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Exploring nonnative pre-service English teachers' awareness of the diversity of English:

World Englishes and English as a Lingua Franca

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ABSTRACT

The fast spread of English language across the globe has originated a great number of new varieties of the English language which scholars call World Englishes. These varieties have given English language the role of lingua franca of the world. Given that WE and ELF speakers possess a wide range of L1 backgrounds, prioritizing intelligibility has become a need in ELT. Hence, several scholars (Jenkins, 2006; Kamhi-Stein, 2016; Fang & Ren, 2018) have argued the need of raising awareness about these concepts in ELT, with special emphasis in pre-service teacher education where a greater impact can be achieved over the pre-service English teachers who will also impact thousand lives in the future (Matsuda, 2017). However, few studies have investigated the issue of awareness of the WE and ELF conceptions in pre-service teachers. This research project thus investigates 13 pre-service English teachers', 12 NNEs and 1 NES, awareness about the WE and ELF notions with questionnaires and interviews. It also investigates the strategies implemented by those participants' BA professors to teach them about the diversity of English, and what the implications of participants' awareness about the mentioned notions are on their teaching expectations. Results showed that overall, students lacked awareness about the WE and ELF notions. They were widely aware about the varieties of English from the inner and outer circle, but apparently unaware of the varieties from the expanding circle. In addition, they had a superficial and limited understanding of the ELF notion. Moreover, the evidence shows that participants were mostly taught about the varieties of English, whereas they were little taught about the ELF construct. The Findings also show that participants were never taught the WE term. Additionally,

this study revealed a divergent trend in participants who on the one hand said to be in favor of teaching the non-standard varieties of English, and on the other hand they have a strong preference to teach a native variety as an instructional model. The unexpected deviant case, the NES participant, showed similar results concerning his degree of awareness and the way he was instructed about the diversity of English during his BA classes. A significant difference between this NES subject and the NNES group was that apparently his only motive for preferring teaching the American English is being a native speaker of that variety. He reported to feel more confident in teaching his native English rather than teaching any other variety which he does not dominate. While the deviant case did not show any evidence of considering native varieties superior to the others, some NNESs referred to the native varieties as the 'real' or standard English.

CHAPTER I: INTRODUCTION

1.1 Introduction

“English has gained a life beyond its land of origins, acquiring an identity and currency in new geographical and social domains, as it gets localized for diverse settings and purposes” (Canagarajah, 2005, p. xxiii). The global domain of the English Language is currently evident in areas such as economy, education, international travel and conventions, the press, science, and the different types of communication. Given that it serves as a common language to connect with the world, English is currently regarded as *English as a Lingua Franca* (ELF). Moreover, the fast spread of English as first, second, or foreign language as well as the historical phenomenon of colonization have led to “the development of a number of second language varieties, often referred to as ‘New Englishes’” (Jenkins, 2009). Consequently, English is currently regarded as a diverse language whose varieties are autonomous and different, but at the same time share much in common with each other. These varieties are called *World Englishes* (WE).

The WE and ELF notions have encouraged ELT professionals to reevaluate the assumptions of language acquisition and pedagogical practice (Canagarajah, 2005). For instance, they have challenged the traditional native-speaker based approach and motivated professionals to embrace the current goal to foster intelligibility and produce fully competent language users rather than to prompt the native speaker goal (Levis, 2005 & Cook, 2007). Moreover, the current Nonnative

English Speaker Teachers (NNESTs) movement, aiming to overcome discrimination towards NNESTs, has emphasized the importance of incorporating the concepts of WE and ELF in the ELT classroom (Kamhi-Stein, 2016). The role English language plays as a global lingua franca and its diversity implicates the necessity of ensuring that English users are mutually intelligible with the world despite the variety of English they speak (Jenkins, 2009). Consequently, it has become essential to raise awareness among both teachers and students of the diversity of English and to prepare them to successfully face this reality. The term ‘raising awareness’ has recently been defined as the fact of increasing students’ knowledge about the language’s diversity, its role, and forms (Rose et al., 2020). In light of this context, this MA thesis intends to explore the issue of awareness of the diversity of English in ELT preparation programs at BA level. In this chapter, a description of the problem that motivated this MA thesis and its justification on previous work will be presented. After that, the purpose of the study, the research questions and a general description of the method used to reach that goal are described. The last part depicts the particular manner in which the content of this MA thesis is organized.

1.2 Introduction to the problem

In the last 15 years, various scholars such as Jenkins (2006), Kamhi-Stein (2016), and Fang and Ren (2018) have recognized the need of filtering the subject of WE and ELF into the language teaching itself. These scholars highlight the need of raising students’ awareness of the diversity of English, and having teachers and students learn about the Englishes, their similarities and differences. In order to fulfill this need, educating pre-service English teachers may result in a significant change in ELT. Pre-service teachers are people studying a teacher education program

or any other related degree with the purpose of becoming a teacher (Singh & Han, 2010; Atar & Bagci, 2019). In other words, any individual studying a pre-service education program related to teaching is considered a pre-service teacher. Dewey and Patsko (2018) claim: “if English language teachers are to become aware of ELF and associated implications for classroom practice, it is probably most productive to introduce all relevant concepts during pre-service training” (p.442). The various reasons that support this idea are: first, if pre-service teachers are exposed to the Englishes and are taught about this diversity, they may become more aware of this notion and gain confidence in their own English variety (Bayyurt & Sifakis, 2015). Second, given that teachers’ beliefs in ELT are interrelated with what they know about that particular issue, the knowledge gained during their language learning experience and during their professional training has a significant influence on their cognition (Barnard & Burns, 2012). This awareness can lead them to the transformation of their beliefs and future teaching perspectives such as deciding the variety of English they want their students to learn (Bayyurt & Sifakis, 2015). Therefore, actions taken during teacher education programs can affect a significant number of future teachers who may transfer that confidence and knowledge to their future students; thus, the overall impact will be more prominent (Matsuda, 2017).

1.3 Justification

In spite of the increasing attention given to the need of teaching pre-service teachers about WE and ELF, little is known about how such notions are dealt within ELT preparation programs. “It is still unclear what is actually being done in teacher preparation programs in countries where English is used, learned and taught as an international language” (Matsuda, 2009, p.171). Among the still

limited range of studies on raising English teachers' awareness about the diversity of English in the pre-service teachers' context, one has been conducted in Turkey (Biricik-Deniz et al., 2020). This study explores the implementation of an ELF-aware education course aiming to investigate the impact of such a course on nonnative pre-service teachers' mindset about that issue. These researchers found that participants were initially unaware of the ELF phenomenon. Nevertheless, the implementation of the course led them to reconceptualize and critically reflect on the ELF paradigm, and to consequently change their attitudes about ELF issues. Other studies were carried out in North America, one in Canada (Munro et al., 2006) and the other in the USA (Eslami et al., 2019). Both studies consisted of testing some WE and ELF raising-awareness activities on pre-service teachers. The findings showed that although the interventions did not completely change all participants' perceptions, they successfully contributed to raise their awareness of a topic that they would otherwise be ignorant of. These previous studies focus on describing the implementation of pilot raising-awareness activities or courses to see the effect of them on pre-service teachers' awareness and attitudes. However, none of them has explored the topic in a natural context. In addition, no previous studies have been found in Latin-American context. Arguably, there remains a need to explore the issue of awareness in a natural setting to have a more realistic understanding of what is being done in the ELT classroom to teach the WE and ELF notions nowadays. This study contributes to previous research because it reveals significant perceptions about how the WE and ELF notions are dealt within ELT preparation programs at BA level in Latin America, exploring this topic with nonnative pre-service English teachers, and a native deviant case. It provides meaningful insights about the familiarity that pre-service teachers have about the diversity of English close to the completion of their BA program and the implications of that awareness upon their beliefs about their future teaching practice. Last but not

least, this study provides important insights that curriculum designers can take into consideration in order to create more grounded curriculums for ELT pre-service education programs which may still be disregarding the inclusion of current and pertinent notions such as the WE and ELF.

1.4 Aim of the study

The primary purpose of this study was to determine the degree of awareness of the diversity of English in nonnative pre-service English teachers and inquire the particular manner in which they are educated about this topic; that is, it was aimed at examining how familiar they are of the WE and ELF conceptions and the strategies through which they are educated about these notions. The study was also aimed at investigating the implications of nonnative pre-service teachers' awareness of the diversity of English on their future teaching expectations.

1.5 Research questions

In order to achieve the aims of this study, the following four questions were addressed. RQ1 is the main research question that guided this study. RQ2, RQ3 and RQ4 were secondary questions which contributed to explore in depth the topic and provide complementary answers for RQ1.

RQ1: To what extent are nonnative pre-service English teachers in the BA in ELT program aware of the diversity of English (WE and ELF)?

RQ2: By means of what strategies are nonnative pre-service teachers educated about the diversity of English in their BA in ELT program?

RQ3: What variety of English do NN pre-service teachers aspire to teach?

RQ4: What is the correlation between the degree of awareness of nonnative pre-service teachers about WE and ELF and the variety of English they aspire to teach?

1.6 Research scope and design

This research is a qualitative study which followed a case study tradition. It was conducted at the Faculty of Languages from a Public University in Central Mexico. The participants were students enrolled in the last year of the BA in ELT program at the moment of the study, namely they were pre-service English teachers. It was expected that none of them speak English as their mother tongue, however, a native speaker was found among the participants. The purpose of the study was reached by examining the participants' perceptions explored through a questionnaire which contained likert-scales and open-ended items, and individual interviews. All participants were sent an email invitation to participate. Those who agreed to take part of the study were first sent the questionnaire. All participants had the opportunity to choose to participate in the next step. Only the ones who volunteered were interviewed.

1.7 Research content and organization

This chapter introduced the general purpose of the current study and its pertinence in the ELT field. The work moves forward as follows. Chapter II presents a review of literature where previous studies that influenced and shaped the present project are critically discussed. The research method is then addressed in Chapter III with the purpose of describing the context and the process of

selecting the participants for this study. A description of the instruments used for gathering the data, and the qualitative tradition used for analyzing it, are also included in this chapter. In Chapter IV, the results obtained from the data collection procedure are presented. Finally, Chapter V provides a discussion of the general findings that the investigation produced and the implications that this research had in its particular context. It also presents some limitations of the study and implications for future researchers.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

This chapter provides a critical review of the literature that is relevant to this study. It is meant to provide a theoretical base upon which the study is built. This chapter first provides a discussion around the issue of the nativeness of English teachers. It then moves on to issues of teacher education in the pre-service context. Thirdly, the literature review addresses the notions of World Englishes and English as a Lingua Franca, and the relevance of rising awareness of this issue on pre-service English teachers. Finally, a conclusion of the whole chapter is drawn.

2.1 The native vs the non-native English teacher

2.1.1 Definition of native English teacher

In order to establish the meaning of ‘native English teacher’ it is pertinent to first explore some of the varied definitions of native speaker. According to Jassim (2020), the leading criterion used to define a native speaker of a language is the particular manner of acquisition. Several scholars (Davies, 2003; Kachru & Nelson, 2006 & Al-Noursi, 2013) acknowledge that a native speaker is someone who has acquired the language since early childhood, in a natural setting, at home, void of formal instruction; that is, as a first language or mother tongue. A controversial criterion which has been used to define a native speaker is the country of birth. Leonard (2018) maintained that

the native speaker term refers to a person who has been born in an English-speaking country where English is spoken as a first language and who has acquired it through social interaction with other mother tongue speakers. Taking into consideration Jassim's (2020) claim who noted that to be a native speaker a person has to be recognized as such, it would not be sufficient that a person is born and acquires the language in an English-speaking country; it has to be a country where English is recognized as native language. Nevertheless, Davis (2003), who analyzed the subject from a more critical perspective, noted that a person can be considered a native speaker by being an exceptional learner, by receiving education using the target-language as lingua franca, because of being a native user (the case of colonized countries), and by means of long residence in the adopted country (Davis, 2003). Although Davis (2003) acknowledges the 'native by birth' definition same as Leonard (2018) does, he argues that, however difficult, a person who is not a native speaker by birth can become a native speaker through intensive practice. Taking the above into consideration, it can be asserted that the definition of native speaker is a subject for substantial discussion and that some scholars may not share the same view when defining this term. Given that debating the issue of who the 'real' native speaker is goes beyond the scope of this study, the author only takes into consideration the circumstances of acquisition and the country of birth criteria which were found to be the most common criteria used by scholars to define the native speaker of English. Hence, taking the best from the definitions above, the native English speaker teacher (NEST) concept will be used to refer to a teacher who has acquired English as first or mother tongue, and who has been born in an English-speaking country where English is recognized as the native language. Once the NEST definition has been addressed, the meaning of nonnative English teacher will be discussed below.

2.1.2 Definition of nonnative English teacher

Opposite to a native English teacher, a non-native English teacher is described by numerous researchers (Al-Nawrasy, 2013; Maharjan, 2017; Leonard, 2018) as the one whose first language is other than English, hence they speak English as second language or foreign, not as mother tongue. Maharjan (2017) mentions that nonnative teachers did not have the opportunity to acquire the English language in a natural setting, hence they have learned it through formal instruction, in a classroom. Once again, it can be observed that the manner of acquisition is an important criterion that scholars use to define the nonnative speaker. Yet, based on Kachru's (1997) three Concentric Circles Model of English language, Jassim (2020) defines a 'nonnative English speaker' as a citizen who belongs to either the outer, or expanding circle; that is, a person who belongs to a country that treats English as a second or official language, or a country which accepts English as a foreign language, respectively. In addition, Jassim (2020) claims that teachers who belong to a country where English is spoken as an official language but it is not regarded as the native language, may also be considered non-native teachers. Thus, the term nonnative English speaker teacher (NNEST) is used in this study to refer to a teacher who speaks English as a second or foreign language and who has been born in a country where the English variety spoken there is not admitted to be native English. Taking the above into account, the following section provides a background discussion on relevant studies about the NESTs and NNESTs.

