teacher 6: "The most important thing is effective teaching."

Teacher 10: "No preference... teaching skills matter."

Teacher 13: "Learning from non-native teachers is fine if they teach correctly."

9. Communication and Flexibility in Language Use

Nine teachers agree that using English differently from native speakers is not wrong as long as communication is effective. They stress the importance of being understood and maintaining flexibility in language use.

Teacher 1: "Define differently... if grammatically correct and culturally approved, it's OK."

Teacher 4: "No, languages can be used differently as long as they convey the correct message."

Teacher 7: "English is not a commonwealth language anymore... everyone is

adding something."

Teacher 10: "No, as long as the words are understandable."

10. Summary

The analysis of teacher responses reveals that English is seen as crucial for global communication and as a tool for effective interaction in various contexts. Teachers emphasized its importance for professional advancement, academic purposes, and overall educational development. While many teachers noted their frequent communication with non-native speakers, they expressed feeling more comfortable with non-natives due to shared experiences and a more forgiving environment. There was a preference for native English teachers in teaching pronunciation and speaking skills, yet the majority valued teaching skills and the ability to engage students over nativeness. Teachers also highlighted the importance of flexibility in language use, agreeing that variations in English usage are acceptable as long as communication is effective. Overall, the responses underscore the practical use of English, the significance of effective teaching, and the value of cultural understanding in language education.

Table 40 demonstrates the sub-themes and numbers of teacher responses for the questions.

Table 40: Sub-Themes and Number of Teacher Responses

Main Theme	Sub-Theme	Number of Teachers	Teacher IDs
1.Importance of English for Global Communication and as a Communication Tool	Global Communication	4 out of 14	Teacher 1, Teacher 4, Teacher 6, Teacher 13
	Communication Tool	6 out of 14	Teacher 2, Teacher 5, Teacher 7, Teacher 8, Teacher 9, Teacher 10
2.English in Professional Life and as a Profession	Professional Life	5 out of 14	Teacher 2, Teacher 3, Teacher 5, Teacher 6, Teacher 14
	As a Profession	4 out of 14	Teacher 1, Teacher 4, Teacher 8, Teacher 10
3.Academic and Educational Significance of English	Academic Purposes	4 out of 14	Teacher 2, Teacher 5, Teacher 8, Teacher 9
	Educational Significance	3 out of 14	Teacher 1, Teacher 3, Teacher 4
4.Cultural and Daily Life Importance of English	Cultural Aspects	4 out of 14	Teacher 9, Teacher 12, Teacher 13, Teacher 14
	Daily Life Activities	2 out of 14	Teacher 1, Teacher 2
5.Mostly Non-Native Communication	Non-Native Communication	12 out of 14	Teacher 1, Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher 7, Teacher 8, Teacher 9, Teacher 10, Teacher 12, Teacher 14
6.More Comfortable with Non-Native Speakers	Comfort with Non-Native Speakers	10 out of 14	Teacher 2, Teacher 3, Teacher 5, Teacher 6, Teacher 7, Teacher 8, Teacher 9, Teacher 10, Teacher 12, Teacher 13
7.Preference for Native Teachers in Speaking and Pronunciation	Native Teachers for Pronunciation	8 out of 14	Teacher 1, Teacher 3, Teacher 5, Teacher 6, Teacher 7, Teacher 9, Teacher 12, Teacher 14
8.Teaching Skills and Effectiveness Over Nativeness	Teaching Skills over Nativeness	11 out of 14	Teacher 2, Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher 7, Teacher 8, Teacher 9, Teacher 10, Teacher 12, Teacher 13
9.Communication and Flexibility in Language Use	Flexibility in Language Use	9 out of 14	Teacher 1, Teacher 3, Teacher 4, Teacher 5, Teacher 6, Teacher 7, Teacher 9, Teacher 10, Teacher 14

Table 40 reveals the sub-themes and numbers of teacher responses for the interview questions. The teachers' perspectives and attitudes on the importance of English in differen contexts, emphasizing global communication, professional life and education can be seen in the table. The majority appreciate non-native

communication and comfort with non-native speakers. Teaching skills are preferred over nativeness, with flexibility in language use also being significant.

