

## **INTRODUCING WORLD ENGLISHES: A CASE STUDY OF AN INDONESIAN EFL LISTENING CLASSROOM**

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Received: May 14, 2025; Accepted: July 13, 2025

### **ABSTRACT**

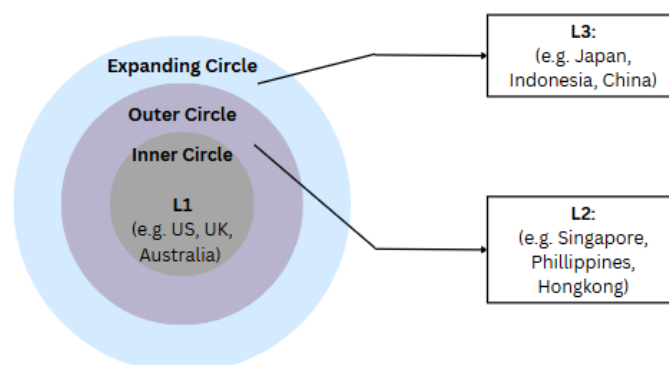
English has established itself as a global language, playing a central role in international communication, education, business, and technology across diverse cultural and linguistic contexts. However, despite this development, studies about the introduction of World Englishes in the EFL listening classroom are still insufficient. This qualitative case study aims to find out about a lecturer's view, the perceived benefits and challenges in the context of introducing World Englishes in EFL listening class. This case study explores a lecturer's EFL listening class of a West Java university who has long integrated World Englishes. Data were collected through five open-ended questionnaires, five interview questions, and eight recorded sessions analyzed using an observation sheet and thematic analysis. This study reveals the lecturer's positive views toward World Englishes. The study also found the lecturer's consistency in introducing World Englishes and the increased cultural understanding, increased confidence in listening, and readiness in facing diverse real-world English varieties. Despite these benefits, some challenges were encountered, such as native speakerism views and challenges in adjusting the practice to fit the allocated time. The findings supported the idea that introducing World Englishes is the best practice to prepare students for diverse English variants used in this globalized world.

*Keywords:* English as a Foreign Language, Intercultural Communication, Native Speakerism, Non-native English, World Englishes

### **A. INTRODUCTION**

English has long served as a global lingua franca, its widespread adoption driven by historical, economic, and cultural factors, leading to its diversification across various regions. This global spread has consequently given rise to distinct local varieties, often referred to as World Englishes (Kachru, 1986), which reflect the unique sociolinguistic contexts in which English is used. Drawing on Kachru's influential Concentric Circles model, which categorizes English use into Inner, Outer, and Expanding Circles, scholars recognize the rich linguistic diversity formed by varieties such as Chinglish, Singlish, and Hinglish in Asia's Expanding Circle of English speakers. The emergence of these localized forms highlight a shift in language pedagogy, requiring an exploration of how these diverse

Englishes impact language learning and teaching, particularly in English as a Foreign Language (EFL) settings.



**Figure 1.** Kachru's Three Concentric Circles of English

The study challenges traditional ELT, which privileges native-speaker models, and argues for adapting pedagogy to reflect English's global diversity. Introducing World Englishes exposes EFL learners to various accents and speaking styles, preparing them for real-world communication. Additionally, extensive listening activities using diverse audio materials enhance listening fluency and build intercultural competence by highlighting cultural nuances. The rapid global expansion of English has produced diverse local varieties, encapsulated in the concept of World Englishes. Galloway and Rose (2015, p.224) describe Global Englishes as extending beyond native-speaker norms to address issues like globalization, linguistic imperialism, and education, while Sadeghpour and D'Angelo (2022, p.7) argue that recognizing indigenized varieties is essential because they systematically reflect unique linguistic, social, and pragmatic features. Kachru's (1986) concentric circles model which distinguishes between the Inner, Outer, and Expanding Circles validates non-native forms of English by acknowledging their legitimacy.

Traditional English Language Teaching (ELT) has long focused on native-speaker models, an approach increasingly seen as inadequate for today's globalized world. Rose et al. (2020) emphasize that a curriculum solely based on native-speaker norms fails to equip learners with skills for real-world interactions. Similarly, Jenkins (2014) underscores the need to familiarize students with a range of English accents and dialects. Native-speaker ideologies persist among educators and learners, as documented by Boonsuk et al., (2021) and Ubaidillah et al. (2023). Similarly, Snodin and Young (2015) also noted that such biases can lead to resistance against innovative teaching practices. To address these challenges, scholars have proposed integrating World Englishes into the EFL curriculum to develop teaching material that recognize linguistic diversity and prepare students for the multifaceted nature of global communication (Raja et al., 2022; Fang & Ren, 2018).

