

**WORLD ENGLISHES IN ENGLISH LANGUAGE TEACHING (ELT):
STUDENTS' PERCEPTIONS**

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ABSTRACT

As an international language, English has various accents from various regions due to cultural and social aspects. This research aims to find out students' views on World Englishes in English Language Teaching, to investigate the benefits and difficulties in learning World Englishes in the classroom and to describe students' suggestion for class on World Englishes. This research uses a qualitative approach. The methods used to collect data were observation, an open-ended questionnaire, and a semi-structured interview. NVivo 12 program was used to organize the data. Meanwhile, the transcribed data were analyzed using the thematic analysis method. A total of 32 second-year students majoring in English at one of the public universities in Indonesia participated in this study. The results of this study showed that most of the students had the same perceptions of World Englishes. Students stated that World Englishes is the concept of the diversity or variety of English used in each region. In addition, they said that by studying World Englishes they get some benefits. However, they also faced problems while learning the concept of World Englishes. Therefore, they gave some suggestions for learning World Englishes to help them understand World Englishes more deeply.

Keywords: English Language Teaching, Students' Perception, World Englishes

A. INTRODUCTION

The Introduction presents the purpose of the studies reported and their relationship to earlier work in the field. It should not be an extensive review of the literature. Use only those references required to provide the most salient background to allow the readers to understand and evaluate the purpose and results of the present study without referring to previous publications on the topic. English is the most widely spoken language by native and non-native speakers, and English began to be commonly used in the 18th and 19th centuries (Yasarah, 2018). This worldwide acceptance and usage of English propels it as a highly essential global language (Pachina, 2020). As a crucial global language, English is used in almost every sector, including education, medicine, business, technology, tourism, communication, and so on. This statement aligns with Widdowson, Modiano, Jenkins, and Brutt-Griffler's (as cited in Rao, 2019) who state that English is the most spoken and widely used language in almost all significant fields worldwide.

Al-Mutairi (2019) mentioned that Kachru, in the mid-1980s, allocates the presence of English into three concentric circles: the inner circle, the outer circle, and the expanding circle (see Figure 2). The Inner Circle includes countries such as the United States of America, the United Kingdom, Canada, Australia, and New Zealand. In the inner circle area, English is the primary language widely utilized in daily life and government institutions. The Outer Circle covers countries with British colonial ties, where English is commonly spoken in social settings or government. Most of the countries in this circle are former British Empire colonies, including India, Malaysia, Singapore, Ghana, Kenya, and others. In these nations, English is used as a second language. Lastly, the Expanding Circle includes countries teaching English as a foreign language in schools, mostly communicating in English with the Inner and Outer Circles. Turkey, Saudi Arabia, the United Arab Emirates, Japan, China, Korea, and others are examples of such countries. Furthermore, Kachru writes that the division of concentric circles is based on historical, sociolinguistic and literary contexts (Suroso, 2022). This boundary-making resulted in the pluralization of English to Englishes and was an inevitable response to the increased complexity surrounding the roles and users of English in the world in the 1980s and 1990s (Aoyama et al., 2023).

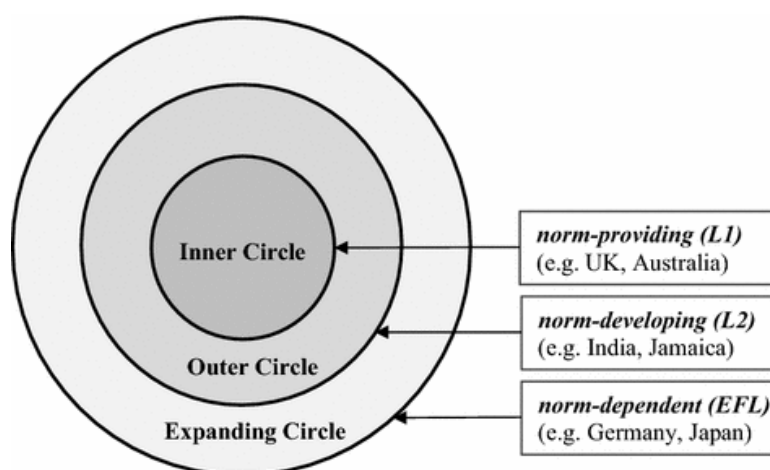


Figure 1. Kachru's Three Circles of English

Based on these concentric circles, these circles correspond to the terms English as a native language, ESL, and EFL (Tamimi Sa'd, 2018). As Vettorel (2015) also points out, this has resulted in the use of English as a Lingua Franca (ELF) beyond and across community and territorial boundaries, on the one hand, and an expanded pluralization of naturalized varieties that respond to local language adaptations (World Englishes) on the other. As stated by Jenkins, Galloway & Rose (as cited in Rajprasit & Marlina, 2019), the internationalization of the status of English is undoubtedly thanks to the exponential expansion of the language, leading to the pluralisation of its users and forms. Variations in English challenge the concept of 'native speaker' and ideologies of what 'proper English' sounds like (Eslami et al., 2019).