M. Reliability of The Study

Assessing the credibility of both the quantitative and qualitative components is vital in a mixed-method approach (Decuir-Gunby, 2008). Guba and Lincoln (1981) state that quantitative and qualitative techniques employ diverse tools, requiring different standards to ensure reliability. According to them, validity, reliability, and objectivity are essential elements for evaluation. The requirements for qualitative research design are credibility, transferability, dependability, and confirmability as stated by Guba and Lincoln in 1981.

In the quantitative phase of the study, the statements in the teachers' questionnaire were internally consistent as they aimed to measure identical concepts utilizing comparable classification. Furthermore, an assessment of internal consistency was carried out to determine the extent to which the answers to the items were coherent. The results of the test revealed a high level of consistency among the items, as measured by Cronbach Alpha. The Cronbach's Alpha coefficient for the teachers' questionnaire in this study was 0,763, indicating a high level of reliability for the instrument. To ensure the questionnaire's validity, some certain claims regarding World Englishes were necessary. Furthermore, the questionnaire employed a simple language and provided unambiguous instructions to ensure that participants could understand the statements without any confusion. In addition, the researcher was the only individual responsible for administering surveys in order to decrease any potential bias in the data collecting process.

Cronbach's Alpha test couldn't be done for the students' questionnaire as it was in a survey form and there were just two options: yes/no, for most of the questions. It is generally not recommended to use Cronbach's Alpha for dichotomous data, such as yes/no questions, since it may not provide a reliable measure of accuracy. Cronbach's Alpha is more suitable for data that is continuous or ordinal in structure. The reason for this is that dichotomous data frequently result in lower Alpha scores, which may not accurately reflect the survey's reliability (Bland & Altman, 1997; Tavakol & Dennick, 2011).

In order to assure the reliability of the qualitative data and minimize the possibility of the researchers misinterpreting or collecting incorrect information, member checking was employed by the researcher (Creswell, 2007). Member checking was implemented as explained by Lincoln and Guba (1985). It is recognized that member checking is the most crucial tool to ensure credibility in qualitative research (Lincoln & Guba, 1985).

V. DISCUSSION

A. Introduction

The findings of this study give important insights about how World Englishes and native and non-native accents and speakers are perceived by both teachers and students at the tertiary level. The importance of English for global communication, professional life, and education, as well as the incorporation of different English accents in teaching materials, is particularly stressed. These results align with previous research, shedding light on contemporary attitudes and practices in English language teaching.

B. English for Global Communication and Professional Use

The study reveals that a significant number of teachers consider English as a key for global communication and as a tool for connecting with people worldwide. This theme is particularly emphasized by teachers who see English as critical for both professional and academic purposes. As Teacher 1 noted, "English is very important for me because I am an English teacher... it is a tool to create communication between people from different countries." This aligns with Jenkins (2015) and Seidlhofer (2011), who argue that English functions as a global lingua franca, facilitating international communication and collaboration. The role of English in professional life is further stressed by Teacher 2, who stated, "It's so important for me because... connecting me to academia," highlighting the language's importance in academic networking and professional development (Crystal, 2003).

C. Preference for Native and Non-Native Speakers in Teaching

There is a prevailing perception among teachers that native English-speaking teachers are more effective in teaching pronunciation and speaking skills. Teacher 1 mentioned, "Teaching English is different than speaking English... Native teachers might be more beneficial in speaking lessons." However, this preference is not

absolute, as many teachers emphasize that teaching skills and effectiveness are more critical than the teacher's nativeness. Teacher 3 stated, "Teaching talent is more important... no matter native or non-native," reflecting a broader acceptance that non-native teachers can be equally competent if they possess strong pedagogical skills (Medgyes, 1994; Phillipson, 1992). This finding suggests that the ability to engage students and deliver effective lessons is paramount, aligning with Braine (1999), who highlights the importance of pedagogical skills in language teaching.

D. Attitudes Toward World Englishes and Pronunciation

Both teachers and students generally have positive attitudes towards World Englishes and different accents. Students express openness to learning various English pronunciations and wish for their teachers to incorporate such materials in lessons. As evidenced by Teacher 7, "It is important to learn about the way other people speak English," there is a clear desire to embrace linguistic diversity (Matsuda, 2012). Teachers also stress the importance of integrating World Englishes perspectives into their teaching practices to expose students to a variety of English usages and accents, enhancing their global communicative competence (Kirkpatrick, 2007). This is further supported by the high percentage of teachers (90.6%) who found the World Englishes video beneficial for their classrooms, indicating a recognition of the value of diverse linguistic exposure.