2.1.3 Previous research on nativeness of English teachers

The nonnative speaker professionals in ELT currently constitute the majority of English teachers around the world (Braine, 2018). "Despite the strong presence of NNS English teachers

worldwide, issues relating to them were not openly discussed or studied until two decades ago” (Braine, 2018, p.1). In fact, the Non-native English Speaker Teacher (NNEST) Movement in TESOL was the catalyst for researchers to investigate the topic with more interest thereby becoming an issue of mainstream research during last years (Kamhi-Stein, 2016). Previous studies about NESTs and NNESTs mainly focus on three main aspects. First, scholars (e.g. Alghofaili & Elyas, 2017; Elyas & Alghofaili, 2019) have carried out research with the purpose of tackling the belief that the NESTs are more successful than NNESTs regarding teaching effectiveness. The common findings in those studies have shown that teachers’ nativeness does not have a significant effect on students’ language skills and learning process. For instance, Al-Nawrasly (2013) carried out a study to investigate the impact of the NESTs in comparison with NNESTs on students’ speaking skill achievement in the United Arab Emirates. The findings revealed that there was no significant difference between the students’ speaking achievement between the groups that were taught by the NESTs and those that were taught by the NNESTs. The second aspect being investigated has to do with teachers’ self-perceptions about their nativeness and its relationship with their teaching capacities. A study carried out in the US (Mousse, 2006) revealed that NNEST were not confident enough to agree that they could teach as well as NEST. However, administrators and NEST acknowledged NNESTs’ strengths, but admitted their poor self-confidence in their linguistic and teaching skills. In contrast, an earlier study carried out in Colombia (Viafara, 2016) showed that pre-service English teachers did not regard their non-nativeness as a potential problem in their future careers. Yet, they admitted being at a disadvantage compared to NEST concerning their ‘non-ideal language ability and cultural knowledge,’ and as a result, they reported to have experienced frustration and lack of confidence. Finally, the issue of hiring English teachers based on their nativeness background has also been a research topic of

growing interest during recent years. Two studies carried out in Turkey by Tatar (2019) and Aydın et al. (2019) questioned the employment criteria used by private school administrators. The first study revealed that participants did not consider native-speakerness more important than qualities such as educational background or teaching experience. Nevertheless, it was also reported that local (nonnative) teachers may experience unequal treatment since expatriate teachers are hired only for being fluent English speakers even though they do not have any ELT related training. In the second study, the results showed that native speakers are preferred rather than the local English teachers regardless of whether such a person has received education in teaching or not. Another study by Kiczkowiak (2020) focused on investigating the perceptions of recruiters and school administrators from Asia, Europe and America. The findings showed that almost half of the recruiters considered the ‘native speaker criterion’ as important. Overall, the studies above suggest that NNEST are still found in disadvantage compared to NEST in hiring opportunities and that discrimination towards NNESTs in hiring practices exist. They also suggest that even though NNESTs are proved to be as effective as NESTs, many NNEST lack self-confidence in their own teaching capacity and language skills. Once the current scenery of NNESTs has been emphasized, the next section presents the impact that pre-service teacher education has on English teachers’ life.

2.2 Teacher education

2.2.1 Defining teacher education

The concepts of teacher education and teacher training are sometimes associated with two different meanings, but they may sometimes be used to refer to the same idea. Freeman (1989) established

that the term education is superior to the term training. Language teacher education is an interactive process which implicates the teacher (or teacher-in-preparation) and the teacher educator, whereas teacher training refers to the particular strategies through which teachers are educated (Freeman, 1989). Yet, Jassim (2020) makes a combination of the terms education and training to create one single definition: “the definition of teaching training...is the formal education and technical training received by an individual to teach based on a well-defined curriculum for a lengthy period and has acquired a recognized certificate to teach a specific subject and level” (p.56). Although Jassim (2020) does not make a clear distinction between the terms of education and training as Freeman (1989) does, her definition is more in accordance with the manner various scholars define the concepts of pre-service and in-service teacher education. Atar and Bagaci (2019) define pre-service teacher education as the degrees or programs in which student teachers enroll in order to acquire relevant theoretical and pedagogical knowledge, to carry out observations of real teaching situations, and to have some supervised teaching practice. On the other hand, the concept of in-service education is defined by Osamwonyi and Akpata (2016) as “the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession” (p.83). Hence the difference between pre-service and in-service education is that the former deals with the fundamental preparation of future teachers, while the latter aims to enhance different aspects of the professional development of serving teachers. The focus of this MA thesis is on pre-service teacher education. Thus, based on Atar and Bagci (2019) and Jassim (2020), the concept of pre-service teacher education is used throughout this study to refer to the formal education and technical training that student teachers receive during teacher education programs which prepares them to teach a specific subject, in this case the English

language. The coming section moves forward to describing the importance of pre-service teacher education in the ELT field.

2.2.2 The pre-service English teacher and the importance of pre-service teacher education

Pre-service teachers are considered the main agent in the pre-service teacher education process (Atar & Bagci, 2019). They are defined as people studying a university-based teacher education program or any other relevant degree to serve as teachers in the future (Singh & Han, 2010; Atar & Bagci, 2019). The preparation that pre-service teachers receive during such teacher education programs is regarded as remarkably significant.

As prospective teachers, pre-service teachers will do teaching and probably have a great effect on hundreds and maybe thousands of students. In this sense, pre-service teacher education is very critical, and thus appropriate and sufficient training will have a snowball effect (Atar & Bagci, 2019, p.2).

In other words, the reason why a proper and optimal pre-service teacher education plays a pivotal role in the formation of future teachers is the extent to which those teachers may impact the lives of multiple students throughout their future teaching career. Matsuda (2017) shares this idea when endorsing that teacher educators may affect the life of a great number of student teachers who, at the same time, will eventually impact the life of an immense number of students. Thus, Matsuda (2017) concludes that the actions taken during teacher preparation programs are a powerful way to generate changes in the ELT classroom. Another reason that highlights the importance of pre-service teacher education is the tendency among teachers to teach in the way they were taught; that

is, they are likely to implement a similar teaching approach to teach their students (Atar & Bagci, 2019). Hence, when student teachers are not taught about updated ELT notions or recent tendencies in education, they may disregard those principles during their teaching practice. Finally, yet importantly, Dewey and Patsko (2018) accurately claims that a numerous amount of serving teachers may not seek or have the opportunity to receive further education in ELT due to economic or lack-of-time constraints. Thus, a significant number of English teachers may teach for several years before they enroll in some formal in-service education program. This fact highlights the need of introducing all relevant linguistic and theoretical aspects of ELT, such as WE and ELF, during pre-service teacher education. In the following section a discussion of previous studies regarding the effect of pre-service teacher education on pre-service teachers will be discussed.

2.2.3 Previous research on pre-service teachers' education

A mainstream research on teacher education focuses on teachers' cognition, particularly on teachers' knowledge and beliefs (Borg, 2005). As a matter of fact, various studies have been conducted with the purpose of investigating the effect of pre-service teacher education on student teachers' cognition and beliefs. In the ELT context, some studies (e.g. M. Borg, 2005; S. Borg et al., 2014) have revealed that pre-service training courses have a limited effect on student teacher's beliefs. For instance, the study of S. Borg et al. (2014) which was carried out in Spain, examined the impact of an ELT methodology course on pre-service teachers' beliefs about learning and teaching. The course lasted one year, and the beliefs were examined before and after that course. The findings did not reveal radical changes on pre-service teachers' beliefs after receiving that course. Nevertheless, several studies (e.g. Bush, 2010; Buss, 2017; Sosu et al., 2010) support the

idea that pre-service teacher education makes a significant difference to trainees. For example, a study carried out by Mattheoudakis (2007) consisted of tracking possible changes in pre-service EFL teacher beliefs on learning and teaching for a period of 3 years in a University in Greece. Student teachers' beliefs were recorded at the beginning of the teacher education program, and then recorded every year. At the end of the 3-year program it was found that the majority of student teachers' beliefs changed gradually and only a few remained static. Interestingly, the studies mentioned above which showed little evidence of change in beliefs focused on examining the effect of short-term courses. While studies which revealed significant changes examined the transformation of beliefs in three-year education programs or longer. This fact can be explained in light of Mattheoudakis (2007) who claims that changes in human beliefs take time therefore it is not possible to study them within a short period of time. Moreover, Mattheoudakis' (2007) enlightening observations point out that "what often seems to happen is that students enter the teacher education program with strongly held views about a notion and as they are exposed to relevant courses, support for this notion becomes weaker" (p. 1281). In short, there is ample evidence that pre-service teachers' cognition and beliefs can be transformed to a significant extent after being taught about the diverse ELT notions in teacher education programs. The next section is dedicated to discussing some current ELT notions which are claimed to be of pertinence in pre-service teacher education programs nowadays.

2.3 English teachers' awareness about the diversity of English

2.3.1 The diversity of English

“Languages adapt to new environments and change to reflect their fresh realities” (Y. Kachru & Smith, 2020, p.763). The historical spread of English has brought as consequence some changes on this language. Jenkins (2009) describes the spread of English based on two main diasporas: one involving the migration of England to America and Australia, and the second one referring to the colonization of Asia and Africa. The first diaspora gave birth to what are currently regarded as mother-tongue varieties of English, while the second diaspora originated what we nowadays know as second language varieties or new Englishes (Jenkins, 2009). Moreover, Nelson et al., (2020) noted that the spread of English did not stop with the end of the colonization era, but it continued to spread all across the globe in regions such as South America, across Europe, and East Asia as a language of access to diverse desired goals. In this manner, English language has evolved into new varieties of English throughout nativization (Kachru & Nelson, 2006). Nativization refers to the process that native English has experienced when entering new territories by adopting some of the features of the local language (Murray & Christison, 2011). Jenkins (2009) uses the term *Englishes* to refer to those varieties when claiming that “these Englishes have much in common, through their shared history and their affinity with either British or American English. But there is also much that is unique to each variety, particularly, in terms of their accents, but also in their idiomatic uses of vocabulary, their grammars and their discourse strategies” (p.9). These resulting varieties are what WE scholars refer to as Englishes. The WE notion is further described in the following section.

2.3.1.1 Definiton of World Englishes

The Indian linguist Kachru is one of the scholars who has taken a strong stand in the recognition of the Englishes which constitute the English language, and he is in fact considered the founder of WE (Genç & Meral, 2020). Although the concept of WE has several constructs, it is commonly admitted among scholars that the term “symbolizes the functional and formal variations, divergent sociolinguistic contexts, ranges and varieties of English in creativity, and various types of acculturation in parts of the Western and non-Western world” (Kachru, 1997, p. 212). The term not only highlights the plurality and heterogeneity of English, but it also emphasizes the autonomy of English languages worldwide (Bolton, 2006). According to Bolton (2006) the expression WE has the three following interpretations. Firstly, it serves as an “umbrella label” which encompasses the various approaches used to describe and analyze English (es) globally. Secondly, the expression is used to particularly refer to the varieties called new Englishes from the Caribbean, Africa, and Asia; namely English from countries that are part of the outer circle (Jenkins, 2006). Thirdly, it is used to represent the Kachruvian approach to the study of English language around the world. This approach is based on the model of the Three Concentric Circles: the Inner, Outer, and Expanding Circles which Kachru (2006) uses to explain the spread of English and its change. “The concentric circle representation embodies a long historical context within which the English language has evolved, expanded, converged and altered to form distinct identities” (Kachru, 2013, p.3-4). The Inner circle encompasses the regions in which English has its roots and where it is used as the first or native language; that is, USA, UK, Canada, Australia, and New Zealand. The outer circle consists of areas in which English was brought through colonization and where it is widely used as a second or official language, such as India and Singapore. The expanding circle consists of those areas where English is learned as a foreign language for various purposes, such as

traveling or business, etc. The concentric circles model makes a clear distinction between the international varieties of English, or Englishes. Yet, Kachru and Smith (2020) claim that a realistic approach has to admit that there are variations in English language within a national variety. Considering the fact that the nature of WE are plurality and diversity, the national varieties of English language are also acknowledged within the scope of this investigation. Hence, in this study, the term WE is used to refer to all the varieties of English worldwide; namely, the varieties of the three circles in Kachru's model, and the national varieties found inside each of those international ones. Another notion that demonstrates the worldwide presence of English is English as a Lingua Franca as explained below.

2.3.1.2 Definition of English as a Lingua Franca

Nowadays English is mostly used in contexts where it functions as lingua franca (Seidlhofer, 2001). ELF is an expression sometimes used interchangeably with the term of English as an International language (Jenkins, 2009). As Mauranen (2018) pointed out, the term ELF is used in applied linguistics with the two following connotations. First, it is used to mean a contact language spoken among people who have different first languages, excluding the native speakers. In the second meaning, the native speakers are included among the ELF users; namely, it is a vehicular language between speakers when at least one of them uses it as a second or foreign language. Even though native users can be considered as part of the ELF speakers' community, it is important to highlight that most of the ELF communication involves the Expanding Circle speakers interacting with each other (Jenkins, 2009). Regardless of the shorter number of native speakers involved in ELF Franca interactions, they do use English as the contact language with nonnative speakers.

Therefore, it is unrealistic to intend to exclude them from the ELF term. In light of the above discussion, ELF is used in this study to refer to the use of English as a contact language by speakers who do not share a first language, regardless of which their native language is. Among the various ELF facts pointed out by scholars, four of them seem to be the most remarkable. The first one is that ELF holds a connection with WE given that both notions have resulted from the spread of English and it has been the emergence of WE what has enabled this language to be currently used as lingua franca (Harris, 2012). The second characteristic is that ELF speakers use language features that are derived from their own ELF variety; thus, it differs in terms of language forms and functions from the so-called standard or native versions of English (Jenkins, 2009; Osim-Teasdale, 2018). A third and crucial distinction of ELF speakers is that “pragmatically, it involves the use of certain communication strategies, particularly accommodation and code-switching. This is because ELF forms depend crucially on the specific communication context rather than being an ‘all-purpose’ English” (Jenkins, 2009, p.146). Last but not least, participants in the ELF discourse need to mutually collaborate in order to achieve mutual comprehensibility and ensure a successful communication (Mauranen, 2010). Unarguably, these facts about ELF demands its speakers to develop pragmatic competence, language flexibility, the ability to understand a variety of Englishes, and a cooperative attitude to communicate with other ELF users. Teachers should be aware of these facts in order to adequately prepare students to become successful ELF users. Hence, the issue of teachers’ awareness about the WE and ELF notions is addressed below.