1. World Englishes

The term "World Englishes" was coined by Kachru in 1985. The term was then studied more profoundly and developed by many experts. The use of the plural form "Englishes" rather than the singular "English" has become common, for it stresses the diversity inherent to the language and that no particular English enjoys individual, centralized authority anymore

(Almegren, 2018). Also, Nur Patria (2021) states that the term "World Englishes" uses a plural noun that recognizes varieties of English developed in outer circle and developing circle countries. Balasubramanian & AbuRadwan (2017) add that World Englishes recognize new varieties as legitimate systems unto themselves rather than faulty forms of traditional 'native' varieties. World Englishes recognizes that varieties of English exist and have prestige because they are developed and incorporated into the local culture in which they are used (Juwariyah, 2021). This is in line with Hamied (2011), who explained that the surrounding loci, with all their existing cultural aspects and practices, play a very significant role in the impacts of Englishes on the communities. He added that through English, we learn more than just the linguistic aspects of language but also the cultural, social, and political practices that influence the world (Hamied, 2011).

2. World Englishes in English Language Teaching

Muhalim (2016) highlights Due to the expanding WEs concept, there is a shift in paradigm in teaching English which also follows. Choi (as cited in Kanazawa, 2022) states that considering the current situation of English language development, it is essential and beneficial for English language learners to recognize the existence of varieties of English with local accents. Also, Wijayanti et al. (2023) argue that language teaching in the outer circle includes enriching knowledge and awareness of the various English variations worldwide. Pudyastuti & Atma (2014) add that both English teachers and students should know the variety of English because knowledge of Englishes could help them deal with communication in the international world. Despite broad efforts to introduce WE into the classroom, there needs to be a clear description of methodologies or reported outcomes. Instead, problems are frequently identified while applying WE in English language learning.

In recent years, embracing non-native forms of English and situational use has remained a prominent topic in English education. Lee (as cited in Aoyama & Denton, 2022) state that one of the challenges English teachers faced is the lack of information and resources to support them in implementing WE-based teaching practices. In addition, Monfared (as cited in Aykut-Kolay, 2022) investigated English teachers' attitudes toward WE in non-inner circle countries and concluded a significant theory-practice gap because, while teachers supported the concept of WE in theory, they did not prefer to apply it to language assessment due to language testing standards. As a result, Aykut-Kolay (2022) remarked that while views have shifted from negative to positive, the implementation process still needs to be addressed.

Moreover, most of the current approaches in ELT (including those oriented towards Global English) focus on a specific type of language variety and do not consider the dynamic nature of language. As a result, they need to understand the importance of language diversity and dynamism when crafting pedagogical materials, curricula, assessments, and teacher training (Mahboob, 2018). In addition, Franssisca & Subekti (2022) state that in many EFL contexts, parts of the expanding circle, ironically, English varieties spoken by non-native speakers seemed less acceptable among teachers and students. Karakaya & Çiler Hatipoğlu (2017), Özmen et al. (2018), and Üresin & Karakaş (2019) revealed that teachers in Turkey prefer English as a mother tongue rather than English as a Lingua Franca (ELF) resource in their teaching, idealize a particular mother tongue variety in English, and approach the Inner Circle variety as the primary target variety for their students. Thus, in practice, schools refer to the 'inner circle' varieties as a model for providing classroom instruction, textbooks, and materials (Birkner, 2014).

3. World Englishes in the Indonesian context

Indonesia is one of the countries with diverse cultures. One of Indonesia's cultural variations is the existence of more than 700+ regional languages (of which more than 10,000 speakers speak more than 150), which makes Indonesia a complex multilingual country (Hamied, 2015). The national language, Indonesian, unites this diversity of languages. The position of the Indonesian language in Indonesia is roughly analogous to the position of English and world Englishes, as Indonesians from diverse linguistic and cultural backgrounds have become used to the many different varieties of the language now spoken by Indonesians (Hamied, 2000).

As Indonesian society has many language backgrounds, English teachers should accept various English speakers (Hamied, 2012). In this acceptance, English teachers need to develop the use of every opportunity to interact with students in their mother tongue and culture to show students that the teacher respects and has an interest in what they have so that students will be motivated to interact in the target culture as much as possible (Hamied, 2011). In addition, in English learning, teachers do not need to impose English with native-like accents because World Englishes acknowledges multilingual and multicultural speakers to use their variety of English formed from the language and cultural background of native English speakers (Lestiono et al., 2024).