E. Communication and Flexibility in Language Use

Teachers agree that using English differently from native speakers is not wrong as long as communication is effective. Teacher 4 noted, "Languages can be used differently as long as they convey the correct message," highlighting the importance of effective communication over strict adherence to native speaker norms (Canagarajah, 2007; Seidlhofer, 2004). This perspective aligns with the principles of English as a Lingua Franca (ELF), which emphasize the practical use of English for mutual understanding rather than mimicking native speaker norms (Jenkins, 2006). This flexibility in language use emphasizes the adaptability of English in various global contexts.

F. Implications for Language Teaching

The findings suggest the need for more flexible and diverse approaches in language teaching. The positive attitudes towards World Englishes and different accents indicate that teaching materials and curricula should reflect this diversity. Emphasizing the pedagogical skills and effectiveness of teachers over their nativeness is also crucial for successful language education. As Teacher 13 highlighted, "Learning from non-native teachers is fine if they teach correctly," suggesting that effective teaching transcends the native/non-native dichotomy (Braine, 1999; Medgyes, 1994).

G. Cultural and Daily Life Importance of English

The cultural aspects of English, including its role in daily life activities such as watching movies and listening to music, were highlighted by some teachers. Teacher 9 mentioned, "English is quite important... movies, songs, culture," reflecting the integration of English into everyday life and entertainment. This cultural significance further supports the notion that English is not just a tool for professional and academic purposes but also a gateway to global cultural experiences (Crystal, 2003).

H. Gender, Age, Nationality, and Social Environment

The chi-square tests indicate that demographic factors such as gender, age, nationality, travel experience, and having friends from different countries do not significantly influence students' perceptions and attitudes towards learning different English accents and pronunciations. This suggests that students' interest in World Englishes is relatively uniform across different demographic groups. For example, both genders show high interest in learning about other English accents, with no significant difference between males and females. Similarly, younger participants (18-23) display the highest interest in learning different pronunciations, while older participants show less interest. Nationality does not significantly affect attitudes, with Turkish participants showing slightly more interest than others.

I. Conclusion

In conclusion, this study shows that English plays a crucial role in global communication, professional use, and education. Teachers and students generally have positive attitudes towards World Englishes, indicating a need for incorporating linguistic diversity in teaching practices. The emphasis on effective pedagogical skills over nativeness highlights the importance of teacher training and development in fostering successful language learning environments. These findings provide a valuable foundation for future research and underscore the significance of cultural and linguistic diversity in language education. By embracing diverse English accents and prioritizing effective teaching methods, instructors can better prepare students for global communication in the 21st century.

VI. CONCLUSIONS AND RECOMMENDATIONS

A. Introduction

This final chapter stands up the overall conclusion of the study along with the summary of the findings. In addition, it underlines the implications of the study by showing the significance of the challenges and findings in the area of English language teaching. The chapter finally provides a recommendation for future research to be carried out similar concerns in the area of English Language Teaching (ELT).

B. Conclusion of the Study

The purpose of the study was to examine perceptions and attitudes of English language instructors and students based on World Englishes, Native and Non-Native Speakers. The first part of the study was examining the attitudes of the participants about World Englishes. The goal of that part was to collect, analyze and evaluate the attitudes of the participants regarding the issue. The second part was carried out after the first part to get more detailed knowledge regarding the participants perceptions. The goal of this part was to figure out their ideas in detail.

For the methodology part, mixed method design was used in the study. The first part was conducted with 32 voluntary English language instructors and 100 voluntary students in Istanbul, Turkiye at a preparatory school of a private university in the academic year of 2023-2024. The data were collected via an adapted questionnaire including Likert-scale and yes-no type of questions. The second part of the study was conducted with 14 English language instructors. In this part semi-structured interview questions were used to get detailed information. During the analysis of quantitative data, the SPSS 29 version was used. For the qualitative data, thematic analysis was utilized to analyze and evaluate the data.