2.3.2 Developing pre-service English teachers' awareness about the diversity of English

The actual sociolinguistic scenery of English calls attention to the importance of raising English language learner's awareness of the linguistic diversity in today's Englishes, in spite of the variety used as instructional model (Cecil et al, 2019). As argued in the 2.2.2 section, the moment when it may result more beneficial to introduce updated ELT notions is during pre-service teacher education. Thus, the diversity of English notions, WE and ELF, are undoubtedly topics to be addressed during pre-service teacher education. In fact, B. Kachru and Nelson (2006) claim that the need for awareness of these notions should not be less important than the teaching of central ELT areas such as methodologies and grammatical descriptions during ELT preparation programs. In this sense, it is necessary that pre-service teacher education programs firmly work on raising student teachers' awareness about the diversity of English. Awareness is defined by Freeman (1989) as the ability to notice and keep track of the attention one is rendering or has rendered to a certain thing. A person reacts or responds to the situations of which he or she is aware (Freeman, 1989). Rose et al. (2020) particularly defines raising awareness of English diversity as enhancing student's knowledge of the role and form of the English varieties through activities which educate learners about the sociolinguistic and sociocultural components of different Englishes and their speakers. Cecil et al (2019) admitted that a lack of awareness about English varieties may negatively affect students' attitudes towards other varieties of English, their confidence in successful communication when many varieties of English are involved, and their capability of understanding discourses derived from various Englishes. On the other hand, educating student teachers about this notion is likely to transform teachers' cognition and beliefs as discussed in the 2.2.3 section. "Pre-service teacher education is more likely to impact on trainees when they have opportunities to become aware of their prior beliefs about teaching and learning, to reflect on these

and to make connections between theory and practice” (S. Borg et al., 2014, p.3). In other words, awareness may lead pre-service teachers to reconsider their previous perceptions about ELT notions. Thus, raising awareness of the WE and ELF notions may consequently prompt changes in pre-service teachers’ beliefs and their future teaching practice. As Richards and Lockhart (1996) claim that awareness can lead teachers to change or to make more appropriate judgments and decisions in their teaching. For instance, deciding their future teaching preferred methods and approaches, or resolving what variety of English they would prefer to use and teach (Atar & Bagci; 2019; Bayyurt & Sifakks, 2015). The next section contains previous research on implementing raising-awareness activities or courses of English diversity in teacher education.

2.3.3 Previous research on raising teachers’ awareness about World Englishes and English as a Lingua Franca

The topic of raising teachers’ awareness of the diversity of English has begun to be explored not long ago, therefore little previous studies about this issue have been found. Among the most significant previous studies related to teachers’ awareness of the notions of WE and ELF, some of them focus on promoting raising-awareness activities or courses in pre-service education programs (e.g. Munro et al., 2006; Eslami et al., 2019; Biricik et al., 2020). The common findings show that such courses and activities were beneficial for raising pre-service teachers’ awareness of the intended notions. In addition, some studies reported that the implementation of raising awareness courses changed pre-service teachers’ thoughts and beliefs (e.g. Birincik et al., 2020). For instance, Ates et al. (2015) carried out a study in the Southern Western USA with the purpose of incorporating WE perspectives into one of the courses of a teacher education program during a semester. The findings showed that such course helped to foster increased understanding of the

culture and communities of WE speakers. Moreover, the awareness raised on students led to transformation of their previous beliefs about the WE notion. What is more, pre-service teachers seemed to have understood the implications of the issue and showed willingness to implement similar WE-oriented activities in their own future classrooms. On the other hand, the lack of awareness of English diversity has also been detected in the in-service education context. For example, Bayyurt and Sifakis (2015) carried out a study which involved Turkish and Greek (nonnative) English teachers as participants. The research focused on implementing a course to raise awareness about ELF during one academic year. Participants were found to be unaware of the ELF notion at the beginning of the course, however, their ideals of the native speaker model were consequently changed for the adoption of a more realistic ELF-competent-user model. Interestingly, these teachers admitted to also have experienced lack of confidence to use English effectively, however their confidence was reinforced as a result of the course. In light of these findings, it can be speculated that the lack of confidence highlighted in the 2.1.3 section in non-native English teachers seems to be connected with the lack of awareness of the diversity of English. Last but not least, some authors of previous studies on WE and ELF awareness conclude by motivating future research on 1) raising English teachers' awareness of varieties of English (Momfared, 2020), 2) examining the actual implementation of WE in the classroom (Ates et al., 2015), and 3) examining the English learning and teaching preferences on native and nonnative future teachers in relation to the WE and ELF perceptions (López, 2020). Echoing these pertinent suggestions, the focus of this study is on the raising awareness issue of English diversity in pre-service education and its implications on teaching preferences of nonnative future English teachers.

2.4 Conclusion

In this chapter the importance of the study of raising nonnative English pre-service teachers' awareness was addressed upon previous theoretical framework. First, the current scenery of the nonnative teachers in the ELT was discussed. Then, the importance of pre-service teacher education on student teachers was argued. Finally, the terms WE and ELF were addressed, as well as the relevance of raising awareness on pre-service English teachers about these two important notions. Based on previous research, the chapter closes with an emphasis on the pertinence of carrying out more studies about the issue of raising awareness of WE and ELF on pre-service teachers. Moreover, it emphasizes the need of examining how the English diversity notion is currently dwelt in pre-service teacher education programs, and its implications in the learning and future teaching preferences of student teachers. The chapter ends up establishing the focus of the study which is on the need of raising awareness of the English diversity during pre-service education. The next chapter moves on to the description of the methodology through which the purpose of this study was accomplished.

CHAPTER III: METHODOLOGY

3.0 Introduction

In this chapter the methodology followed by the researcher is described. The first section displays the research design chosen to conduct this inquiry. Then, the research context and the study participants are introduced. Later, the data collection instruments are presented. Finally, the process of data analysis is described.

3.1 Research design

“Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (Creswell, 2009, p.4). Richards (2003) highlights that qualitative research is exploratory by nature. This MA thesis aims to explore teachers’ awareness; thus, the chosen approach for this study is qualitative. According to Richards (2003), a remarkable feature of qualitative researchers is that they study things in their natural setting, aiming to understand, or interpret, a particular phenomenon from the perspective of those involved. Particularly, this qualitative research follows a case study tradition given that it focuses on exploring the case of one institution, and on describing it in a detailed manner (Richards, 2003).

3.2 Research context and participants

This study was conducted at the Faculty of Languages from a recognized autonomous Public University located in Central Mexico. The participants were purposefully selected; that is, they were chosen taking into consideration some common features that would best help the researcher understand the problem and answer the research questions (Creswell, 2009). It had initially been expected that all subjects would be nonnative speakers of English (NNES). However, a deviant case emerged; namely, one of the participants of the case study said to be a native speaker of English. All participants were students enrolled in the last year of the BA in ELT program when the study took place; that is, they were all pre-service English teachers. The study required students who had already taken all the content courses of the BA in order to obtain a more accurate outcome of what their level of awareness about English diversity is after completing their BA program. Another sampling strategy was convenience because participants' availability and willingness were also taken into consideration. Convenience sampling is defined by Richards (2003) as settling "for what is convenient because of advantages it offers or the difficulty of using other samplings" (p.20). From the group of participants who were purposively selected, there were altogether 13 of them who expressed their willingness to participate in this study by responding to an email invitation.

3.3 Data collection

Participants' perceptions were explored through a questionnaire and a semi-structured interview. The questionnaire was made in Google Forms, and it contained likert-scale and open-ended items. Likert scales are made of answer options that elicit the extent to which participants agree or

disagree with the statements; however, other response options relevant to the particular target of the study can be used (Dornyei & Taguchi, 2010). For example, in the section II of the questionnaire, other response options such as “moderately familiar” and “very familiar” were used to inquire about participants’ degree of awareness of the WE and ELF notions. The use of likert-scale is usually related to quantitative research; however, some scholars have employed likert-scale items in questionnaires or surveys for qualitative studies (e.g. Alismail & Zhang, 2020; Tapia, 2010). In the current study, the researcher used the information obtained from the likert-scale responses as a starting point to analyze the answers in the open-ended questions. The provided options in the section III, item 17, were elaborated based on the activities that some scholars have previously implemented in their studies on raising awareness of the WE and ELF notions (Eslami et al., 2019; Ates et al., 2015), and on some strategies suggested by Rose et al. (2020) to enhance students’ knowledge about English diversity.

Open-ended questionnaires contain items which do not have options for the respondent to choose from, but it has a blank space to be filled in with the answer (Dornyei & Taguchi, 2010). According to Brace (2008), open-ended questions are preferably used when the researcher cannot anticipate the answer of the respondents, or it is dangerous to try to do it. Given that this study was aimed at exploring participants’ awareness, it would have been perilous to provide possible options in some questions. For example, the open-ended item 10, in section II: *Explain what you know about 'World Englishes'* allows participants to freely express anything they know about WE. It also avoids the risk that respondents who are unaware of this notion make guesses by randomly choosing any possible answer from the given options. Hence, an open-ended item in this case was more likely

to display the real degree of WE's awareness in participants because in case the term was unknown by them, their open answers could clearly reflect it. Moreover, the choice of open-ended questions is based on previous studies (Biricik et al., 2020; Lu & Buripakdi, 2020) which used open-ended questionnaires to explore the topic of teachers' awareness of English diversity. A sample questionnaire can be found in appendix A.

On the other hand, the interview consisted of open-ended questions with content very similar to the questionnaire. The purpose was to support the questionnaire results, to expand on those previous answers, and to possibly generate new insights. It was an online interview which was recorded with the consent of the participants. Richards (2003) describes the interview as a very special type of conversation in which the researcher is concerned only with encouraging the speaker; and is focused on obtaining from the participant as plentiful and as complete information as possible. Another important feature of the interview is that it goes beyond merely asking questions, but it requires careful listening to the answers given (David & Sutton, 2004). In this study, the interview was chosen based on Biricik-Deniz et al. (2020) whose study about ELF-awareness involved semi-structured one-on-one interviews with the purpose of supporting the questionnaire results. A sample interview can be found in appendix B.

In order to validate the research instruments before using them in the main study two processes suggested by Phakiti (2014) were implemented: analysis of cognitive processes and expert judgements. Analysis of cognitive processes is a strategy that involves a small number of participants who verbally express the mental process they go through while they are carrying out the task (Phakiti, 2014). For example, participants express whether they understand the statements

in a questionnaire and whether they face any difficulty while rating the items. On the other hand, expert judgement consists of asking other researchers or the research supervisor to revise and provide critical feedback on the instrument (Phakiti, 2014). For instance, highlighting foreseeable problems such as spotting items which may not be related to what is intended to measure, or the items that may not adequately measure what the researcher is trying to assess. When validating the research instruments, showing the tentative items in a questionnaire to colleagues and experts in the field for their critical judgement is also considered a useful step by other researchers such as Davis and Sutton (2004). Taking the above into consideration, the analysis of cognitive processes step in this study was implemented with two research seminar colleagues. They provided verbal information about the way they interpreted the questionnaire and interview items. Some adjustments were done to the instruments based on the information obtained from this step. Later, the expert judgements process consisted of sharing both instruments with the thesis supervisor for judgmental analysis. The feedback obtained from this second step was also taken into consideration to make the necessary adjustments for improving the research instruments. After that, with the guidance of the thesis supervisor, it was determined that the instruments were ready to be applied to the target participants.

All pre-service teachers who expressed their willingness to participate in the study signed a consent form which specified what the research was about, and its purpose. It also aimed to obtain respondents' consent to participate, and their agreement to have their information or answers used for the study. The consent form informed participants that once they had answered the questionnaire, they would have later on the opportunity to decide to participate in an interview or

retire. However, they were kindly invited to get involved in both parts of the research. Thus, the 13 participants who agreed to be part of the study, were first sent the link to the online questionnaire. At the end of the questionnaire 7 of them expressed their willingness to participate in the interview. Those who agreed were given an appointment for a Zoom meeting to have the interview which lasted about 30 minutes each one.

3.4 Data analysis

Based on the linear data analysis approach for qualitative research suggested by Creswell (2009), the following steps guided the researcher when analyzing the data. In the case of the questionnaires, the open-ended questions were first read a few times to have a general understanding of what the participants were trying to say. After that, the codes were established using a combination of predetermined and emerging codes which generated the themes or categories. Later, the themes were interrelated and analyzed to interpret their meaning. The procedure was different in the case of the likert-scale items. Participants' responses were counted and then put into charts. In this way the most frequent and less frequent answers were used as reference to give more sense to the open-ended items' data. In the interviews, the first step was to transcribe the recordings. Then, the scripts were read several times. The categories used to classify this data were based on the ones that had been established during the questionnaire and in some cases new categories emerged. The last step of this study involved data triangulation with the purpose of adding validity to the study (Creswell, 2009). According to Richards (2003), triangulation "is based on the idea of getting a fix on a particular point by viewing it from different perspectives, thus minimizing the danger of a one-sided representation" (p.251). Here the data

collected from the questionnaires and the interviews was triangulated to compare to what extent the answers that participants provided in the questionnaire and during the interviews were echoed or contradicted.

3.5 Conclusion

In this chapter, a detailed description of the methodology and the process followed to collect and analyze the data were given. Next chapter presents the findings based on the research questions of this study. First, the insights collected with the questionnaire are described. Then, the findings obtained in the interviews are reported.

CHAPTER IV: RESULTS

4.0 Introduction

This chapter presents the findings of this study in two main sections: the questionnaire results, and the interview results. Each section is organized in three subsections which are derived from the research questions: 1) NNES pre-service teacher's awareness of the diversity of English language; 2) strategies for raising-awareness about English diversity in the BA classroom; and 3) NNES pre-service teachers' teaching expectations. The findings of the likert-scale questionnaire sections are shown on tables 1, 3 and 4. Table 2 is used to represent the responses from one of the open-ended questions. The answers obtained from the open-ended questionnaire items are classified into categories and exemplified by using quotes. Each item from the questionnaire is represented by the letter Q plus the number that corresponds to each question (e.g., Q1). The findings from the semi-structured interview were also classified into categories and exemplified by using quotes. At the end of this chapter the findings of the deviant case are described and later contrasted with the outcomes of the NNES group case.

When exploring English teachers' awareness of the English diversity, participants were also asked questions related to the expression varieties of English (VE) given that the VE are a fundamental basis of the WE notion and they are also intertwined with the ELF conception, as it was explained in chapter II.

4.1 Questionnaire findings

4.1.1 NNES pre-service teachers' awareness of the diversity of English language

4.1.1.1 Likert scale items

Table 1 shows the degree of familiarity that pre-service teachers expressed to have of the diversity of English and its related notions: VE, WE, and ELF.



Table 1: Pre-service Teachers' Awareness of the Diversity of English.