Englishes has been a frequently discussed topic in recent decades. Bauer, Baumgardner, Gisborne, Bakshi, and Hosali are some of the researchers who examined several varieties of English in Europe, New Zealand, and Asian countries (Silalahi, 2021). Recent research was conducted by Franssisca & Subekti (2022), which examined the perspectives of six Indonesian senior high school English instructors on the role of World Englishes (WE) in English as a second language (L2). The study collected data through semi-structured online interviews and analyzed it using thematic analysis. This study discovered that teachers used a variety of accents to engage their pupils and foster respect for accented English. They did so, however, to varied degrees, with many participating in intra-curricular activities and one participating only in extracurricular activities. Though they differed on the importance of introducing students with different accents, they all agreed that it was acceptable for their students to speak English with local accents. The study's implications include incorporating WE to some level into activities and evaluation and boosting English teachers' understanding of WE by integrating it into significant English education curricula.

Other research was conducted by Khatib & Monfared (2017) under the title Exploring Teachers' Attitudes Toward Pronunciation Issues and Varieties of English in Three Circles of World Englishes. In their study, they look at the attitudes of 112 native American and British teachers, 120 Indian teachers, and 120 Iranian teachers as members of the Inner Circle (IC), Outer Circle (OC), and Expanding Circle (EC) toward pronunciation pedagogy within the context of English as an international language, as well as how they see their role concerning different varieties of English. A survey questionnaire was used to collect data for this investigation. The findings show how teachers' acceptability of different pronunciations and types of English varies. The Iranian instructors' norm-bound orientation was determined to be the highest of the three groups. The responses of native English teachers also indicated their acceptance of many types of English. Teachers' preferences will be explored in light of their attitudes toward different varieties of English, which may have influenced the creation of English teachers' identities and each country's educational policies. The findings further emphasize the importance of localizing L2 language planning and policy in an EIL pedagogy.

From the explanation above, both studies focused on teacher perceptions. As a result, there has yet to be research focusing on other perceptions. Therefore, additional studies on World Englishes with different perspectives are needed. This research attempts to fill that need by answering the research questions:

1. How do English Department students perceive World Englishes in ELT?
2. What are the benefits and difficulties to students learning World Englishes in the classroom?
3. What are students' suggestions for class on World Englishes?

B. METHOD

This study employed a qualitative approach using a case study format. It was used to explore in-depth information about one case concerning students' perceptions of World Englishes, so a case study is considered an appropriate format for this research. This is in line with the opinion of Heale & Twycross (2018), who argue that if a researcher wants to study a singular phenomenon emerging from a particular entity, a single-case study is necessary and will allow for a thorough comprehension of the single phenomenon. Moreover, Schoch (2020) stated that a case study allows collecting different kinds of data, such as interviews, documents, observations, surveys, and others, about the case and provides the chance to get an in-depth look at an organization or individual and the inner workings and interactions of that organization or individual.

This research took two months, February and March and was conducted in the English department at one of the public universities in West Java, Indonesia. Fourth-semester students have participated in this research. From the 2 classes, one class was selected and a consent form was distributed to each student to ask for consent as a participant. Out of 44 students, 32 students signed the form indicating that they were willing to be participants in this study (28 females and 4 males) with ages ranging from 19 to 21 years old. According to Audette et al. (2020), securing all participants' sensitive information is ethical. Thus, in this study, the participants were all given pseudonyms throughout the article that combined numbers and letters, such as S (student), Q (questionnaire), and I (interview).

In particular, World Englishes is part of the material in the Listening course. In the teaching of listening, there are 3 courses offered: Listening I (for general communication), Listening II (in professional contexts), and Listening III (for academic purposes). The discussion of World Englishes topics begins in Listening I (for general communication), but it was only discussed in general terms and elaborated in more detail in Listening III (for academic purposes). This class usually lasts approximately 100 minutes and can be taken synchronously or asynchronously.

This study used several instruments to collect the data, including (1) classroom observations were conducted for 6 meetings. These observations were performed to ensure that World Englishes was taught. In addition, the classroom observations were recorded to capture the engagement of the lecturer's instructions and students' responses to the material (Gunawan et al. 2023); (2) open-ended questionnaires were distributed after the class observations were completed. This questionnaire was used to find out students' perceptions of World Englishes, which contained 5 questions that respondents must fill in; and (3) semi-structured interviews conducted with 5 students selected to provide additional information from students' answers

on the questionnaire that needed further explanation. These five students were selected based on exciting answers to the questionnaire, which were unclear and different from most students' answers. Each interview was given 10 minutes and conducted online. Bahasa Indonesia was used in the questionnaires and interviews in this study. However, the reporting in this article is presented in English.