The findings about World Englishes and native and non-native English pronunciation revealed that nearly half of the instructors consider it somewhat

important, showing an openness to expanding their understanding of different English pronunciations. In the same vein, the majority of them consider teaching World Englishes pronunciations as important even if some of them still consider native accent should be used in speaking lessons. So, it can be said that there is a balance about importance of native and non-native accents. They propose a shift towards focusing effective communication rather than developed standards of pronunciation and usage. This demonstrates a practical approach to teaching language that emphasizes the need of understanding the variety of languages around the world in the context of education, which can support students prepare for a world that is highly interconnected. Except from that, most of the teachers also has as positive attitudes for being successful in English-speaking environments, regardless of their accent. In can be said that communicative competence outweighs the traditional emphasis on native-like pronunciation. Overall, the results indicate that educators are becoming more aware of the significance of World Englishes in language teaching. Even though not universally regarded as vital, there is proof approval for incorporating these ideas more extensively into teaching methods, which is perceived as advantageous for both teachers and students. Then, results back the need for continual efforts to create materials and training programs that promote teachers to successfully integrate and use World Englishes in their lessons. This will help create an educational environment that better reflects the linguistic diversity of the connected world.

The findings about World Englishes and native and non-native English pronunciation figured out that a significant majority of students recognize the importance of speaking and acquiring English in different accents. Approximately 74% of the students reported a desire to learn various English accents from around the world, emphasizing the significance of involving World Englishes in English learning resources. Even though students may want to speak English fluently as a native speaker, the majority prefer efficient pronunciation and being easily understood over succeeding native-like proficiency. This suggests that the concept of ‘’good pronunciation’’ in language acquisition is connected not only to imitating a native speaker’s speech usage but also the proficiency in effective interaction. Moreover, most students are attracted to receiving English lessons from teachers who come from different cultural backgrounds, which fosters diversity in the area of

English education. As the demand for teachers who are native speakers of a language decreases, the importance of their teaching abilities and language proficiency grows importance for those who can teach the language with any accent. In addition, it is clear that demographic variables such as gender, age, nationality, having been abroad or having friends from other countries do not have any major impact on attitudes towards World Englishes. This research shows the universal nature of the English learning process and its capacity to accept variety. Exposure to different accents during the process of learning and utilizing English is vital for enhancing students' language skills to communicate across cultures. According to these results, it is important to integrate World Englishes and different accents into English lessons can make the process more understandable and effective. Additionally, students see English as a key to use for global opportunities and a bridge to communicate with the international community.

Overall, when all findings are understood, it may be inferred that English language teachers and students are aware of World Englishes and native and non-native accents of it. It was acquired from the study that the majority of the teachers have a positive attitude towards World Englishes and it can be said that there is an equality about the importance of native and non-native accents. They propose a shift towards focusing on effective communication rather than developed standards of pronunciation and usage. The students also have a desire to learn various English accents from around the world, emphasizing the importance of involving World Englishes in English learning resources. Although students want to speak English fluently as a native speaker, most of them prefer efficient pronunciation and being easily understood over succeeding native-like proficiency.

C. Implications of the Study

The findings from this study are important and offer many implications for language education, especially in multilingual and multicultural contexts. Schools of education should think integrating a more comprehensive English language curriculum which involves exposure to different accents of English. This integration can help students for real-world communication where different Englishes are used.

Additionally, the most important thing is effective communication rather than accent perfection. Language teaching should prioritize fluency and comprehensibility

over native-like pronunciation. With this way the anxiety connected with speaking can be reduced and more confident can be boosted among learners.

The comfort with both native and non-native teachers shows the potential for a more included teaching approach. Educational programs should train all English teachers, regardless of their native status, in efficient teaching approaches that serve to worldwide students.

D. Recommendations

According to the results of this study, first of all schools should incorporate materials and sources about wide range of English accents. This exposure could involve guest lectures, exchange programs with English-speaking regions or some technological tools.

Secondly, there can be some teacher training programs that help English teachers to effectively teach an internationally diverse students' population. Trainings may include strategies for different linguistic backgrounds and promoting inclusive classroom environments.

