

Integrating World Englishes into lesson plans:
Experiences of pre- and in-service teachers of
English

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- Monocentricism vs pluricentricism of the English language

adherence to native speaker models

recognition of WE
and emergence of
(ELF)

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- Monocentric view- highly challenged
 - English- more NNSs than NSs
 - more often among NNSs than in situations involving NSs

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- Numerous varieties of English have emerged all over the world—particularly since the second half of the 20th century.
 - Each nativized variety of English
 - celebrates its distinctive linguistic traits, and cultural and sociocultural characteristics as well as rhetorical strategies to characterize its national identity while incorporating the large units, such as stress and pitch to render it internationally intelligible.

ELT- WE

- The emergence of WE and the new legitimacy given to diversity highlighted the need to revisit common assumptions considering ELT
- Many scholars have started to advocate a ‘paradigm shift’ and an ‘appropriate model’ in ELT.

Research

- Mismatch between theory and practice- research on WE and ELF is still not reflected at the practical level.
- BrE or AmE- correct and appropriate form of English
- The representations in coursebooks
 - focus on the Inner Circle
 - has a significant influence on learners' preference of AmE and BrE to other varieties (Matsuda, 2002).

ELF/WE Research in Turkey

- PTs held idealised and conventional beliefs about English and language teaching and their knowledge was restricted within the realm of EFL and ESL (Öztürk, Çeçen, Altınmakas, 2010).
- PTs were not tolerant of and favoured American or British English as the goal of pronunciation teaching (Coşkun, 2011)
- PTs were more inclined to question the validity of the normative perspective to English language teaching and were more eager to adopt a non-native perspective in teaching (İnal & Özdemir, 2012).

Research Question

What are PTs' and ITs' perceptions of WE and its integration into teaching English before and after implementing WE integrated lesson plans?

Methodology: Participants

- 3 PTs and 3 ITs- purposeful selection
- PTs- 3rd year students in the ELT department
- ITs- working in the English Language Preparatory School for 6 years

Procedure

- **1st meeting**
 - 6 participants
 - to gather information about their perception of WE and attitudes towards integrating WE into language classes.
 - PT-IT pairs for collaborative WE integrated lesson design task
 - providing PTs and ITs with 3 recent articles on WE and links to sample lesson plans

Procedure

- 2 weeks for lesson plan development
- Pairs receiving feedback from the researchers and revising their plans
- implementation of the plans by ITs in their own teaching context (PTs- observing classes)

Procedure

- 2nd meeting
 - Interviews with pairs separately
 - any change in their understanding of WE and attitudes towards WE integrated language teaching?

Data Collection and Analysis

- Interviews- audio recorded and transcribed.
- Data analysis by repeated reading and thematic grouping to reveal common patterns and divergences in the perceptions and attitudes of participants.

Results and Discussion

- **Perceptions of WE before the implementation**

- Definition

WE is the English spoken around the world. They may be adapting the language or using BrE or AmE” (Mine, PT).

WE is the official variety of English that people use by combining with their language – such as Irish or Scottish English (Aylin, IT)

- Teaching WE

- PTs- no clear idea about how WE could be integrated into English instruction.
 - ITs- thought they could use audio materials of various coursebooks or videos to expose students to different accents.

Results and Discussion

- preference to teach BrE or AmE

I believe in teaching Standard English. We cannot focus on local differences and nuances in each culture that English is spoken. That is beyond our reach (Elif, PT)

As a FL teacher I do not understand Singapore English, and I cannot possibly teach such a non-standard variety. There has to be a worldwide agreed norm, a reference we have to work towards achieving (Burcu, IT)

- effect of setting BrE or AmE as the standard on students

My students watched a video of a Japanese ELT teacher teaching a grammar topic and they thought his accent was 'funny'. They think a language teacher should overcome that accent. I feel my students are concerned about not getting the native-speaker accent right. That limits their participation. (Aylin, IT).

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- **Perceptions after the implementation**
 - Improved understanding of WE

When I was previously asked to define the concept, I opined that it is the English spoken globally, but I had no proper opinion. In the articles I read about the status of English in different countries and I have a better understanding of the concept. My former definition was inadequate (Mine, PT).

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- Willing to integrate WE into teaching but focusing on standard English
 - Linguistic standardisation, availability of resources, and students' expectations
 - PTs- overcoming their concerns about not having native-like accents
 - ITs- emphasizing intelligibility rather than achieving native-like accents
 - PTs & ITs- WE integrated instruction should begin in the early stages of language learning
 - to raise students' awareness of and tolerance towards other varieties & to help them overcome their speaking anxiety

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- Students' preference for BrE or AmE
 - no place for different varieties in a formal teaching environment.
 - varieties as 'bad', 'wrong' or 'funny'.

This project increased my awareness about students' lack of awareness regarding WE! As a teacher I should do something about it (Burcu, IT).

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- Both PTs and ITs: The role of coursebooks in students' exposure to WE.

What I do in the classroom is guided by the coursebook. So if coursebooks integrate WE more, I would do so too. Otherwise it is difficult to allocate teaching time for it (Berk, IT).

Discussion

- PTs & ITs: BrE and/or AmE as standard English.
- PTs & ITs: limited knowledge about WE & the characteristics of different varieties.
- PTs & ITs: preference to teach standard English-echoing the monocentric view.
- PTs & ITs: willing to integrate WE into their future teaching- only focusing on the accent.
- PTs- improved self-confidence

- Integrating WE

- Improving students' self-confidence in relation to their accent/pronunciation.
- Increasing their participation

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- Thank you...