Thematic Analysis (TA) was used to analyze qualitative data. Thematic analysis has one major strength over other qualitative approaches, which is considerable flexibility while remaining rigorous (Riger & Sigurvinsdottir, 2016). Moreover, Javadi & Zarea (2016) stated that a good TA can help in both reflecting and clarifying reality. Braun et al. (2017) provide a six-phase analytic process (see Table 1). In addition, qualitative description was utilized to interpret the findings and identify key themes and sub-themes in the NVivo 12 data management software (QSR International).

Table 1. Six-phase framework thematic analysis

Phase 1	Familiarizing with the data
Phase 2	Generating codes
Phase 3	Constructing themes
Phase 4	Reviewing potential themes
Phase 5	Defining and naming themes
Phase 6	Producing the report

C. FINDINGS AND DISCUSSION

A total of 44 students in the *Listening for Academic Purposes 2* class were approached to participate in this study, and a total of 32 agreed to participate and complete their questionnaires, and 5 were selected for interviews. To provide transparency to the readers of this article, figure 3 is shown below to illustrate the gender distribution of research participants who completed the questionnaires and participated in the in-session interviews:

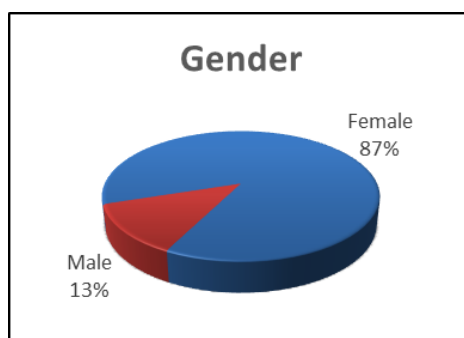


Figure 2. Participants of the study

According to the figure, most of the participants in this research were female. Of the 32 students participating, 28 were female, and the remaining 4 were male. In addition, the qualitative analysis revealed 4 main themes related to students' perceptions of World Englishes: 1) students' general perception of World Englishes; 2) benefits of learning World Englishes; 3) difficulties learning World Englishes; and 4) Students' suggestions for class on World Englishes.

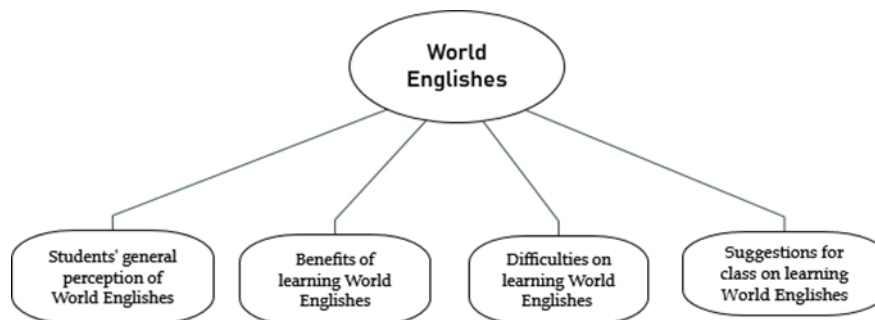


Figure 3. The theme of qualitative analysis in this study

1. Students' general perceptions of World Englishes

Perception may be defined from physical, psychological, and physiological perspectives. This study will be limited to its scope, as mentioned by Allport (as cited in Resmini, 2019), who described perception as the way we judge or evaluate others. The data analysis from the questionnaire and interview showed that most students have the same view of world Englishes. This happened because their experience learning about world Englishes in LFAP 2 class influenced their views. Eggen and Kauchak (as cited in Resmini, 2019) state that perception is how people attach meaning to experiences. From the questionnaire, most students said that World Englishes is a diversity or variety of English that gives rise to different dialects in each country or region. This can be seen in the following picture:

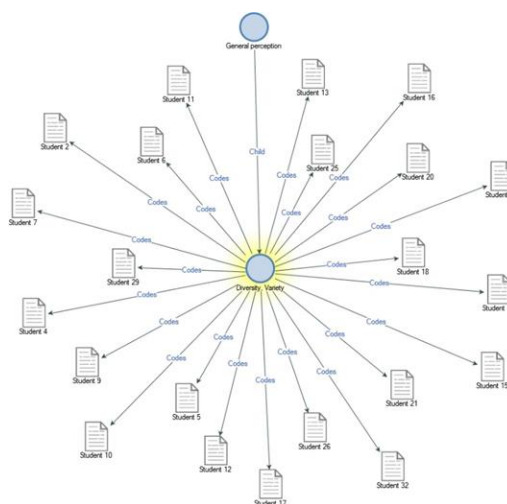


Figure 4. Students' general perceptions of World Englishes

In the figure above, 22 out of 32 students mentioned 'diversity and variety' in describing their general views on World Englishes. Here are some examples of statements from students:

"I think the concept of Global Englishes (World Englishes) displays the many variations or diversity of English used by other countries that are not native speakers." (S19 - Questionnaire. March 24th, 2024)

"From my understanding, the concept of Global Englishes is a form of concept that underlines the form of diversity in English that is spread throughout the world." (S2 - Questionnaire. March 24th, 2024)

"I think Global Englishes is a concept about Englishes that includes aspects of diversity of accents, and vocabulary." (S21 - Questionnaire. March 24th, 2024)

From the students' opinions above, they understand that World Englishes is the diversity of English usage worldwide. This statement is in line with Bulton (as cited in Leyi, 2020), who explains that due to its international use, different language varieties have emerged and have driven the development of WE. Napratilora & Devianti (2018) also stated that World Englishes means various forms and varieties of English used in various sociolinguistic contexts in different parts of the world. Thus, the students' answers show that their general understanding of World Englishes is by the meaning of the concept of World Englishes.

2. Benefits and Difficulties of Learning World Englishes

Benefits of Learning World Englishes

The questionnaires and interviews revealed that students mentioned three benefits of learning World English. From the figure below, it can be seen that students mentioned three benefits of learning World Englishes. Each benefit is explained in the following explanation:

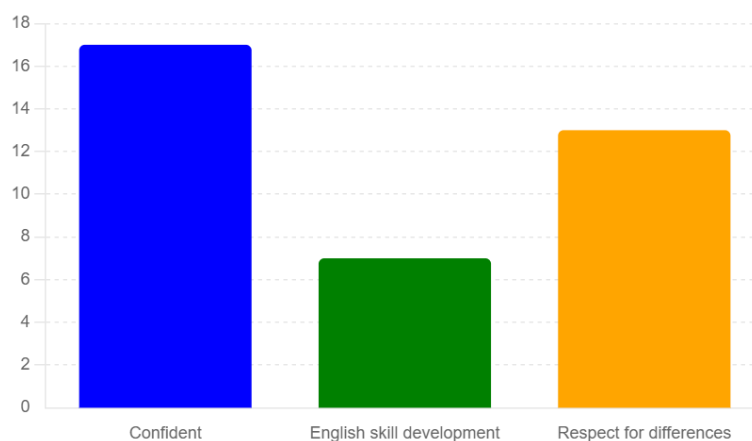


Figure 5. Benefits of learning World Englishes

Increasing confident

Most students mentioned that studying World Englishes can increase their confidence in speaking English. Here are some examples of statements from students:

"On the other hand, the existence of this concept also affects my performance in speaking English to be more confident without having to worry if the accent in pronunciation has not reached like native speakers, but what needs to be highlighted is the understanding of how we speak English to the interlocutor that can be understood." (S11 - Questionnaire. March 24th, 2024)

"Yes, it makes me more confident too because at first I was fixated on American and British accents, but it turns out that because we are Indonesian and Indonesia also creates its own community with its own accent, so it adds more confidence." (S25 - Interview. April 1st, 2024).

The statements above show that their English-speaking confidence has increased because they do not demand that they speak with the same accent as native speakers, who are American- and British-oriented. They realize they do not have to have a British or American accent to communicate with native or non-native speakers from other countries. According

to Chang and Tanghe (as cited in Rahmatillah et al., 2022) introducing WE in the classroom also results in positive traits for English language learners, where the learners, as non-native speakers, increase their confidence in speaking English.

Increasing respect for differences

In addition to increasing self-confidence, several students also stated that studying World Englishes could increase their respect for differences, which in this case is respecting accent differences. This can be seen from the statements of these students:

“My increased awareness shows that as a language learner, every country has its variation of English style in representing the identity of each country, so this makes me able to appreciate their English accent without judging or criticizing it.” (S11 - Questionnaire. March 24th, 2024)

“I think it's useful, by knowing global Englishes we will be more appreciative of other people's English pronunciation because it turns out that English is a flexible language and even accepts different accents.” (S30 - Questionnaire. March 24th, 2024)

From the students' perceptions above, learning the concept of World Englishes can help them appreciate the diversity of English and the characteristics of each region. Smith (as cited in Kanazawa, 2022) people who speak English do not have to attempt to become like native English speakers. Therefore, accent differences are not a problem and should be respected.