E. Suggestions for Future Studies

Even though there are lots of studies regarding on this topic, the area still needs to be explored. For future studies to be conducted on this area, there might be different suggestions some of which can be found below.

First, this study was carried out with a private university's instructors and students so the findings cannot be generalized to all higher education context in Turkiye. It may be valuable to conduct research including many instructors and students working in various institutions. Researching attitudes of a large number of students and teachers can provide more general results to contribute to the area of ELT.

Secondly, only non-native speakers were able to participate in this study. Future research may also focus on native speakers attitudes and perceptions on World Englishes. There may be a comparison between non-native ones and native ones, or only native ones' attitudes can be the topic of a study.

Third, barriers and challenges that schools face in integrating World Englishes into the curriculum can be focused on for further studies. Exploring strategies to overcome these challenges can bring fruitful ideas to the area of ELT.

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APPENDIX

APPENDIX A Questionnaire for Students

APPENDIX B Questionnaire for English Language Teachers

APPENDIX C Interview Questions for English Language Teachers

APPENDIX D Consent Forms

APPENDIX E Ethical Approval Form

APPENDIX A Questionnaire for Students

1. How old are you?

- 18-23
- 24-29
- 30-35
- 36-40

2. Are you?

- Male
- Female

3. What is your nationality?

……

4. Have you ever been abroad?

- Yes
- No

5. Do you have friends from different countries?

- Yes
- No

6. Do you have an accent?

- Yes
- No
- Sometimes

7. What do you consider "good pronunciation" to be?

- Speaking well enough so that other people don't know English isn't my first language.
- Speaking well enough so that other people can understand me.

8. Would you like to learn about English pronunciations from around the world? (this question is not about you learning to speak with a Singaporean or an

Indian English accent, it's about whether or not you would be interested in a lesson or in taking a class where you can learn about other English accents, the people who speak with those accents, their culture, etc.)

- Yes
- No

9. Would you like your teachers to use (more) materials that include English speakers from around the world, in addition to speakers from the US?

- Yes
- No
- My teachers already use materials with English speakers from around the world.

10. Do you think you can be successful in the English-speaking world even if you don't fully understand the way English speakers pronounce English (consider both people who have been speaking English all their lives, and people who speak English as their second language)?

- Yes.
- No

Please watch the following video from beginning to end before moving on to the next block of questions. The video is roughly 4 minutes long.

Video:

https://www.youtube.com/watch?v=LBYsuohdKs4

11. What types of English pronunciations did you hear in the video? (It is not important to list every pronunciation variety ("accent"), or to get the varieties "right". I am interested in learning if you can identify any varieties besides American English. Please list as many as you can.

……
……..

12. Is it important for you to learn about the way other people speak

English? For example, would you take a class titled "Accents of the World" or "English around the World"? (Please note: This class would not teach you to speak with any one particular accent. You would only learn about other English accents in addition to American or British English, etc.)

- Yes.
- No.

13. What do you consider "good pronunciation"?

- Speaking clearly enough that other people understand me.
- Sounding like I have been speaking English since I was born.
- I'm not sure.

14. Do you think it is possible for people to be successful in the English-speaking world even if they pronounce English with an accent?

- Yes.
- No.

15. Would you like your teachers to use materials regarding World Englishes, similar to the video you just watched, in class?

- Yes
- No
- My teachers already use similar materials where I can hear other English accents.

APPENDIX B Questionnaire for English Language Teachers

1. How old are you?

- 23-28
- 29-34
- 35-40
- 41-46
- 46+

2. Are you?

- Male
- Female
- Other

3. How important is it to you personally to receive training and/or to learn about World Englishes or other "non-native" speaker pronunciation perspectives?

- Very unimportant.
- Somewhat unimportant.
- Somewhat important.
- Very important.

4. I feel it is _____ to teach ESL students about World Englishes pronunciations (e.g. Singapore English, Indian English, etc.)

- Very unimportant
- Somewhat unimportant
- Somewhat important
- Very important

5. How important is it for your professional development that you receive World Englishes or other non- native speaker pronunciation perspectives

training?

- Very unimportant
- Somewhat unimportant
- Somewhat important
- Very Important

6. It is _____ that speakers of English as their second language can be successful in the English-speaking world even if they cannot fully understand how other English speakers, native or non- native, pronounce English.