The increasingly globalized landscape of English communication requires a fundamental re-evaluation of English Language Teaching (ELT) pedagogies, particularly the focus on native-speaker norms. With the majority of English interactions now occurring between non-native speakers from diverse linguistic and cultural backgrounds as mentioned by (Bhowmik, 2015), a pedagogical approach that exclusively privileges Inner Circle varieties (e.g., British or American English) inadequately prepares learners for real-world communicative demands (Rose et al. 2020). Therefore, there is a compelling need to

integrate World Englishes into the ELT curriculum. This introduction serves to familiarize English as a Foreign Language (EFL) learners with the rich linguistic diversity of global English, enhancing their comprehension of various accents and communicative strategies. Crucially, it nurtures intercultural competence by exposing learners to the socio-cultural contexts embedded within different Englishes, thereby broadening their understanding and appreciation of global perspectives. Furthermore, acknowledging and teaching World Englishes validates the linguistic identities of millions of English users worldwide, empowering EFL learners to use English confidently and effectively as global citizens, rather than aspiring to an often unattainable native-speaker ideal.

On the other hand, extensive listening has emerged as a pivotal approach in EFL instruction, particularly in contexts where students have limited access to authentic language input. Extensive listening is defined as the practice of engaging with large amounts of varied and enjoyable audio content, extensive listening aims to develop listening fluency, vocabulary acquisition, and overall comprehension (Chang et al., 2019; Barella & Linarsih, 2020). The theoretical underpinnings of this method are closely related to Krashen's (2006) Input Hypothesis and the Incidental Learning Perspective, which says that abundant exposure to comprehensible input is essential for language acquisition. Empirical research by Renandya and Farrell (2010) supports the idea that extensive listening helps learners develop a natural feel for language through repeated exposure to varied speech patterns and intonations.

Given the need to expose learners to varied English accents and dialects, introducing World Englishes in extensive listening presents itself as a natural solution as students get to experience the accents and dialects in a tangible form. Educators can gain greater cultural awareness and prepare students for global interactions by exposing learners to real-world accents. Professional development, as recommended by Fang (2016) and Prabjandee (2019), is essential to equip teachers with the strategies needed to implement these changes effectively. Ultimately, when integrated with extensive listening practices, the inclusion of World Englishes not only enriches students' auditory experience but also supports their overall language competence in a globalized context (Gill & Kirkpatrick, 2012; Mauranen, 2018).

Despite these benefits, challenges remain in designing effective assessment tools for extensive listening activities, as noted by Tsang (2019) and Jeong, Elgemark, and Thorén (2018), who highlight the difficulties in measuring progress in such open-ended learning environments. Another major barrier is the persistence of a deeply rooted preference for British or American English which continues to influence both institutional policies and individual attitudes (Pan et al., 2021; Tarrayo et al., 2020). Educators often face limited access to teaching materials that represent the rich diversity of English varieties (Galloway, 2013; Jenkins, 2006; Schildhauer et al., 2020). Moreover, resistance to change is often compounded by concerns about maintaining intelligibility and upholding traditional linguistic standards, as observed by Lee and Ahn (2020) and Liu et al., (2021).

After researching through literature, an important gap is still left unaddressed regarding the strategic implementation of World Englishes in the EFL extensive listening classroom. Many studies have focused on extensive reading or overall language competence, while relatively few have addressed the specific benefits and challenges of using diverse listening materials. Moreover, educators express concerns about intelligibility of non-native English.

This tension is often rooted in deeply held native-speaker ideologies (Ahn, 2015) and is worsened by institutional and resource-related issues.

To address that gap, this study investigates a lecturer's perspective on integrating World Englishes in an EFL extensive listening classroom. By observing teaching practices, it explores both the challenges and benefits of introducing World Englishes into the curriculum. Specifically, it investigates the lecturer's view of extensive listening materials featuring various accents and speaking styles, ultimately offering practical insights to foster a more globally and culturally aware learning environment. This study addresses how the integration of diverse English varieties into listening instruction can impact learners' preparedness for global communication, considering both pedagogical opportunities and constraints. The core research problem is to assess how introducing World Englishes into an EFL extensive listening classroom affects teaching and learning. Specifically, the study asks:

1. How does the lecturer perceive World Englishes in the context of EFL listening instruction?
2. What benefits does the lecturer perceive from incorporating World Englishes into the listening class?
3. What challenges does the lecturer face in integrating World Englishes into listening activities?