Improving English skills

In addition to increasing self-confidence and respect for differences, another benefit of learning World Englishes conveyed by students is the improvement of their English language skills. As stated by some of these students:

“This includes improving my understanding and ability to understand various accents and styles of speech in lectures, seminars and other academic materials, as well as increasing my experience and understanding of cultural diversity through English.” (S9 - Questionnaire. March 24th, 2024)

“In addition, this learning also improves my listening performance because when I see and listen to videos of non-native speakers, I get used to and can listen well to unusual English accents.” (S13 - Questionnaire. March 24th, 2024)

From the students' questionnaire answers above, World Englishes learning can improve their English skills, especially in listening and speaking skills. This is due to their experience during World Englishes learning in class. In this LFAP 2 class, they have a weekly assignment to do an Extensive Listening Journal (ELJ), where they are asked to watch a video from a non-native speaker on a particular theme and report the content of the video on the ELJ format that has been provided. Here is an example of the student ELJ format:

Extensive Listening Journal #1

ID : Name :

Date : Link :

Name of Source : Length:

Title of Topic :

Summary (100 words or more): Summarize the main points in your own words

Reaction (50 words or more): Write your opinion about a main point in the lecture

Reflection (50 words or more): From this course, what you have learned OR done this week, problems you have, the ways to solve the problems

Figure 6. Extensive Listening Journal Format

From this task, students became accustomed to listening to English with various accents. They stated that getting used to listening to multiple accents could help them understand what the speaker said. This aligns with Kolb's model, which states that learning happens when knowledge is created through experience transformation (Matriano, 2020). Moreover, Solmaz (2020) reported that activities such as the use of listening journals and student presentations in such instructions have created further WE awareness among English learners.

Students' difficulties in learning World Englishes

Many students face difficulties learning World Englishes in LFAP 2 class as a newly learnt concept. These difficulties come from internal and external factors. Internal factors come from within the students themselves, while external factors are influenced by the environmental conditions around students (Sity et al., 2016). However, not all students experience difficulties. The figure below shows the number of students with problems and those who need help learning World Englishes in LFAP 2 class.

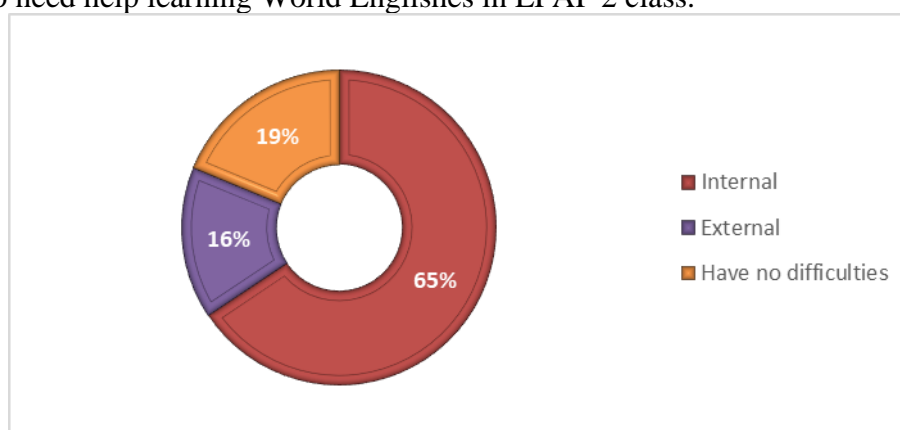


Figure 7. Students' difficulties in learning World Englishes

The figure above shows that 65% or 21 out of 32 students stated that they faced internal difficulties in learning World Englishes. Students mentioned that the internal difficulty they face is still challenging to understand the information conveyed by non-natives with accents

that are very thick and very different from the accents that are often heard, which are American and British. Although in the previous point, it was explained that one of the benefits of studying World Englishes is to improve students' listening skills by getting used to listening to other accents so that they can capture information from non-natives with different accents, some students state that they still have difficulties regarding this matter. Here are some examples of students' statements regarding their problems in understanding non-native speech:

“The difficulty I get is when listening to non-native speaker videos, I have to be able to understand what is said and conveyed in the video, it is challenging for me because sometimes the accent and pronunciation are not clear.” (S13 - Questionnaire. March 24th, 2024)

“Some non-natives speak English with their regional accent, and sometimes the accent is so thick that sometimes it is difficult for me to understand what the person is talking about.” (S18 - Questionnaire. March 24th, 2024)