Items	NNES Pre-service Teachers: Total of 12				
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Q5: English is believed to be a diverse language	7	5	0	0	0
	Extremely familiar	Very familiar	Moderately familiar	Slightly familiar	Not at all familiar
Q6: Are you familiar with the expression 'varieties of English'?	1	3	7	0	1
Q9: Are you familiar with the expression 'World Englishes'?	0	2	2	4	4
Q11: Are you familiar with the concept of 'English as a Lingua Franca'?	0	2	9	1	0

Most of the participants ‘strongly agreed’ that English is considered a diverse language (Q5). There was not any disagreement at all about this belief. This suggests that all respondents acknowledge that English possesses certain characteristics that make it a diverse language.

Most participants also reported being ‘moderately familiar’ with the expression varieties of English (Q6) as well as with the term English as a Lingua Franca (Q11). In the case of the WE term, they predominantly expressed being ‘slightly familiar’ or ‘not at all familiar’. Thus, if students possess any knowledge about WE, it may be very limited.

4.1.1.2 Open-ended items

In Q7 participants were asked to explain what they understand by varieties of English.

Participants defined VE in the three following ways.

- The types or dialects of English

Some participants understand the expression varieties of English as types of English or dialects which are found and spoken around the world. The words of participants 10 and 11 show this definition.

P10: All the different ‘types’ of English spoken all around the world, for example American, British and Australian.

P11: The different english language dialects that exist from all around the world.

- **The variations in certain features of the English language.**

Other participants described the VE as differences in certain language features such as pronunciation, grammar, and accent. The answers of participants 4 and 3 illustrate this point.

P4: Are the different variations in English according to an area, it could be the pronunciation or some grammar rules.

P3: I think it has to be with different accents and ways of expressing through the use of English.

Although the answers were brief and simple, they provided enough evidence of the moderate familiarity participants have about this concept, as they have expressed in the Q6 item.

- **A misconception**

Nevertheless, a participant seems to hold misconceptions about the VE. He or she understands the VE term as the adaptation of English language in native-English speaking countries.

P13: (Varieties of English is the) English spoken in different parts of the world, how each English native place has adapted it.

This participant seems to disregard the fact that the VE are also the ones spoken in non-native speaking countries. This point is echoed by the following findings.

Table 2 shows the varieties of English that participants mentioned when they were asked Q8: They are classified according to Kachru's Three Concentric Circles' Model.



Table 2: Varieties of English Mentioned by NNES Pre-service Teachers

Item	Varieties mentioned	Frequency
	<i>Inner Circle</i>	
	Australian	9
	Canadian	7
	New Zealand	3
	Irish	1
Q8: Can you please mention other English varieties different from the American English, or British English ones?	Hawaiian	1
	Canadian-French	1
	Hispanic (USA variation)	1
	<i>Outer circle</i>	
	Indian	4
	Jamaican	3
	African	1
	Philippine	1
	<i>Expanding circle</i>	
	Chinese	2

The Australian and the Canadian native English varieties were the most mentioned in the list. Moreover, the major number of varieties said by participants are related to countries of the inner circle. Conversely, a smaller number of English varieties which belong to the outer circle were reported, and only one variety from the expanding circle was mentioned. This points that NNES pre-service teachers tend to highly relate the English varieties with the countries of the inner circle, less with the outer circle, and scarcely with the expanding circle. This may suggest that NNES pre-service teachers are highly aware of the varieties of English which belong to the inner circle, but

they are slightly or not aware of the fact that the types of English spoken in the expanding circle are also to be considered Englishes or English varieties.

In the item Q10 participants were asked to explain what they know about World Englishes. Their answers are classified as follows.

– **WE are the varieties of English.**

Although participants had previously reported in Q9 that they are slightly or not familiar at all with the term WE, some of them accurately related the term with the English varieties worldwide. The answers of participants 5 and 7 illustrate this point.

P5: It is the group of all English spoken in the entire world.

P7: Are the variations of English spoken over the world.

– **Misconceptions.**

Findings also reveal that some participants hold certain misconceptions about the WE paradigm, or else, they may just have tried to guess what the term WE mean. These are some examples of inaccurate definitions.

P6: These are the varieties of English influenced by the United States.

P9: Places where is commun to speak English.

– **Unknown term.**

On the other hand, some other participants declared that they had never heard of the expression WE. The words of participants 1 and 10 reflect their lack of awareness of this issue.

P1: I haven't heard of the term.

P10: I don't know anything about the expression.

So far, a high degree of unawareness of the WE notion can be observed in most participants.

In Q12 participants were asked to explain what they understand by English as a Lingua Franca. They defined it in two ways. These definitions are explained next.

– **It is a common language.**

Participants mainly defined ELF as a common language between users who hold different native languages. Participant 9 defines the term as follows.

P9: Language used as a way common between speakers whose native languages are different to share ideas, feelings, etc.

– **It is a tool for global communication.**

Other participants described it as a communication tool which allows people to communicate globally. Participant 12's comment exemplifies this.

P12: People use English to communicate with others around the world.

These previous responses provide evidence of the familiarity that most participants have of the term ELF, as reported in Q11.

- Misconceptions

However, it was found that a third of participants held certain misconceptions about the term. For example, participant 8 seemed to understand the term ELF as a standardized English.

P8: I do not remember the exact explanation of this term but, if I remember correctly, it refers to the language (English) being a worldwide standardized form of communication.

Moreover, participant 3 wrongly explained the term ELF with issues related to the roots of English language.

P3: That English is not a Germanic language, it has more similarities with Francophone languages.

Some participants were able to define ELF correctly in the questionnaire, others were not. Considering this, it can be inferred, so far, that participants are just fairly aware of the ELF notion.

4.1.2 Strategies for raising awareness about English diversity in the BA the classroom

4.1.2.1 Likert-scale items

Table 3 displays the strategies reported by participants which their professors have used to teach them about the diversity of English during their BA program.



Table 3: Strategies for Raising Awareness about English Diversity in the BA Classroom

Items	NNES Pre-service Teachers: Total of 12				
	Always	Often	Sometimes	Rarely	Never
Q13: How often did your BA professors implement activities during class to teach you about the diversity of English language?	2	0	5	4	1
Q14: How often did your BA professors implement activities to teach you about the varieties of English that exist around the world?	1	1	2	7	1
Q15: How often did your BA professors implement activities to teach you the topic of World Englishes?	2	0	1	5	4
Q16: How often did your BA professors implement activities to teach you about the concept of English as a Lingua Franca?	1	2	1	7	1
Q17: How often did your professors implement the following activities or strategies in your classroom in order to teach you about the varieties of English, World Englishes, or English as a Lingua Franca?					
A. Implement readings that talk about the history and /or the spread of English.	2	0	4	6	0
B. Implement readings that talk about English as a lingua Franca.	0	3	3	5	1
C. Implement readings that talk about World Englishes.	0	2	4	5	1
D. Play videos which showed speakers of English from different	1	4	5	2	0

parts of the world (e.g. European, or Asian English speakers, etc.).					
E. Play videos which talk about the history and/or the spread of English.	2	3	2	4	1
F. Prompt discussions or guided reflections after reading texts that talk about English varieties.	1	1	2	4	4
G. Prompt discussions or guided reflections after watching videos that talk about English varieties.	0	2	4	3	3
H. Explain models of the spread of English.	1	1	3	6	1
I. Explain some varieties of English that exist around the world.	1	2	5	4	0
J. Talk about the varieties of English that exist within English Speaking countries (e.g. the English varieties within the USA, England, etc.)	2	3	3	4	0
K. Provide demographic information about who uses English in the 21st century.	1	1	2	3	5
L. Have presentations about the history of some English varieties (e.g. the history of Indian English).	1	2	2	4	3
M. Ask students to conduct their own research on the diversity of English.	0	2	1	4	5
N. Implement OTHER activity(ies) not mentioned here.	1	1	1	2	7

Participants generally reported that their BA professors ‘sometimes’ implemented activities to teach them about the diversity of English (Q13). A common answer emerged when the respondents

were asked how often their BA professors implemented activities related to the varieties of English (Q14), World Englishes (Q15) and English as a Lingua Franca (Q16). In the three cases, most of them expressed that these types of activities or strategies were ‘rarely’ implemented. These responses were echoed in Q17 where a trend towards the option ‘rarely’ can be observed in the A-N list of activities and strategies implemented.

In Q17 it can also be observed that activities were reported to be carried out with the following frequency. They are presented in a descending form: sometimes, rarely, never.

Sometimes

- 1) Play videos which showed speakers of English from different parts of the world (e.g. European, or Asian English speakers, etc.).
- 2) G. Prompt discussions or guided reflections after watching videos that talk about English varieties.
- 3) Explain some varieties of English that exist around the world.

Rarely

- 1) Implement readings that talk about the history and /or the spread of English.
- 2) Implement readings that talk about English as a lingua Franca.
- 3) Implement readings that talk about World Englishes.
- 4) Play videos which talk about the history and/or the spread of English.
- 5) Prompt discussions or guided reflections after reading texts that talk about English varieties.
- 6) Explain models of the spread of English.
- 7) Talk about the varieties of English that exist within English Speaking countries (e.g. the English varieties within the USA, England, etc.)
- 8) Have presentations about the history of some English varieties (e.g. the history of Indian English).

Never

- 1) Provide demographic information about who uses English in the 21st century.
- 2) Ask students to conduct their own research on the diversity of English.

All strategies from the ‘sometimes’ list are focused on teaching about the varieties of English. The ‘rarely’ list contains strategies that address the topics of spread of English, varieties of English, ELF, and WE. The ‘never’ list are strategies to teach who the English language users in the 21st century are, and about the English diversity in general.

Overall, two important points stand out from the data revealed in table 3: 1) Most activities or strategies were rarely implemented by the BA professors and 2) the most frequent activities were mainly aiming to teach about the varieties of English, not about the WE or ELF notions specifically.

4.1.2.2 Open-ended questions

In the item Q18, participants were given the space to write other strategies or activities implemented by their BA professors which were not predetermined in the A-N list, in Q17. The activities they mentioned are listed next. The words of some participants are quoted below each strategy to illustrate each point.

- 1) Use TV series and movies to teach historical aspects of the English language.
P8: Watching TV series and movies that explain the spread of the Celtic and Viking culture, as well as how English evolved throughout the years.
- 2) Teach about the distribution of English language with maps.
P7: Make some map representing the distribution of English.
- 3) Use movies and infographics to show examples of varieties of English.
P4: For example, one teacher made use of movies with variations of English, or she made use of infographics.
- 4) Compare lexical features of some native English varieties.
P2: Compare words and expressions used in British and American English.
- 5) Teach about diverse ways to pronounce English words using music.
P9: In the use of music to explain different pronunciation of the one word.

Overall, BA teachers made use of movies, tv series, songs, and maps to teach students about the history and spread of English, as well as to exemplify and explore some English varieties and some of its differences in terms of lexis and pronunciation. Although these topics are the basis to the

WE and ELF notion, these activities do not seem to have been dedicated to the teaching of those two notions, or at least there is no evidence of that. Moreover, same like in the likert-scale findings, most of these activities focus on the teaching of the VE.

– **Further comments**

At the end of this section, participants were given a special section to write any further comment they wished to express about the topic of inquiry. Those comments highlighted the fact that NNES pre-service teachers' awareness about the appointed notions is limited, and that the times when they were taught about those topics were few. Participants 3, 7, and 13 declare this point as follows.

P3: The knowledge I have about language variety and history is limited.

P7: There are (were) not many activities to teach (us) about the varieties of English.

P13: I don't remember that teacher mentioned us these topics very often, just some teachers did, but rarely, just to be aware that exist English varieties.

In light of the above mentioned, it is assumed that although NNES pre-service teachers were taught about the English history and the VE through varied strategies, those strategies were rarely implemented. Moreover, participant 13's comment reinforces the idea that the BA professors mostly taught about the VE and suggests that they may have disregarded teaching about the ELF and WE notions.

4.1.3 NNES pre-service teachers' teaching expectations

4.1.3.1 Likert scale items

Table 5 shows the variety of English NNES pre-service teachers aspire to teach during their future teaching career. It also displays to what extent they are willing to implement, as future teachers, the same strategies and activities their BA professors used to teach them about the diversity of English.



Table 5: Teaching expectations

Items	NNES Pre-service Teachers: Total of 12				
	A native variety	A non-native variety	Particularly British	Particularly American	
Q20: What variety of English would you prefer to teach your future students?	2	5	2	3	
	Always	Often	Sometimes	Rarely	Never
Q23: Would you implement these activities in your English teaching classroom to teach your students about the varieties of English, World Englishes and English as a Lingua Franca?					
A. Implement readings that talk about the history and /or the spread of English.	1	6	5	0	0
B. Implement readings that talk about English as a lingua Franca.	4	5	3	0	0
C. Implement readings that talk about World Englishes.	2	6	4	0	0

D. Play videos which showed speakers of English from different parts of the world (e.g. European, or Asian English speakers, etc.).	6	5	1	0	0
E. Play videos which talk about the history and/or the spread of English.	3	5	4	0	0
F. Prompt discussions or guided reflections after reading texts that talk about English varieties.	4	3	5	0	0
G. Prompt discussions or guided reflections after watching videos that talk about English varieties.	6	3	3	0	0
H. Explain models of the spread of English.	1	2	8	0	1
I. Explain some varieties of English that exist around the world.	4	5	2	1	0
J. Talk about the varieties of English that exist within English Speaking countries (e.g. the English varieties within the USA, England, etc.)	5	3	3	1	0
K. Provide demographic information about who uses English in the 21st century.	2	4	4	2	0
L. Have presentations about the history of some English varieties (e.g. the history of Indian English).	2	2	7	1	0
M. Ask students to conduct their own research on the diversity of English.	4	2	5	1	0

N. Implement activity(es) not mentioned here.	OTHER	4	1	4	1	2
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It can be observed in table 5, that the options ‘A native variety,’ ‘particularly English,’ and ‘particularly American’ in Q20 refer to native versions of English language. Adding up the number of participants who chose each of these three options gives a total of 7. That means 7 NNES pre-service teachers would prefer teaching a native variety, predominantly the American one, while 5 NNES pre-service teachers aspire to teach a non-native variety. Thus, most participants aspire to teach a native variety to their future students. Another outstanding point is that the responses in the Q23 item reveal that participants are willing to implement the strategies from the A-N list with a higher frequency than their BA professors did; that is, they are willing to often implement those strategies in their future teaching career.

4.1.3.2 open-ended items

In Q21 participants explained the reason why they would prefer to teach the variety of English they chose in Q20. First, the justifications for preferring teaching a native variety are described, then the reasons for choosing a non-native variety are also presented. Some answers about why to teach a native variety were not clear, however they were later clarified with the interview’s data.