## **B. METHOD**

A qualitative case study research design (Yin & Campbell, 2018) was employed to examine the lecturer's insights on using World Englishes in EFL extensive listening classes. This design enabled an in-depth investigation of complex phenomena in their real-life context, revealing how World Englishes were applied in the classroom. Its flexibility allowed emergent themes and patterns to be identified during the research process (Mishra & Dey, 2022). Data were collected using a combination of semi-structured interviews, open-ended questionnaires, and classroom observations, ensuring valid findings regarding the lecturer's views while supporting practical recommendations for EFL listening instruction within the World Englishes framework.

The study was conducted at a Public University in West Java, which provided an ideal setting for exploring the structured introduction of World Englishes in an EFL listening classroom. This context offered opportunities for observing authentic classroom practices and engaging with an experienced practitioner. The participant in this case study was selected through purposive sampling, as the research aimed to explore a specific instructional context: the integration of World Englishes in an EFL listening class. The selected participant was a 52-year-old lecturer who has been teaching at the university since 2009 and holds a Ph.D. in English Education. He was chosen as the sole participant because he was the only lecturer at the university who consistently introduced World Englishes into his EFL listening instruction, making him uniquely suited to provide insights into this case study. His extensive expertise and commitment to integrating World Englishes demonstrated a deep understanding of linguistic diversity and its pedagogical applications. Kirkpatrick (2021) noted that effective teaching of World Englishes required such specialized knowledge, while Jenkins (2014) emphasized the importance of educators who promote global communication skills. As the sole lecturer introducing World Englishes in EFL extensive listening classes at the university, his view was vital to understanding the associated strategies, challenges, and outcomes (Galloway & Rose, 2017).

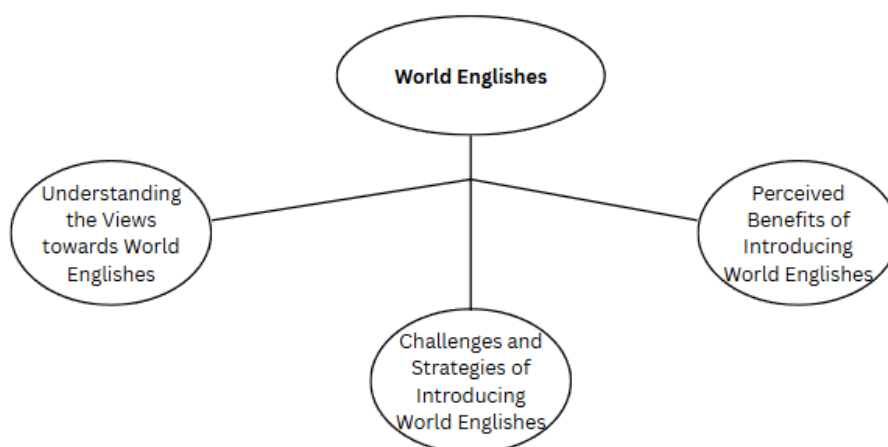
Data collection involved multiple instruments to capture a comprehensive view of classroom practice. Semi-structured interviews were conducted (in Bahasa Indonesia for participant comfort) to elicit the lecturer's experiences, challenges, and observations regarding the integration of World Englishes. Prior to the data sampling, consent was obtained, and interviews were audio-recorded for accurate transcription and analysis (Creswell, 2018). An open-ended questionnaire, following guidelines by Dörnyei and Dewaele (2022), was administered to gather additional qualitative insights into the lecturer's views and practices. Complementary classroom observations were performed, with detailed field notes recorded during each session to document how the lecturer introduced World Englishes, the materials used, and student interactions. This multi-instrument approach enriched the data and enhanced the validity of the findings.

The collected data were analyzed using thematic analysis, a process well-suited for identifying, analyzing, and reporting patterns within qualitative data (Braun & Clarke, 2006). The analysis was conducted in six stages: familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. Interview recordings were transcribed using AI technology, and the transcripts were reviewed multiple times to ensure a thorough understanding of the content. Key phrases and concepts were systematically categorized into larger themes reflecting the lecturer's experiences and insights regarding World Englishes.

Data from the open-ended questionnaires (5 questions) were coded and grouped into themes in a manner similar to the interview data, which enhanced the validity of the findings by validating evidence across different data sources. Additionally, field notes from classroom observations were analyzed thematically to identify recurring patterns in the teaching process, such as the introduction of diverse listening materials and student responses. These themes provided critical insights into the integration of World Englishes in EFL listening classes, further supporting the study's conclusions.