From the answers above, students need help understanding the information conveyed by non-native speakers from different countries due to differences in accent and pronunciation. This affects communication effectiveness because the listener does not capture the information the speaker expresses. This follows a comprehensive review by Fan & Yan (2020), who found that factors such as accent and pronunciation strongly influence the assessment of speaking proficiency, affecting the overall effectiveness of communication. On the other hand, as shown in Figure 8, 16% or 5 out of 32 students stated that they have external challenges. The external challenge they face is that many people still need to understand the concept of World Englishes. So, even though they know the concept of World Englishes, they must wait to implement it because there are still many people who are still concerned about accents. As explained by some students in their questionnaire answers:

“I think the challenge of learning Global Englishes is to apply how Global English is used in our daily lives because there are still many who underestimate the accents of each country or region.” (S21 - Questionnaire. March 24th, 2024)

“As for the challenges experienced during my study of Global Englishes, namely that there are still few people who understand the context of Global Englishes, where even in school teaching, the teachers are still minimal in teaching and providing understanding to students, even though it should start to be taught as a basic principle that equips them in learning English, so it is not uncommon to find that most people today easily like to judge accents when someone speaks English.” (S11 - Questionnaire. March 24th, 2024)

Students stated that the number of people around them who need to learn and understand the concept of World Englishes is a challenge when applying the concept of World Englishes in their daily lives. This perspective aligns with Jenkins (2015), who argues that accent discrimination is still a significant barrier to English acceptance and practical use. Accent prejudice not only hinders communication but also perpetuates linguistic inequality. However, Rose & Galloway (2019) emphasize the importance of incorporating World Englishes into the educational curriculum to encourage a more inclusive and comprehensive understanding of English in its global context.

Out of 32 students, 6 stated they did not face problems while studying World Englishes in the LFAP class. Here are some examples of statements from students related to this:

“So far, I have not experienced any difficulties in learning Global Englishes, both in and out of class.” (S20 - Questionnaire. March 24th, 2024)

“In my opinion, I feel that there are no challenges that make it difficult for me to learn Global Englishes (World Englishes) in or out of class.” (S20 - Questionnaire. March 24th, 2024)

Despite most students' difficulties in learning World Englishes, the two statements above show that not all students experience difficulties in learning World Englishes. This feedback indicates that, for these students, the curriculum and instructional methods were effective. However, this does not rule out that many students still experience difficulties that need to be a concern for lecturers.

3. Students' suggestion for class on World Englishes

From the previous explanation, it is known that learning World Englishes in the LFAP 2 class offers various benefits and some challenges. Therefore, students expressed their suggestions for the LFAP 2 class to learn about World Englishes to gain more benefits and reduce the challenges they faced before. The figure below shows some of the suggestions made by the students.

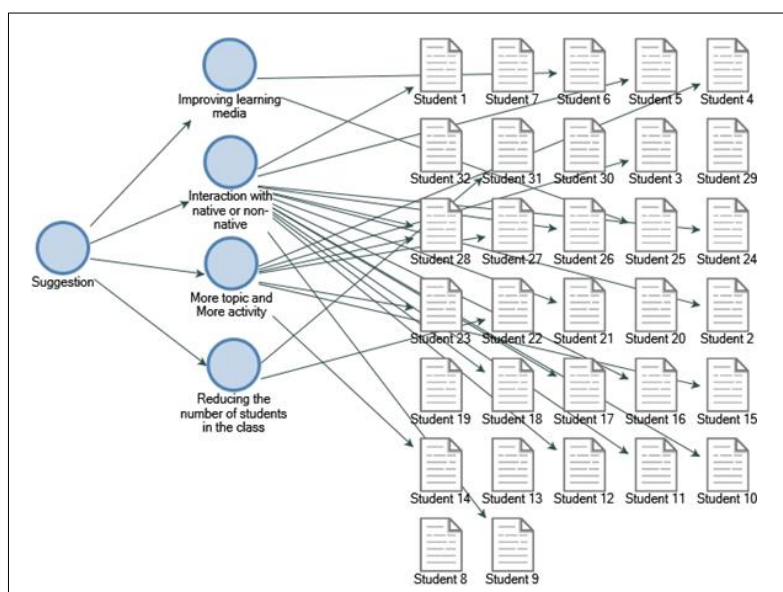


Figure 8. Students' suggestions for class on World Englishes

From the figure above, it can be seen that students submit 4 suggestions: 1) improving learning media, 2) having interaction with native or non-native speakers, 3) adding more topics and activities, and 4) reducing the number of students in class.

Improving learning media in class

There are 2 students suggested improving learning media in class so that students can get learning resources from other media so that learning will be more varied. As stated by the following students:

“Maybe the learning media can be more varied, not only through videos from the internet.” (S6 - Questionnaire. March 24th, 2024)

The above statement suggests learning World Englishes using more diverse media. Galloway & Rose (2015) support this suggestion, arguing that the integration of various forms of media can reflect the diversity of English language use globally. They emphasize that varied learning media can increase engagement and provide richer linguistic and cultural insights.