-Reasons for teaching a native variety

American variety

NNES pre-service teachers who expressed a preference for teaching the American English briefly explained that it is because they are geographically closer to the USA or have more exposure to this variety. The following quotes exemplify this point.

P1: We are more exposed to that variety.

P13: Because we are closer to the USA than the UK.

Despite preferring to teach the American variety, two participants expressed that they are willing to raise awareness of the existence of the varieties of English in their future students. Participant 11 expressed this idea as follows.

*P11: I would say American English because of the closeness with USA. However, I would also raise awareness about English varieties because it is important to let students know about it and **stop holding misconceptions such as accent.***

British variety

On the other hand, participant 3 who said to aspire teaching the British variety justified this preference with the following brief answer:

P3: Because I'm more used to that way.

This response suggests that this participant is, for some reason, more familiar with the British English than with the other Englishes and that influences his or her preference for teaching that variety.

-Reasons for teaching a non-native variety

Participant 10 explained that teaching a non-native variety is adequate to raise awareness of the extent and diversity of English language on students.

P10: I believe that it would be helpful for students to learn a wider range of terms or expressions used in different varieties of English to create in them a greater awareness of the breadth of the language.

For participant 12 it is preferable to teach a non-native variety because it may contribute to promote the acceptability of all the English varieties.

*P12: Because I would like that my futures students will able **to be respectful with the varieties of English.***

In short, the American English seems to have the strongest preference among other native varieties on the future teaching expectations of these NNES pre-service teachers. This preference was justified by the fact that participants' country of nationality is geographically closer to the country where the American variety is spoken. Moreover, some participants claim to be more exposed to this variety than to any other. Interestingly, raising awareness of the varieties of English on learners was considered important by participants who preferred teaching a non-native variety, as well as by some of those who aspire to teach a native English version.

In Q22 participants were asked their opinion about teaching a non-standard variety of English; that is, neither a British nor an American variety. Most participants confirmed their positive attitude towards teaching non-standard English varieties. The three main reasons why they are in favor of teaching non-standard varieties of English are mentioned next. Each point is illustrated with some students' comments.

1) Prepare students for real life situations.

P9: Is a good idea to teach those varieties because as a teacher I can prevent students that in the future they might work with peers who have grown up with varieties of English and prevent misunderstandings.

2) Focus on intelligibility.

P6: Doesn't matter if people cannot use the standard language, the most important it's to communicate.

3) Promote the acceptability of all English varieties.

*P3: I think it would be helpful in the future, it can **decrease discrimination**.*

Participants agree that teaching about the English varieties would be beneficial for English learners in some way. Additionally, P3's comment seems to echo respondents 11 and 12's answers in Q21 who suggested that raising awareness of the varieties of English on students may prompt a respectful attitude towards all English varieties and its varied accents.

On the other hand, participant 8 makes it clear that it is a good idea to teach non-standard VE to students but not to use them as the instructional model.

P8: It is a great tool, as long as you do not use it as your main for teaching.

Hence, it is observed that participants are highly aware of the varieties of English and the importance of raising awareness about them to their students, however, their preference for a native English variety persists.

4.2 Interview findings

The results from the interviews that were conducted with the six NNES pre-service teachers who volunteered to take part of this second stage are presented here. The findings are presented in 3 categories similar to the questionnaire results' section: 1) NNES pre-service teachers' awareness of the diversity of English language, 2) Strategies for raising-awareness about English diversity,

and 3) NNES pre-service teachers' teaching expectations. Each category has some subcategories based on the previous ones observed on the questionnaire' results, but in some cases new ones emerged.

4.2.1 NNES pre-service teachers' awareness of the diversity of English language

In the questionnaire's results participants agreed that English is considered a diverse language. During the interview students provided evidence of their knowledge about English diversity. Participants 4 and 7 understand the diversity of English as follows.

P4: ...because it has a lot of variations. For example, it can be the pronunciation and some rules, well, some grammar rules. Erm...what else....even in the culture can be different.

P7: I think that is a diverse language because there is a greater percentage of the people that speak English around the world and this includes as a native language, and as a second language or foreign language.

These comments show that NNES pre-service teachers are aware of the global breadth of English language and the different features each English variety has.

Awareness of the 'English variety' concept.

Most participants demonstrated being aware of what a variety of English is. The response of participant 1 exemplifies this point.

P1: Well for me a variety of English is any variety that can... that language can have and in the written form and spoken form. I don't know, grammar, any variation that the language can have depending which parts of the world it's been spoken. For example, I would say that... most common example is the difference between American English and, well, English in Britain, for example. But it also has changes, for example, like AAVE: African-American vernacular English, which is found mostly in America. So, that would be variety.

During the interview, participants were not asked again to provide examples of varieties of English as they were in the questionnaire. However, the researcher analyzed the varieties that participants had automatically mentioned while trying to explain the term English variety. It was found that the most mentioned varieties corresponded to the inner circle, particularly the American, British, and Canadian English were mentioned repeatedly. Only two varieties from the outer circle were mentioned: the Philippine and Indian. In addition, no variety from the expanding circle was ever mentioned by any of the respondents. Similar to the questionnaire findings, pre-service teachers provided evidence of being highly aware of the varieties of English which belong to the inner circle. There is no evidence of their awareness of the expanding circle English varieties in this case.

Awareness of the World Englishes concept.

Interview responses confirmed that participants accurately relate the term WE with the notion of VE; however, their responses did not show a broader knowledge than simply connecting it with the varieties of English concept. The following comments illustrate how they explain the WE term.

- Types of English

P7: Yes. Well, I think that the term of World Englishes is the one that we use for referring to the different types of Englishes in the world. Yeah, as I mentioned, I think it about the British, the American, maybe the Australian, the one that is spoken in Hawaii. They are like different from each other.

P8: ... I believe all these concepts relate to each other. So, what I understood from that term is that basically, there is different types of English, Englishes if would say so, of course because English is such a widely used language.

- Unknown term

Some other participants expressed their unfamiliarity with the term and did not attempt to provide any definition for it, like in the case of Participant 1.

P1: I don't remember learning about this word or, they only told me about like varieties, but I don't remember about the term Englishes.

Overall, same as in the questionnaire, some participants explained WE as a term used to call the English varieties, and some others said to be no familiarity at all with the term.

Awareness of English as a Lingua Franca.

Echoing the responses, they had previously provided in the questionnaire, participants defined ELF as a global communication mean used between speakers of different mother tongues. Participant 12's comment explains this point.

P12: Well, as I mentioned at the beginning is that, well if you want to travel to another country which in that country doesn't speak your native language, they only, well, English is like the common language around the world. You can travel any place that you want, well any place they don't speak your native language and then you try to communicate with them with that, because it's well-known the English.

During the interview, special attention was put on the answer of those four participants who had wrongly defined the term ELF during the questionnaire. However, only two of those four respondents accepted to be interviewed. This time they provided a more accurate definition. Nevertheless, their answers seemed very limited, or they seemed to be unsure about it. The words of P8 show this.

P8: ... I don't quite remember the definition, the exact definition of it, but I do believe that it refers to the English being...yes, just such a worldwide language that is spoken throughout all countries and different societies. That's basically what I remember. I'm not quite sure of it.

Overall, most of the participants were able to provide an accurate definition for the ELF concept, however, some of their answers seem to be very limited. In addition, others may be somehow hesitant about what ELF refers to. Considering this, it is assumed that participants are fairly aware of the ELF expression, but they apparently disregard the meaning of the ELF conception in a deeper or extended manner.

4.2.2 Strategies for raising awareness about English diversity in the BA classroom

Interviewees were also asked to recall the strategies their BA professors used to teach them about the diversity of English to inquire if there was any other strategy which had not been mentioned yet. The strategies which they had not mentioned in the questionnaire are listed here. The words of some participants are quoted below each strategy to illustrate each point.

- Strategies for teaching varieties of English

1) Use readings to teach the spread of English and the origin of English varieties.

P7: Yeah, there are certain moments in which we have certain, well text in which they talk about the different Englishes, and this is also presented in, in the history of English. They try to explain how English spread around the world and how this developed different varieties in the language.

2) Give oral explanations to compare different native varieties of English

P8: Well, you know, (explain) the basic differences between words and British English and American English as well as some other not so known words, maybe from Jamaica or Canada.

Other strategies mentioned here were similar to the ones previously reported during the questionnaire, such as the use of videos about the varieties of English or using maps to show the spread and evolution of English language.

– **Strategies to teach about WE**

0) No strategies were reported

I: Okay, so you mean, well... what I understand is that the explanation you said to me is how you understand the concept of WE, but you were not really taught about these concepts in your BA. Right?

P8: That's correct.

I: Can you recall any time during your BA classes when your professors taught you about the term WE, or did you ever hear it during your BA classes?

P12: No, I've never, I've never listened that or heard that.

Interviews' responses confirmed that NNES pre-service teachers had not been taught about the WE notion during their BA classes. Hence, participants did a good attempt to provide a definition for WE based on their background knowledge about the VE; however, they were completely unaware of the existence of the term WE itself.

– **Strategies to teach about English as a Lingua Franca**

There were only a couple of strategies mentioned by respondents which relate to the way they were taught about ELF. They mainly involve the use of videos as participants 1 and 4 described.

1) Teach about the history and spread of English with videos and maps to later introduce the term ELF.

P1: Well to teach us about that (ELF) they basically start with the history of English and how it starts spread like around the world. So, they as well start with videos and so presentations about how the language was spreading and it was mostly this. And we were also like doing some maps to know how the language was spreading and also like the evolution of English. So, in this way, we were like knowing like in which places of the world people was learning English because they wanted to communicate with more people...and then they started talking about English as a Lingua Franca or they also introduced this term, lingua Franca, to us.

2) Ask students to watch a video and then take notes about that.

P4: erm...like a strategy I think that just play the video...and take notes.

On the other hand, half of the interviewed participants apparently were not taught about ELF in an extended manner. Participants 8 and 9's comments explain this.

P8: ... that was basically the experience that teacher brought us to this conference and I learned a little bit about the term itself.

I: Okay. Did you learn more about it in your classroom with any other teacher or any other activity?

P8: I believe I did not. It was maybe just mentioned once or twice by a teacher.

I: Can you please mention if your teachers in the BA program used activities to teach you about English as a Lingua Franca?

P9: Not at all. Some teachers mentioned about, but not as a topic of the day or even to talk more about that.

In addition, participant 7, reported that the term ELF was not taught to him by any of his BA professors.

P7: That's also like difficult to explain because most of teachers didn't do this. And they... well, being honest, I can say that they didn't explain me in the whole career the term of English as a Lingua Franca. I read in some text before and I made a research about the definition by myself. Yeah, but I can't tell you that my teacher teach me, teach that.

These comments show that overall participants were not taught much in depth about the ELF notion as much as they were taught about the varieties of English. The expression ELF was surely mentioned several times by their BA professors; however, the evidence shows that they did not focus on teaching this particular notion in depth.

Overall, in relation to the teaching of the diversity of English notions it can be concluded that participants were mostly taught about the English varieties. The term ELF seemed to have been mentioned several times but not taught in an extended manner. Moreover, the term WE was never addressed during their BA program.

4.2.3 NNES pre-service teachers' teaching expectations

4.2.3.1 Variety of English they aspire to teach

4 NNES pre-service teachers out of 6 said to prefer teaching a native variety of English to their future students. The other two participants would prefer teaching either a non-native, or any variety of English.

– Reasons for preferring teaching a native English variety

Participant 1 and participant 8 who aspire teaching the American variety justified their preference with the following words:

*P1: Well, I would say that not only us as Mexicans are more exposed to this variety of English because we are closer to this country, **but I also think that we are not the only country that is, well, that has preference for this variety** since the USA is like a place with more production of things such as movies, music...erm...well, like in translation like in movies, this is what we hear.*

*P8: Yes. Well, I do believe American English is a main focus, for me...**I believe American English is more worldwide known** and I would like to teach that one particularly.*

Participant 1 confirmed that, as observed in the questionnaire findings, the geographical closeness with the USA influences participants' preference for this variety. Moreover, the previous quotes suggest that the influence of American English on some industries such as movies and music, and the belief that it is the most accepted and used variety around the world, makes NNES pre-service teachers prefer to teach that variety.

Participant 9's preference is based on the personal perception that British accent sounds more polite than other VE. It is also influenced by the English variety he or she was taught during the BA program, as observed in the following comment.

P9: ...I think British accent sounds more polite more...mmm...yeah, more polite to talk with other. I don't know if I am right or wrong, but even if American accent or our neighborhood is near of us... I would like to teach another variety of language that is British accent, because also is as I learned at the faculty.

Participant 7 justified the preference of teaching a native variety of English with the following words.

*P7: I think that, if you, if we are teaching a language, teaching a native varieties is like being the most like close to the **real English**.*

This participant seems to believe that a non-native variety of English cannot be considered authentic English, and he or she seems to accept the native varieties as the norm. This reflects a tendency to follow a native-like approach when teaching his or her future students.

– Reasons for preferring teaching a non-native English variety

The participant 4 expressed his or her preference for a non-native variety as follows.

P4: Because, well the first reason is because we were born here (in Mexico) and I think that we cannot acquire like a native language. So, even though if I move on to another city, but I prefer a no native because I think that it's easier to share your Knowledge ... and, I think that it doesn't matter our, our accent. I think that the, the best, the most important thing is to communicate each other.

Firstly, it would be easier for this participant to teach the non-native variety because of his or her non-nativeness of the language. Moreover, this participant highlighted that his or her priority would be to teach students to be able to communicate with others in English regardless of their accent. The same idea was shared by participant 12 who expressed:

P12: ...I don't have a, you know, a preferent accent. I would like to teach them whatever, whatever accent. I mean my purpose is that they feel free to speak, because if you say all the time like 'no, you have to pronounce like a British' let's says British accent, but that person or that that girl, that boy finds difficult to do it, he would say 'no, I won't, I won't be able to speak like them, because I can't' so, my purpose is that they feel free to express even if they don't have like a specific accent.

Although P4 and P12 are willing to teach a nonnative variety to their future students, the other 4 participants aspire to teach a native variety mainly because of its global impact, or because they still hold the native-speaker misconception.

- NNES pre-service teachers' learning background

The next comment reveals unforeseen information which may help to better understand pre-service teachers' current preference for a native or non-native variety.