- Completely untrue
- Somewhat untrue
- Somewhat true
- Completely true

7. Regardless of whether or not you have received World Englishes training, how important is it to you to incorporate World Englishes perspectives into your lessons, materials, or into your practice in general?

- Very unimportant
- Somewhat unimportant
- Somewhat important
- Very important

8. It is _____ that speakers of English as their second language can be successful in the English-speaking world even if they pronounce English with an accent.

- Completely untrue
- Somewhat untrue
- Somewhat true
- Completely true

9. What is "good pronunciation" when it comes to speakers of English as a Second Language?

- That they speak well enough so you can't tell they are ESL speakers.
- That they speak well enough so that they can be understood.
- Other. Please explain.

Please watch the following video from beginning to end before moving on to the next block of questions. The video is roughly 4 minutes long.

Video:

https://www.youtube.com/watch?v=LBYsuohdKs4

10. Do you feel the video you just watched or similar material related to World Englishes would be beneficial in your classroom?

- Yes
- No

11. I feel that it is _____ that students learn about World Englishes and/or non-native English pronunciation perspectives.

- Very unimportant
- Somewhat unimportant
- Somewhat important
- Very Important

12. It is _____ for me personally to get training and/or learn about World Englishes or other non-native pronunciation perspectives.

- Very unimportant
- Somewhat unimportant
- Somewhat important
- Very Important

13. How important is it for your students' ability to be successful English speakers to be familiar with English accents from around the World?

- Very unimportant.
- Somewhat unimportant.

- Somewhat important.
- Very important.

14. In your opinion, do the speakers in the video have "good pronunciation"?

- Yes
- No

15. In your opinion, how important is it to incorporate World Englishes pronunciation perspectives into the ESL curricula?

- Very unimportant
- Somewhat unimportant
- Somewhat important
- Very important

16. It is _____ that my students can be successful English speakers even if they have an accent.

- completely untrue
- Somewhat untrue
- Somewhat true
- Completely true

APPENDIX C Interview Questions for English Language Teachers

1. How important is English for you?

2. Who do you mostly speak English with; native speakers or non-native speakers?

3. How do you feel about speaking English with a non-native speaker accent?

4. How important is it to incorporate World- Englishes perspectives into English lessons, materials, or your general practices?

5. How do you feel about English being taught by native teachers versus non-native speakers?

6. If English is used differently than native speakers, is it wrong?

7. How do you feel about being taught English by native speakers? What about having English taught by non-native speakers?

8. Do you feel more comfortable speaking English with native speakers or non-native speakers?

APPENDIX D Consent Forms

Students Consent Form

Title: Teacher and Student Attitudes Towards World Englishes

Researcher: Merve OĞUZHAN

This document provides information regarding your participation in the research study titled "Teacher and Student Attitudes Towards World Englishes''. The purpose of the research is to understand the attitudes of teachers' and students towards World Englishes. Your participation is voluntary, and this form serves to ensure you are fully informed about the study before deciding to participate. There will be a 4 – minute video and 23 questions. 8 of them will be interview questions. The total estimated time of your participation is expected to be around 20 minutes. We are committed to maintaining your privacy and confidentiality. Any information you provide will be kept confidential, and results will be presented in a way that does not identify any individual participant. There are no "right" or "wrong" answers. By agreeing to fill out this survey, you acknowledge that you are at least 18 years of age and a student of English as a Second Language enrolled in at least one course.

Thank you for participating!