Having interaction with native or non-native speakers

This is done as a direct practice of the World Englishes theory they learnt during class. Here are some answers to the student questionnaire related to this:

“About suggestions for improvement in this course on Global Englishes. The hope is that in addition to the assignment in the form of videos related to Global Englishes but also organized in the form of discussion sessions by inviting foreign language speakers, the goal is that we can find out the relevance of the reality in the field as what we have learned.” (S11 - Questionnaire. March 24th, 2024)

“In my opinion, the opportunity to interact directly with English speakers and speakers from various countries will help students learn more about applying the theories that have been learnt in class so that learning can be through different perspectives.” (S9 - Questionnaire. March 24th, 2024)

From the two statements above, students suggested the opportunity to interact directly with native or non-native speakers from different regions to apply the World Englishes concepts they learnt. Such interactions provide students with authentic and genuine experiences that can improve their linguistic competence and cultural understanding. As Maduwu (2016) stated, practising the language being learnt is essential for students to learn foreign languages. Furthermore, Hamied (2011) noted that effective interaction and better understanding are the two main things when using English.

Adding new topics and activities

Several students suggested adding or discussing more diverse topics and more varied activities in learning about World Englishes in the class. Here are some student statements related to topics and activities:

“Suggestions for listening for academic purposes 2 courses in the next semester, which are, hopefully, future learning can be more informative than this semester now, more new topics to add insight and open minds about the topic itself, as well as practice listening skills.” (S23 - Questionnaire. March 24th, 2024)

“As a suggestion for the improvement of the Listening for Academic Purposes 2 course on Global Englishes in the next semester, perhaps more case studies or discussions on the use of English in specific contexts in various countries or regions can be added so that students can better understand the diversity of Global Englishes practically.” (S4 - Questionnaire. March 24th, 2024)

From the statement above, students hope that World Englishes classes could have more topics and activities to help them understand the material better. In addition, varied activities are crucial for addressing different learning styles, enhancing engagement, and providing comprehensive language exposure. As stated by (Zahra & Malaki (2020) using diverse teaching methods and materials enhances active learning, deepens understanding, and promotes effective knowledge application, ultimately improving the quality of education and student engagement in the learning process.

Reducing the number of students in class

There were 2 out of 32 students who expressed this opinion. Here is one student's opinion:

“I think the class is running well. However, I think the discussion process is not optimal for many students. I think the discussion could have run better if there had not been as many students as in the class this semester.” (S22 - Questionnaire. March 24th, 2024)

The student's opinion above states that the number of students in the class is too large, which prevents learning from running optimally. Therefore, they suggested reducing the number of students in the class. In their research, Laitsch et al. (2021) found that smaller classes allowed more individual student-teacher interactions, more support for learning, and easier classroom management; at the same time, there was increased student inattentiveness and off-task behaviour in larger classes. This is particularly important in discussions, where each student's voice can be heard and valued more effectively.

D. CONCLUSION

Based on the findings, it can be concluded that students' views on World Englishes in English learning are almost the same. This means that students can understand the concept of World Englishes delivered by the lecturer. Through this learning, students stated that they get several benefits, including increasing confidence when speaking English, improving English language skills, especially speaking and listening, and increasing respect for differences, especially accent differences. However, while learning the concept of World Englishes, some students faced internal and external difficulties. The internal challenge they face is that they still need help to capture information from foreigners whose accents are distinctive and unfamiliar. In addition, the external difficulty they face is that many people still need help understanding the concept of World Englishes, so in some environments, they still cannot apply the concept of World Englishes that they have learnt. Given their difficulties, they gave some suggestions for the class regarding learning World Englishes, including using more diverse learning media, interacting directly with non-native speakers, also covering more topics and activities.

This study has potential limitations. One of the limitations of this study was that due to self-reporting bias. The main data of this study is self-reported data obtained through questionnaires and interviews. Although this study also collected data through classroom observations, no observation reports were presented in the results section. Therefore, the accuracy and honesty of the participants' responses may appear biased. In addition, since self-reporting bias is one of the main limitations of this study, future research could present the results of classroom observations to strengthen the arguments or opinions obtained from the questionnaires and interviews. In addition, future research could investigate WE-based

activities or assessments at the college level, for example in the form of classroom action research. Such research could allow the process of WE realization by college students to be revealed and the learning choices they make afterwards, whether WE realization affects their learning behavior and motivation in any way.

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