P12: ...I remember that sometimes my partners at the beginning they say 'teacher, what kind of accent we need to speak or we should speak?', and I remembered that some of my teachers said whatever you want, I don't, I don't need that you need to speak British or American accent. But I have a one teacher that she wants that we speak like a British accent, I remembered, for me was difficult... So, I found myself in trouble when I was in that, in that subject because sometimes my teacher were like: 'No, you have to pronounce like that.' It was like, for me it is difficult.

While some professors allowed the pre-service teachers to speak any English variety, there was a professor who insisted that they should attain a native variety. This disagreement in professors' teaching practice suggests that the professors of this particular BA program may have different perspectives or a different degree of awareness about the ELF and WE paradigms. On the other hand, it may suggest that the curriculum of this BA program may not be ELF and WE-oriented.

4.2.3.2 NNES pre-service teachers' general opinion about teaching non-standard varieties of English

Participants were asked their general opinion about teaching English learners other VE different from the British and American ones. Two main ideas with a positive attitude towards this issue emerged. Some quotes are used below each point to illustrate it.

1) It prepares students for real life situations.

P2: ...I feel that it is, it is also important since when you face real life you are not only gonna encounter people that is American or British people, you're gonna encounter people from different parts of the world and of course their English is gonna be different. So, probably you're not gonna like teach specifically only in that variety, but I think that it would be necessary like the teach more than the most common varieties. So in that case students will be more prepared to face English outside of the classroom.

2) It helps to promote the acceptability of all English varieties.

P12: ...I want that they respect that. They would be respectful. If you chose to have that accent, Indian accent, because I don't know if you have the opportunity, or the children have the opportunity to go there, and well, they acquire that accent, I want that the others respect that, and say that it is different, we have a different way to speak, even in Spanish we have different accent in Spanish and sometimes we find it funny but we have to be respectful.

Same as in the questionnaire, some participants highlighted the importance of teaching other varieties of English different from the British and American because that may prepare students better to face real life situations. Moreover, participant 12 said to be in favor of educating about the varieties of English because that would help students to be more respectful towards other nonnative varieties. This last point echoes participant's 3 opinion given during the open-ended questionnaire who claimed that teaching students the VE would help to decrease discrimination towards certain English varieties.

- Misconceptions

Although all participants seemed to be in favor of teaching non-standard VE to English learners, some participants were found to hold some misconceptions related to the ELF notion. For instance, Participant 8 apparently believes that the usage of a non-native variety may correspond to a specific region and that it may not be possible to successfully communicate with others using that variety in other regions; hence, teaching a standard English would be the best option for him.

P8: I do believe that it is important to teach these varieties of English and like maybe words, different structures that are used in different countries, but as long as you don't make it your main focus when teaching itself. You have to, well that's my belief, you have to base your English lessons on, on the standard

*sort of level of English, because if you do not do this maybe your students will get confused with some other type of varieties that exist around the world and maybe they will start using, I don't know, Jamaican English and some words **that only correspond to that location** and maybe some other, **although the higher amounts of English speakers will not understand this is variety of English**. So, I do believe that having a core English that is being taught for your lessons is, is very important.*

Moreover, participant 7 holds the idea that teaching a non-native variety to English learners can be needed in case the learner wants to learn English to work in a context of non-native speakers.

P7: I think that we have to consider the context in which our students are and the profile that they have, what they want to learn, what's the purpose to learn English.

I: Can you give me an example, please?

P7: Maybe if we have a pilot of, a pilot of airplane, commercial airplanes, and this person wants to learn in to learn English because he's going to work maybe in a like a commercial airline and this is located maybe in Hawaii and other places in which, where they speak English, but they are not native of the common varieties of English, like the American or the British.

The conceptions that participants 8 and 7 hold may reflect a lack of ELF oriented education received during their BA program. Some participants acknowledge that students who are taught about the VE are more prepared to face real life situations when they encounter other English speakers around the world, and that it may also help to promote the acceptability of the VE. However, some others believe that a VE can only be taught if it will be used in a specific context, but not as a variety that may allow them to communicate with all English speakers around the globe.

Participants are in favor of teaching non-standard VE, but it is important to highlight that most of them mean raising awareness of those varieties and teaching their general features, but not to make them the core variety they would teach during the course. Participants 1 and 8 express this issue as follows.

P1: I feel like I would go more like raising awareness about the variety, take some lessons to teach a specific variety as I notice that they have interest on that, but also I would try to spread like more awareness about these varieties.

P8: Yes. Well, it will be basically the American variety of English, but of course not omitting British, or maybe some Canadian words, some Jamaican words, I mean, of course even using some recordings from other English-speaking individuals that maybe are from China or maybe the different accents that exist around the world that are from Australia. Of course, the whole varieties or accents that exist in the United Kingdom so, yeah, but basically the main focus would be on American English.

Overall, all participants are in favor of and acknowledge the importance of teaching standard and non-standard VE to their future students. Nevertheless, most of them do not agree on teaching a non-standard variety as the target variety of the course.

4.3 The deviant case

As mentioned in the methodology section, this case study involves an unforeseen deviant case (DC): a NES pre-service teacher. The data collected from this deviant case is reported separately in order to contrast the previous findings which belong to NNES pre-service teachers to the ones obtained from the NES pre-service teacher. Both, the findings from the questionnaire and the findings from the interview of this deviant case are summarized in this section.

4.3.1 The NES pre-service teacher's awareness of the diversity of English

This NES pre-service teacher agreed that English is believed to be a diverse language, same as the NNES pre-service teachers did. What he reported to know about the varieties of English, World Englishes, and English as a Lingua Franca is described below.

- **Awareness of the varieties of English**

In the questionnaire, this participant reported to be moderately familiar with the expression varieties of English. During the interview, this NES explained this conception as follows.

DC: Varieties of English for me is more like, besides accents there's also for example, if you're from Texas, you have a certain sort of accent you speak sort of like a cowboy and you have different words that you use and phrases. If you're from the West Coast California, they have their own sort of lingual. They have their own language, its slang. If you're from the east coast of the US you have your own like every little even within like the US, which is just considered American English, it has different varieties of how they speak their own English, and that's not including every other country that speaks English.

This previous comment makes it evident that this participant is aware of what a variety of English is and the wide number of varieties that can be found within one single English-speaking country.

The sample varieties of English mentioned by this NES pre-service teacher were the Australian, Irish, Scottish, from the inner circle, and the South African, from the outer circle. Same as the NNES pre-service teachers, he mainly mentioned varieties from the inner circle countries. In addition, he did not mention any variety from the expanding circle which also suggests null familiarity with the expanding circle varieties like in the NNES group.

- **Awareness of the World Englishes**

This participant reported to be not familiar with the term WE, same as several NNES pre-service teachers declared, too.

DC: I had never heard about this before.

- **Awareness of the English as a Lingua Franca concept.**

The deviant case reported to be very familiar with the concept ELF during the questionnaire and during the interview he explained this concept as follows:

DC: So what I know as a lingua Franca is or lingua Franca is that English is a globally known language and to me what lingua Franca mostly means is that this is taught everywhere. It's a language that is common almost in any part of the world and almost everybody has some notion or knows about this language, to be able to communicate with someone else.

Although he claimed to be very familiar with this concept his answer shows a limited knowledge of the ELF notion.

Overall, the degree of awareness about the diversity of English observed in the deviant case seems to be very similar to the degree of awareness found in the group of NNES pre-service teachers.

4.3.2 Strategies for raising awareness about English Diversity in the BA Classroom

This NES pre-service teacher provided varied answers when being asked about the frequency with which he was taught about the different issues in question. He said to be ‘sometimes’ taught about the varieties of English, ‘never’ taught about World Englishes, and ‘always’ taught about English as a Lingua Franca, while the common answer among NNES pre-service teachers was that they were ‘rarely’ taught about these three concepts.

The deviant case also reported in the questionnaire that the activities carried out with the highest frequency by the BA professors were the following four.

- A. Implement readings that talk about English as a lingua Franca.
- B. Play videos which talk about the history and/or the spread of English.
- C. Explain models of the spread of English.
- D. Have presentations about the history of some English varieties (e.g. the history of Indian English).

None of these activities concur with the most frequent activities reported by the NNES group. This can be explained by the fact that they had to take some subjects with different teachers, and each

teacher may have used different strategies. Moreover, some teachers may have taught them about these notions less frequently than others. However, it is observed that the strategies reported by the deviant case are mostly focused on teaching the VE and spread of English, same as the ones reported by the NNES participants.

During the interview this participant reported the following activities:

– **Strategies to teach the VE**

Use of documentaries and carry out research about the difference between English varieties.

DC: They showed us different documentaries, and they made activities where we had to investigate different varieties of English such as what's the difference between this English and the other English. Or we had to go over the history of English like "ok, old English is spoken like this, which is why romance languages and...or germanic languages and all different varieties that's why they had this certain kind of accent or why they make a specific sound.

– **Strategies to teach about WE**

No strategies reported.

*DC: World Englishes... I'm not exactly sure. **They never actually use that phrase, but I feel like it's...well, what the name implies** is that the different, like the different varieties of English around the world. So I feel like their activity was related to that, even though they didn't necessarily say "World Englishes." They just said English from, I don't know, Britain, English from Ireland or English from Wales or Scotland.*

– **Strategies to teach about ELF**

Provide oral explanations.

DC: They just said like "English is known throughout the world and the importance of this language is on many different cultures." That's basically how most classes just taught us that English is a lingua Franca and they usually repeated it many times like "English is a Lingua Franca."

As observed above, the deviant case responses are in agreement with the points previously found in the NNES's case. First, there is evidence to claim that all participants, including the deviant case, were taught about the VE. Second, these pre-service English teachers were never taught about

the term WE so they were just trying to guess its definition. Third, the expression ELF was mentioned several times by the BA professors; but the topic itself may have not been addressed or explored in depth.

4.3.3 NES pre-service teachers' teaching expectations

This participant said he preferred teaching the American variety of English because it is the variety he acquired as native speaker. He justified his choice with the following words:

DC: It's the one I'm most comfortable in, the one I know the most and it's the one I prefer to teach because if I don't know enough about the other Englishes I can't really vouch for them or say too much about them because I'm not the expert in that, so I wouldn't want to mislead anyone with information that maybe I just kind of know. So, I would prefer something that I know and trust in myself to be able to teach.

He did not mention any reason such as the world-wide reputation or influence of American English to justify his choice. Moreover, none of his comments reveal any sign of believing in the 'native speaker goal.' In fact, his opinion about teaching non-standard varieties of English is positive. He is in favor of teaching a variety of English different from the British and American ones as the target variety of the course. This point is illustrated with the following quote.

DC: ... it's mostly a choice of what the students would like to learn, but I do think that exposing others to different Englishes or even if for example someone came from Australia and wanted to teach their variety of English, that's perfectly fine.

Overall, this participant does not seem to believe in the native English as the norm, while in the NNES group some participants consider that the native varieties are the 'authentic English.' Although this NES aspires to teach his native variety of English, he is also in favor of teaching any other non-standard variety to students. This attitude seems the same as that of the NNES

participants. However, some participants of the NNES group are in favor of just raising awareness of non-standard varieties, but not teaching them as the main variety of the course.

4.4 Conclusion

The purpose of this chapter was to present the findings based on the study's research questions. First, the results from the Likert scale and open-ended questionnaire were described. Second, the pre-service teachers' thoughts reported in the semi-structured interview were presented. Last, the deviant case was described and contrasted with the insights obtained from the NNES pre-service teachers' responses. The following chapter will discuss the main findings, make recommendations for future studies, address the implications of these findings for English teaching education, and discuss the limitations of this study.

CHAPTER V: CONCLUSION

5.0 Introduction

This research aimed to explore NNES pre-service teachers' awareness of the notions related to the diversity of English: World Englishes and English as a Lingua Franca. The study also aimed to investigate which strategies nonnative pre-service teachers were educated about these notions, and aimed to inquire about the implications of nonnative pre-service teachers' awareness of the diversity of English on their future expectations as language teachers. The previous chapter presented the responses collected through questionnaires and interviews applied to a group of students from the Research Seminar II class of the BA in English Teaching at a Public University, in Central Mexico. This chapter will now summarize and discuss the results by research questions. Then, it will present the implications and the limitations of the study. Finally, some suggestions for further research will also be proposed.

5.1 NNES Pre-service teachers' awareness about the diversity of English.

This case study's main research question was, "To what extent are nonnative pre-service English teachers in the BA in ELT program aware of the diversity of English (WE and ELF)?" With the analyses of the questionnaire and interviews, meaningful insights about the degree of awareness of the diversity of English on NNES pre-service teachers were found. Generally, the findings

suggest that participants are highly aware of the fact that English is a very diverse language: that is, they are very aware of the breadth of English language and how its global expansion has originated several varieties or dialects of the language. The summary of the findings related to participants' degree of awareness about the concepts World Englishes, and English as a Lingua Franca, are described next.

5.1.1 Awareness of the World Englishes notion

Findings show that NNES pre-service teachers were not at all familiar with the expression World Englishes. Some of them expressed misconceptions about the term or said they knew nothing about it. Although some others related the term to the varieties of English, it was later found during the interview that participants had never been taught about WE during the BA program. Apparently, participants tried to explain this unfamiliar term by making some inferences and using their background knowledge about the varieties of English. Conversely, participants were found to be very familiar with the expression varieties of English. They possess a fair knowledge of what a variety of English is and what features may be different in each variety. These findings are in parallel with the results of another non-experimental study carried out by Lopez et al. (2020) which revealed that NNES teachers were also aware of the different English varieties. Although participants in this study are very familiar with the term varieties of English, the empirical evidence suggests that they may be partially aware of the extensive number of varieties of English that exist around the world. NNES pre-service teachers showed to be highly aware of the varieties of English which belong to the inner circle, fairly aware of the varieties of the outer circle, and barely or not aware of the varieties from the expanding circle. As expected by the researcher, this study

demonstrates that this group of NNES pre-service teachers lack awareness of the WE notion. Thus, Jenkins (2006), Kamhi-Stein (2016) and Fang and Ren (2018) are correct to argue that there is a need of raising awareness about this notion in ELT.