Teacher Consent Form

Title: Teacher and Student Attitudes Towards World Englishes

Researcher: Merve OĞUZHAN

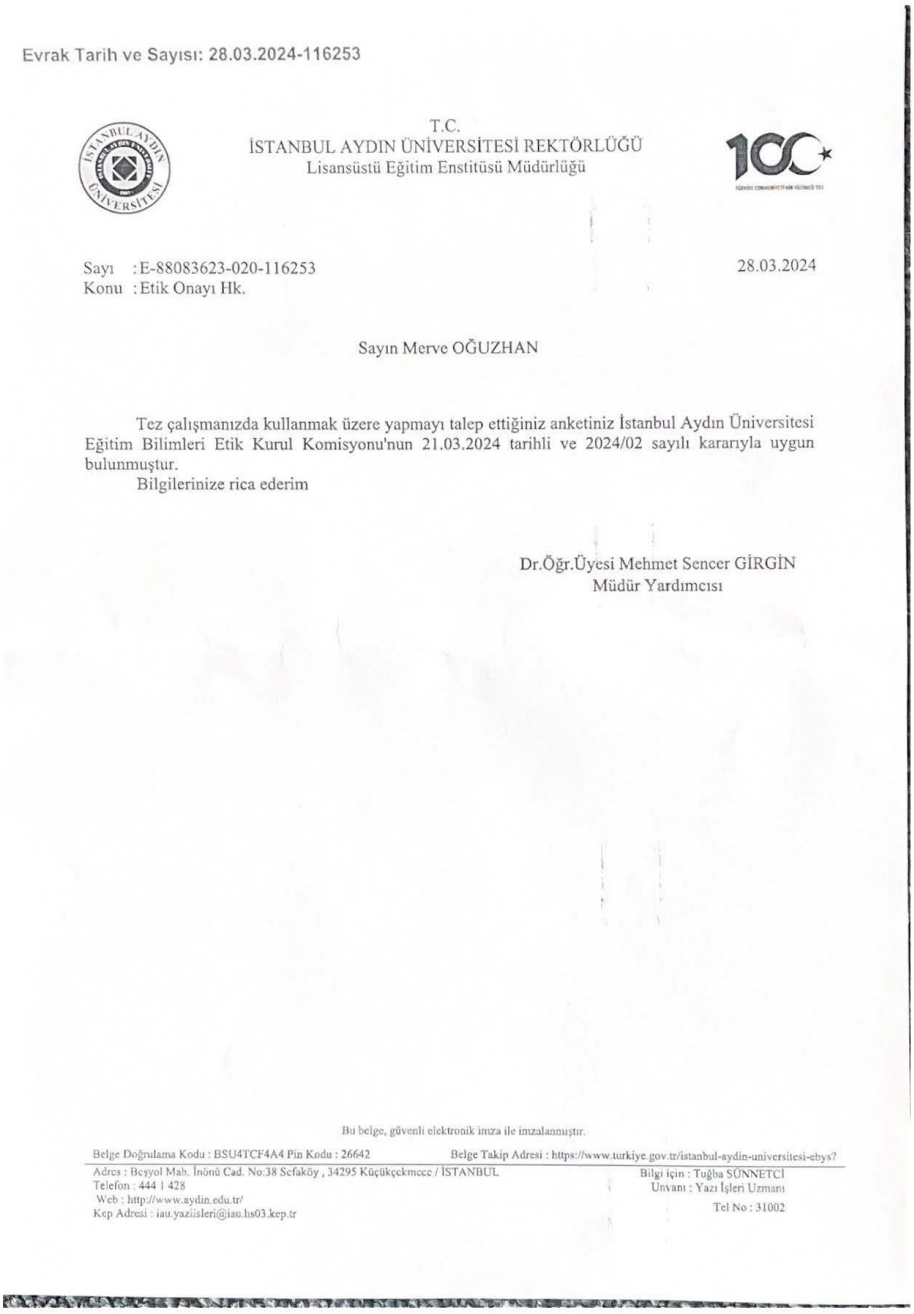
This document provides information regarding your participation in the research study titled "Teacher and Student Attitudes Towards World Englishes''. The purpose of the research is to understand the attitudes of teachers' and students towards World Englishes. This form is designed to inform you about your participation and to confirm that your participation is voluntary. There will be a 4 – minute video and 24 questions. 8 of them will be interview questions. The total estimated time of your participation is expected to be around 20 minutes.

Your confidentiality will be maintained at the highest level. Research findings will be reported anonymously, not including any personal information. Your participation is entirely voluntary, and you have the right to withdraw from the research at any time without having to provide a reason. Withdrawal from the study will not result in any negative consequences for you.

By agreeing to fill out this survey, you acknowledge that you are an ESL instructor currently teaching at least one class.

Thank you for participating.

APPENDIX E Ethical Approval Form



Evrak Tarih ve Sayısı: 28.03.2024-116253

T.C.
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