5.1.2. Awareness about the English as a Lingua Franca notion

NNES pre-service teachers were found to be very familiar with the expression ELF. They mainly understand this term as a global communication tool used between speakers of different mother tongues. Even though most participants could accurately define ELF, their definitions seem to be very limited. This superficial and limited knowledge about the definition of ELF in NNES preservice-teachers was also found in previous studies (Biricik-Deniz, 2020). In addition, it was found that some participants either provided a wrong definition or held some misconceptions about this notion, for instance, the fallacy that ELF refers to the use of a standard English worldwide. Opposite to these findings, Biricik-Deniz et al, (2020) revealed that NNES pre-service teachers were aware of the wide varieties of English that ELF speakers use, so they believed that the use of varied Englishes would threaten the intelligibility of English speakers and cause problems for standard English pronunciation. Although these two case studies' findings seem to differ from each other, in both cases some participants held misconceptions of the ELF notion. In this case study, participants seem to be highly aware of the ELF expression, but partially aware of what the ELF notion entails for the ELT. Even though the researcher anticipated a certain lack of awareness of the ELF concept on participants, they were found to be less aware than expected.

5.2 Strategies for raising awareness about English diversity in the BA classroom

The second research question was: “By means of what strategies are nonnative pre-service teachers educated about the diversity of English in their BA in ELT program?” This secondary question guided the next study’s purpose: investigate which are the strategies through which NNES pre-service teachers are educated about the diversity of English. The following lists summarize the strategies that were used to educate these English pre-service teachers about the diversity of English during their BA in ELT program. Generally, these strategies were reported to be *rarely* implemented by the BA professors.

Strategies to teach the Varieties of English:

- A. Play videos which show speakers of English from different parts of the world (e.g. European, or Asian English speakers, etc.).
- B. Prompt discussions or guided reflections after watching videos or reading texts that talk about English varieties.
- C. Talk about varieties of English that exist around the world, and within English-speaking countries.
- D. Make word comparisons between native varieties of English.
- E. Teach different pronunciation of English words with songs.

Strategies to teach about English as a Lingua Franca:

- A. Implement readings that talk about English as a Lingua Franca.
- B. Play videos that talk about ELF and ask students to take notes.
- C. Take students to a conference about ELF.

There were also other activities used which were related to the history and spread of English. They are listed here as they also contributed to make students aware of the roots of English language and its diversity.

- A. Implement readings that talk about the history and /or the spread of English.
- B. Play TV series and movies to teach about the history and evolution of English language.
- C. Teach about the history and distribution of English language with maps.

These lists of strategies uncover what has been done in this BA in ELT preparation program to educate pre-service teachers about the ELF and WE notions. This responds to the claims of some scholars (Ates et al., 2015; Matsuda, 2017) who have highlighted the need of inquiring what is currently being done in the ELT classroom and in teacher preparation programs to teach the WE and ELF constructs.

Based on the list of strategies reported, it can be observed that pre-service teachers were widely taught about the history of English, its spread, and its varieties. Even though these are fundamental topics of the WE notion, there is no evidence that the BA professors implemented strategies to teach their students about the WE model of the spread of English, or to have at least introduced the term. In fact, participants did not seem to be familiarized with the expanding circle varieties of English. In Accordance with Rose et al., (2020) raising awareness also involves the teaching of the outer and expanding circle varieties as well as providing updated information about the postcolonial or contemporary varieties of English. Interestingly, the strategy from the N-L list in Q17: *provide demographic information about who uses English in the 21st century*, was reported to be never implemented. Thus, the findings in this case study suggests that participants lacked instruction about the WE notion during the BA in ELT program.

On the other hand, the limited number of strategies reported which refer to the teaching of ELF and the claims of those participants who declared to have received little instruction about ELF reveal that they were taught about this concept to a more limited extent than the VE issue. Given the fact that becoming ELF-aware demands a constant process of critical reflection, about the ELF notion and the understanding of its implications on the English teaching practices (Kemaloglu &

Bayyurt, 2019), it is assumed that the participants in this case study did not receive ample instruction about the ELF notion.

These insights provide extra support to the findings of the RQ1. The lack of awareness of participants about the WE term and about the existence of English varieties from the expanding circle may be justified by the absence of strategies implemented in the classroom to teach them about the WE paradigm. Additionally, the partial awareness that these pre-service teachers have about the ELF notion may be explained by the limited instruction they received about this topic during the BA program.

5.3 NNES pre-service teachers' teaching expectations

The third research question was: “What variety of English do NN pre-service teachers aspire to for their future students?” It contributes to accomplish this study’s third purpose which is investigating the implications of nonnative pre-service teachers’ awareness of the diversity of English on their future teaching expectations. Interestingly, the findings show that the majority of NNES pre-service teachers would prefer teaching a native variety of English to their future students, and only some of them aspire teaching a non-native variety. Additionally, they expressed a special preference towards American English. Participants’ motives behind this preference are the global prestige of American English, its strong influence in several industries such as movies and music which makes people be more exposed to this variety, and the geographical closeness of participants’ country, Mexico, with the USA. Moreover, in some cases participants were found to believe in the native-speaker fallacy. For example, one participant referred to the native varieties as the ‘real English’. Paradoxically, though, all NNES pre-service teachers said to be in favor of

teaching non-standard varieties of English to their future students. The main reasons behind this opinion are summarized next.

1. It prepares students to face real life situations.
2. Achieving effective communication is what matters.
3. It promotes the acceptability of all English varieties, so it may overcome discriminatory attitudes.

Some participants underlined the importance of learning different varieties of English to be able to successfully communicate with any English speaker we may encounter in real life. Others highlighted the importance of attaining intelligibility regardless of the variety of English spoken. In addition, some NNES pre-service teachers are aware that the discrimination towards certain speakers of non-standard English varieties exists. This study has echoed previous findings (Kiczkowiak, 2020; Aidin 2019) which have also uncovered discriminative attitudes towards non-native English speakers.

It was unexpectedly found that even though all pre-service teachers had a positive attitude towards teaching non-standard varieties of English, most of them intend to only raise awareness about those non-standard varieties and not to use them as instructional models. Interestingly, a similar divergent trend was reported in Lopez et al, (2020) where nearly all participants were in favor of making their students aware of the VE, but at the same time they showed an overall preference for their students to achieve the native-like pronunciation. Additionally, this is in agreement with Suzuki (2011) who observed that Japanese student teachers gave major importance to the American and British varieties of English despite being aware of the importance of the VE. Lopez et al, (2020) suggests that this contradictory attitude may be due to the confusion that exists about the paradigm of the ELF. In this case study it is also believed that the lack of awareness about the

ELF and WE reported in RQ1's answer influences the preference of participants for the native English models. This issue is further discussed in the next section.

5.4 Correlation between NNES pre-service teachers' awareness of the diversity of English and the English variety they aspire to teach

The fourth research question was: "What is the correlation between the degree of awareness of nonnative pre-service teachers about WE and ELF and the variety of English they aspire to teach?" It was also aimed to answer the third and last research purpose: inquire the implications of nonnative pre-service teachers' awareness of the diversity of English on their future teaching expectations. In order to answer this research question, the findings that gave answers to the first three research questions were triangulated and analyzed. After this analysis, it was concluded that participants' strong preference for teaching a native variety may be to some extent the result of their lack of understanding the WE and ELF notions in its entirety, as it was also concluded by Lopez (2020). The evidence shows that participants lack awareness about the contemporary varieties of English language, which are the varieties of the expanding circle (Rose et al., 2020). Moreover, some of them hold misconceptions such as the belief that ELF refers to standardized English. In some cases, they believed that the non-native varieties of English enables the speaker to communicate only within a limited region. These misconceptions may have led them to believe that it is needed to use a native variety of English as an instructional model so that students can successfully communicate with English speakers worldwide. As Cecil et al. (2019) asserts, the lack of awareness about the English varieties affects students' attitudes towards certain varieties and their confidence in communicating successfully when many varieties of English are involved. Therefore, if participants were widely aware of the WE and ELF notions, they would probably

stop focusing on a monolithic variety of English and they would be more likely to embrace the expanding circle varieties same as the ones from the inner or outer circle.

The researcher had initially speculated that only the lack of awareness about the relevant notions of English diversity may cause most participants to aspire to teach a native variety of English. However, a closer inspection revealed that the global reputation and worldwide presence of the American English in various industries such as the cinema and music may also play a part in influencing NNES pre-service teachers' preference for this native variety over the other varieties. Their preferences for teaching a certain variety would be less influenced by native English varieties imposed by the society if they were highly aware of the current status of English language as the lingua franca of the world, and what it really implies. Thus, the researcher strongly agrees with the claim of Monfared and Khatib (2018) "Raising teachers' awareness and confidence towards varieties of English accent can be really helpful to encourage learners' confidence in their own varieties of English and in turn it can help them to believe that an inner-circle pronunciation variety is not necessarily the best pedagogic model to be followed" (p.68).

5.5 The deviant case

The findings of the unexpected deviant case, the native speaker participant, showed no noteworthy differences in the degree of awareness about the WE and ELF notions in comparison with the NNES pre-service teachers' group. He seemed to be highly aware of the varieties of English from the inner circle, but he was apparently unaware of the varieties from the expanding circle. In addition, he was found to be unaware of the WE term, and moderately aware of the ELF notion, the same as the NNES group. Another remarkable similarity with the NNES group and the deviant

case is that both reported to have never been taught the WE concept. Similar to the NNES pre-service teachers, the strategies that this participant reported were mostly connected to the topic of the varieties of English and little to the ELF notion. This similitude between what the NNESs and the NES reported about their awareness and the strategies implemented in class may be explained by the fact that all participants, including the deviant case, received the same pre-service education since they were all enrolled in the same BA in ELT program. Thus, the deviant case information enhanced the validity of what was reported by the NNES participants.

Nevertheless, a remarkable and contrasting finding emerged when asking the deviant case about the variety of English he aspired to teach. Although he showed a preference for teaching the American English, his motifs were quite different from the ones provided by the NNES who also preferred that option. He said to prefer this variety for the only reason that it is his native language, so he feels more confident of teaching it than teaching other varieties that he may not know with the same degree of proficiency. Neither in the questionnaire, nor in the interview he showed any evidence of considering American English a ‘superior’ or the ‘most influential’ English variety, as some NNESs did. Moreover, he did not provide any response which suggested that he vouches for the native speaker model. In fact, he declared that either, rising awareness of students about the non-native varieties of English or using a non-native variety as an instructional model, are both acceptable for him. As indicated by previous studies (Mousse, 2006; Viafara, 2016), the evidence found points to a major concern from NNESs’ side of sticking to the native speaker model. In those previous studies, participants tended to underestimate their own capacities as nonnative English speakers or felt insecure about their own English variety, while the NESs acknowledged NNEs strengths and seemed to have a positive attitude toward them. This is consistent with Monfared and Khatib (2018) who found that teacher participants from the expanding circle held

more prejudices against their own variety of English and expressed a remarkable preference for the native American English. Conversely, teachers from the outer circle who had been exposed to a native variety of English in their society highly valued their own English variety. Monfared and Khatib (2018) 's study showed that the historical and political backgrounds, and educational policies of each country have apparently shaped these English teacher's identity and attitude towards their own English variety. This statement may possibly explain why in this study a different attitude towards the native varieties of English was found between the NES and the NNEs. This intriguing finding was beyond the scope of this study; however, it can serve as a resource for researchers who aim to contrast attitudes about this matter among teachers who belong to different concentric circles.

5.6 Implications and limitations

This study has led to a better understanding of English pre-service teachers' awareness of the diversity of English related notions such as World Englishes and English as a Lingua Franca. The findings of this study may have several implications for the ELT field. First, it implies that the claim of scholars for the need of raising awareness about the WE and ELF notions in ELT is still pertinent. A greater work is still needed among ELT professionals to keep promoting a WE and ELF-oriented English language education. Secondly, these findings may help Educators of ELT preparation programs become aware of the importance and the need of adopting a more WE and ELF-oriented teaching. It is essential that all the BA professors become aware of the pertinence of orienting their teaching towards the use of English as a Lingua Franca. Moreover, acknowledging that the lack of awareness about the WE and ELF notions still prevails among English pre-service

teachers implies that there is still a great work to do in the ELT field to educate both, teachers and students, about these notions. For instance, the limited frequency in which the WE and ELF-oriented activities were implemented in this case study, highlights the need of promoting and implementing more raising-awareness activities about such notions in the ELT preparation programs. Last but not least, it uncovers the urgency of innovating the curriculums of ELT pre-service education programs. These findings imply the need of revising and updating the curriculums in accordance with the current ELT needs and goals. This can be done with the purpose of eradicating the still existent native-speaker based approach from ELT preparation programs which still regard and teach native English varieties as the norm.

A limitation of this study is that participants have not shared the same class during their whole BA studies. They have been part of different classes and have had different professors. This varied learning backgrounds is what made many of the responses very different from each other. Another limitation is that the conclusions drawn from the deviant case are based on only one respondent's opinion, therefore those findings cannot be generalized.

5.7 Suggestions for further research

Further research could be carried out by replicating this study with a different group of participants who have similar characteristics such as, being in the same academic year and same BA program. The triangulation of this study's findings with the ones obtained from the replica may provide more solid information about the intended issue. Additional research may also include interviews with professors and class observations. The interviews with professors can be useful to confirm

pre-service teachers' thoughts. The observations can be done during those classes which are more likely to address the topics of diversity of English during the BA program. This would provide deeper insights about the manner and extent in which BA professors address the varieties of English and ELF notions in class, and to corroborate whether they address the WE notion or not. The implementation of a similar explorative study with a group of NES pre-service teachers is also suggested. This could corroborate whether the findings of the deviant case in this study are echoed by the perceptions of a wider number of NES participants.

Furthermore, this research can serve as a base for future studies on attitudes of pre-service English teachers towards the English varieties. For instance, this study has echoed (Monfared & Khatib, 2018) the need for research into the changes in the attitudes towards English variants in English teachers who belong to different concentric circles. For example, a comparative study between a pre-service English teacher's group from the expanding circle and another group from the inner circle can be carried out. This can be done with the purpose of comparing both groups' attitudes towards their own English variety, the English variety they aspire to teach, and their motives behind their preference for teaching a native or a nonnative variety.

5.8 Conclusion

This chapter outlined the main responses given by English pre-service teachers, NNESs and a NES, to the questionnaires and interviews used to investigate the participant's awareness of the diversity of English: WE and ELF. It also discussed whether these responses corroborated with previous findings and what the implications and limitations of the findings are. Finally, it described what future research should be conducted to verify or refute current findings.

This paper has investigated the degree of awareness of the WE and ELF paradigms in pre-service English teachers, and it tried to uncover what is being done in an ELT pre-service education program to educate students about those notions. It also inquired about the relationship between the degree of awareness found in the participants about the WE and ELF notions and their future teaching expectations. It is hoped that the insights provided by this study will prove useful to all those involved in the ELT field.

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APPENDIX A: Questionnaire sample

Questionnaire on Exploring Nonnative Pre-service English Teachers' awareness about the Diversity of English

Thanks in advance for taking the time to answer this questionnaire.

I. Personal Information

All of your answers will be confidential and used only for the purpose of this research.

1. Please write your full name *

Participant 1

2. Age *

- 20-22
- 23-25
- 26-28
- 29+

3. Genre *

- Male
- Female

4. What is your native language? *

- Spanish
- Indigenous language
- English
- Other

II. Awareness of the Diversity of English

Please answer the following questions. You do NOT NEED to investigate the answers. Just respond based on what you already know. Thanks!

5. English is believed to be a diverse language. *

Please choose to what extent you agree or disagree with this statement.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

6. Are you familiar with the expression 'varieties of English'? *

- Extremely familiar
- Very familiar
- Moderately familiar
- Slightly familiar
- Not at all familiar

7. Explain what you understand by 'varieties of English' *

All the possible variations that the language may have in different places

8. Can you please mention other English varieties different from the American English, or British English ones? *

AAVE

9. Are you familiar with the expression 'World Englishes'? *

- Extremely familiar
- Very familiar
- Moderately familiar
- Slightly familiar
- Not at all familiar

10. Explain what you know about 'World Englishes' *

I haven't heard of the term
.....

11. Are you familiar with the concept of 'English as a Lingua Franca'? *

- Extremely familiar
- Very familiar
- Moderately familiar
- Slightly familiar
- Not at all familiar

12. Explain how you understand the concept of English as a Lingua Franca. *

A language that is used by people with different languages to communicate
.....

III. Strategies for Raising Awareness about English Diversity in the BA Classroom

Based on your experience as student in your BA program, choose the option that best fits your case. Thank you!

13. How often did your BA professors implement activities during class to teach you about the diversity of English language? *

- Always
- Often
- Sometimes
- Rarely
- Never

14. How often did your BA professors implement activities to teach you about the varieties of English that exist around the world? *

- Always
- Often
- Sometimes
- Rarely
- Never

15. How often did your BA professors implement activities to teach you the topic of World Englishes? *

- Always
 - Often
 - Sometimes
 - Rarely
 - Never
-

16. How often did your BA professors implement activities to teach you about the concept of English as a Lingua Franca? *

- Always
- Often
- Sometimes
- Rarely
- Never

17. How often did your professors implement the following activities or strategies in your classroom in order to teach you about the varieties of English, World Englishes, or English as a Lingua Franca? *

	Always	Often	Sometimes	Rarely	Never
A. Implement readings that talk about the history and /or the spread of English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
B. Implement readings that talk about English as a lingua Franca.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
C. Implement readings that talk about World Englishes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
D. Play videos which showed speakers of English from different parts of the world (e.g. European, or Asian English speakers, etc.).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Play videos which talk about the history and/or the spread of English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
F. Prompt discussions or guided reflections after reading texts that talk about English varieties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

G. Prompt discussions or guided reflections after watching videos that talk about English varieties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
H. Explain models of the spread of English	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Explain some varieties of English that exist around the world.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Talk about the varieties of English that exist within English Speaking countries (e.g. the English varieties within the USA, England, etc.)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Provide demographic information about who uses English in the 21st century.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
L. Have presentations about the history of some English varieties (e.g. the history of Indian English).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. Ask students to conduct their own research on the diversity of English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

N. Implement
OTHER
activitie(s) not
mentioned here.



18. Please write below any other strategy or activities implemented by your BA professor(s) to teach you about the varieties of English, World Englishes, and English as a Lingua Franca which were not mentioned in the options above. Describe them briefly. *

None

19. Additional comments. *

None

IV. Your future teaching expectations

Please, answer this section based on your point of view as future English teacher. Thank you!

20. What variety of English would you prefer to teach your future students? *

- A native English variety
- A non-native variety
- Particularly British
- Particularly American

21. Explain why you chose that particular answer in question 20. *

We are more exposed to that variety

22. What is your opinion about teaching non-standard varieties of English (e.g. not British, not American English) to learners? *

I consider it necessary since in real life we get to see all this varieties

23. Would you implement these activities in your English teaching classroom to teach your students about the varieties of English? *

	Always	Often	Sometimes	Rarely	Never
A. Implement readings that talk about the history and /or the spread of English.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Implement readings that talk about English as a lingua Franca.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Implement readings that talk about World Englishes.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Play videos which showed speakers of English from different parts of the world (e.g. European, or Asian English speakers, etc.).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Play videos which talk about the history and/or the spread of English	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Prompt discussions or guided reflections after reading texts that talk about English varieties	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G. Prompt discussions or guided reflections after watching videos that talk about English varieties	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Explain models of the spread of English	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Explain some varieties of English that exist around the world.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Talk about the varieties of English that exist within English Speaking countries (e.g. the English varieties within the USA, England, etc.)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Provide demographic information about who uses English in the 21st century.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L. Have presentations about the history of some English varieties (e.g. the history of Indian English).	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
M. Ask students to conduct their own research on the diversity of English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

N. Implement
OTHER
activitie(s) not
mentioned here.



24. Could you please use your past experience and creativity to suggest one or more activities you would use to raise awareness about the varieties of English on your future students? Please, briefly describe the activity(ies) you suggest. *

Presentations of them explain how the varieties started

V. Consent for the next step

Your participation in the next step of this research is very valuable and important.

14. The next part of the research is an individual online interview which may take around 15 minutes. I will be very happy if you choose to be part. Thanks in advance! *

Yes, I would like to be interviewed.

No, I prefer not to take part of the interview.

APPENDIX B: Interview sample

PARTICIPANT 1 (P1)

I: All right, if you are ready I can start with the first question.

P1: Yes.

I: All right. Okay. So, um, basically this interview is to confirm some answers that you provided in the questionnaire and also to ask a few further information. So, first of all...in the questionnaire you agreed that English is believed to be a diverse language. Why do you think that it's considered a diverse language?

P1: Well, I think this is because it's speak in different part of the world. It has changes depending in which part of the word it's been spoken. So, I think that that's the first thing to take into consideration to say this because it's not gonna be the same, for example in China, and in India, for example.

I: Alright, something else?

P1: That's all.

I: Okay. Thank you. So, you also reported to be moderately familiar with the expression varieties of English. Could you please explain a bit more about what a variety of English is according to your previous knowledge?

P1: Well for me a variety of English is any variety that can... that language can have and in...erm...in the written form and spoken form. I don't know, grammar, any variation that the language can have depending which parts of the world it's been spoken. For example, I would say that... most common example that (unintelligible) is the difference between American English and, well, English in Britain, for example. But it also has changes, for example, like AAVE: African-American Vernacular English, which is found mostly in America. So, that would be variety.

I: Okay. Thank you, so, Can you mention of other varieties of English besides the American and British? Any other varieties?

P1: As I said I think the other one I know and I am like a little bit familiar with it, it would be African-American Vernacular English and...erm... I would say that's the only one like, I know something about it, because I know that there's other varieties, but I really are not... I am not close with them.

I: Okay. Thank you very much now. Can you recall any time during your BA classes when your professors taught you about the term for World Englishes?

P1: I don't remember learning about this word or, they only told me about like varieties, but I don't remember about the term Englishes.

I: Okay? All right. Thank you. And can you please explain a bit more in depth about how you understand the term English as a lingua Franca?

P1: Well this ... lingua Franca, I understand that and I language that is being used between two people who don't, who have different mother languages and use one that they speak in common so they can

communicate. So, I understand Lingua Franca as like a bridge language between two people or more people who speak different mother languages, but they have one language in common that they use to communicate. Okay.

I: Thank you very much now and our next question, is yeah, I just wanted to confirm if besides the fact that you didn't hear this term of World Englishes in the class, you also confirm that you don't know anything about the term WE, right?

PI: mjum, yeah.

I: Okay. Thank you very much. Now this are some questions to confirm about the activities that your professors in the BA may have implemented to teach you about these concepts. The first question is, Can you please mention what activities or strategies were used by your BA teachers in class to teach you about the diversity of English and varieties of English?

PI: Well, the most common ones were like presentations or videos about the evolution of the language and also videos of people from different parts of the world were English speakers so they show us like the varieties of the language this way. And also presentations about how some parts of the world and sometimes this presentation were made for the professor or sometimes these presentations were made for students. So, we were the ones that were in charge of doing this presentation, so they would be assigning a region to talk about how they speak English in that region.

I: Alright, any other activity that you remember?

PI: mmm no because the most common ones where those like presentations and videos from internet.

I: Okay. Thank you. And now, Can you please mention where the activities or strategies were used by your BA teachers to teach you about English as a Lingua Franca?

PI: Well to teach us about that they basically start with the history of English and how it starts spread like around the world. So, they as well start with videos and so presentations about how the language was spreading and it was mostly this. And we were also like doing some maps to know how the language was spreading and also like the evolution of English. So, in this way, we were like knowing like in which places of the world people was learning English because they wanted to communicate with more people. So, it mostly was more like history. They were teaching us like history of English so it was mostly videos. It was mostly presentations and they were also activities like in teams where we have discussions about the videos they present to us.

I: So the videos were, let me confirm, all about the spread of English?

PI: yeah, the videos were about the spread of English, and they were also about like evolution of English and then they started talking about English as a Lingua Franca or they also introduced this term, lingua Franca, to us.

I: Okay. Thank you very much. Now, the next question and is about your perspectives for your future teaching career. There was a section asking about which variety of English you would prefer to teach to your students in the future. So, you reported that you would prefer to teach the American English to your students because, you explain, we are more exposed to that variety, right?

PI: Yeah

I: Can you explain your answer a bit more in-depth? Is there any other reason why American English?

PI: Well, I would say that not only us as Mexicans are more exposed to that variety of English because we are closer to this country, but I also think that we are not the only country that is, well, that has preference

for this variety since the USA is like a place with more production of things such as movies, music...erm...well, like in translation like in movies, this is what we hear. So as far as there's a lot of like British musicians or British movies, I feel like we are more exposed like the Hollywood like is the biggest industry for movies and also there's a lot of artists. So, I feel that well, I have been teaching and my students are more exposed to American English than the British English. So, that's why I feel that for me I would prefer to stay with this variety of English. However, there is also something it would be important to mention that is: most of English books that we have available are books that use British English so, I feel that as much as I prefer that variety, sometimes it is, I will not say difficult, but it is...erm... like something is not exclusive since there's also a lot of like content to teach that it's made in British English.

I: *Okay, thank you. And now the next question is ... What's your opinion about not teaching a British variety, not teaching neither an American English variety, what's your opinion about teaching other varieties like nonnative varieties to English learners?*

P:2 *I feel that it would be, well, my case I would do that if I am interested more in like in a certain country where they have a non-native variety, so, or in particular I would learn if I am like more interested in this country and since it's a different variety, I would have to learn about that, and... then I would teach also about this variety. But I feel that it is, it is also important since when you face real life you are not only gonna encounter people that is American or British people, you're gonna encounter people from different parts of the world and of course their English is gonna be different. So, there's... probably you're not gonna like teach specifically only in that variety, but I think that it would be necessary like to teach more than the most common varieties. So, in that case students will be more prepared to face English outside of the classroom and with more people in case that they travel, or they are like... are interested in tourism. Myself I have encountered sometimes with Indian, Indian people and also Chinese people, and it's a completely different situation with their English.*

I: *Okay, thank you. So I would ask you...is it the same for you? Like just teaching let's say the varieties of English, make your students as you said aware and familiar with these varieties just like as part of the lesson, or Do you mean teaching them like "I'm gonna teach you these non-native variety rather than this native varieties."*

P1: *I feel like I would go more like raising awareness about the variety, take some lessons to teach a specific variety as I notice that they have interest on that, but also I would try to spread like more awareness about these varieties.*

I: *Okay. Thank you very much now. Yeah, you already expressed very clear your ideas, your preferences and your opinion about this issue. But now I want to ask you like in a very practical way, Would you implement these activities in in your future English classroom to teach them about the...for instance Varieties of English but also about English as a lingua Franca. Would you implement this in your future teaching career?*

P1: *Yes, I feel that it's important to teach this so they would be aware of that term, but also in understand like more what a lingua Franca is and why English is considered a lingua, Franca.*

I: *Okay, anything else?*

P1: *That's all*

I: *Thank you in the examples of activities that you would Implement your suggested this one: presentations of them explaining how the varieties started, Could you please explain a bit more in detail this activity that you suggest.*

PI: *Oh, yes as go. I said this because I think that it would be more...well, it would be better if they are the ones who do research with my guide in this case. I'm talking about future. It would be better. Having them for example doing research when I provide them with the information and then I would like them to present what they understand, like, how the variation is there, where this variety is spoken. And also, I don't know maybe examples (unintelligible) of videos of people speaking this variety, or like themselves trying to use this variety. So that's what I would do.*

I: *Okay. Thank you very much. And the final question is how often would you like to implement this type of activities in your English classroom, and why that often?*

PI: *I think I will do this, maybe...well, I think I will consider also like the student's interest on this. And I would apply this type of activities maybe monthly or more than that depending on what I noticed on them, like, their interests.*

I: *Okay, thank you. Well, this was our last question, but I wonder if there is a final comment final tough that you would like to share.*

PI: *Well, I think the only thing I have to say is that for me it is important to raise awareness about this since there is a many students that don't don't know that English has varieties, and sometimes they think it only change like the accent but that's not the case. There are also different variations depending like in the place and there's like other factors that interfere with these. Also, I think understand for as well what about variation is and when it can be considered a variation of the language. Since I say, understand that only accent change would be considered a variation or not, and explain all this since even American English could have like accent variation so on, but this talking about accent, but be more aware if this would be considered really a variation. So, I think it would be important for us to explain to students like the term variations. And also explain how...*

how do you start considering a variation and... also... where and in the world are more variations since sometimes we're only, we're only taught certain places.

I: *Okay, the last part you mean like learning about the places where there are more variations of English?*

PI: *I mean sometimes we are only aware of I would say countries that are English-speaking country and English is the only language in that part, but they have a variation, rather than a place that has more than one official language and also English and there's a variation.*

I: *Okay, great. Okay. Is there something else you would like to share?*

PI: *That's all.*

I: *Okay, so these is the end of the interview. I want to, again, thank you for your time and the collaboration.*