### **C. FINDINGS AND DISCUSSION**

Prior to the data collection, a few lecturers were contacted. Only one lecturer passed through the preliminary check due to his years-long attempts to introduce world Englishes in his EFL listening class. A total of eight EFL listening classroom sessions were observed along with questionnaires and interview sections aimed toward the lecturer. After analyzing the data, three key themes emerged in response to the research questions each one addressing the research questions mentioned before: (1) Understanding views toward World Englishes; (2) Perceived Benefits of Using World Englishes; (3) Challenges and Strategies of Introducing World Englishes



**Figure 2.** Emerging themes of the study

### **1. Understanding the Views towards World Englishes**

A dominant theme that emerged from the data was the lecturer's comprehensive understanding of World Englishes. He conceptualized the term as referring to the forms of English used by non-native speakers around the world. According to his explanation in the questionnaire, he saw World Englishes as:

"I understand "world Englishes" as various variants of English used by non-native speakers around the world, which includes various dialects, accents, and cultural and social contexts. I see it as an important concept in global learning because introducing this diversity helps students appreciate differences and develop tolerance, such as towards Indian, Singaporean, and other accents, which are often considered "different" but still valid in global communication." (Lecturer - questionnaire. September 2024)

The lecturer understood the concept of World Englishes really well and his understanding aligned with Kachru's (1986) idea of World Englishes. He believed that embracing this diversity was essential not only for language proficiency but also for nurturing global competence. The lecturer also acknowledged the need to appreciate different accents and their validity which align with Matsuda's (2003) idea of empowering speakers with tolerance and acknowledgement.

During the interview, the lecturer highlighted that recognizing diverse English forms enables students to overcome the stigma often associated with non-native accents. He emphasized that, in informal or everyday communication, effective interaction mattered more than adherence to a "standard" accent. Despite this progressive stance, he acknowledged that native-speaker norms are still influential in formal academic settings such as standardized tests (Interview, September 2024). This flexibility shows an unexpected complexity in his approach. While prior studies often highlighted the benefits of integrating World Englishes, the lecturer's careful negotiation of contexts appears to be a unique finding that suggests educators may simultaneously promote linguistic diversity and still adhere to traditional norms when required.

## 2. Perceived Benefits of Introducing World Englishes

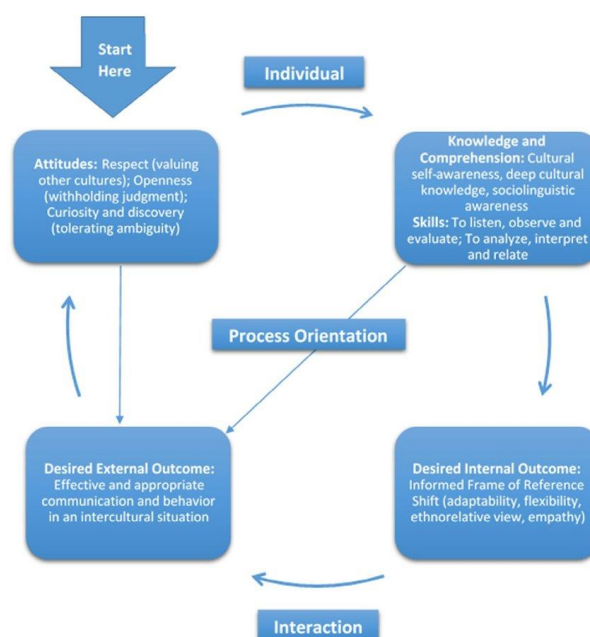
The introduction of World Englishes into the classroom yielded several benefits. Students improved their listening skills and auditory discrimination by becoming adept at comprehending a variety of pronunciations. This exposure also boosted their confidence in using English across diverse settings; one student noted that learning about these variations “improved their listening skills, cultural understanding, and self-confidence” (Meeting 3). Moreover, the approach better prepared them for real-world, multicultural interactions.

### Promotion of Cultural Awareness and Tolerance

Another key theme was the promotion of cultural awareness and tolerance through the introduction of diverse English accents. The lecturer maintained that exposing students to accents from different regions such as Indian, Singaporean, and others, helped broaden their understanding of the cultural and social dimensions of language use. In his view, learning about different accents is not solely about pronunciation; it is also a means of understanding the historical, social, and cultural factors that shape language. In the interview, he stated:

“The introduction of various accents informs students that the world has a variety of ways of speaking, which is crucial for global interaction” (Lecturer - interview. September 2024)

His approach fostered an environment where students were not only encouraged to appreciate their own accents but also to respect and tolerate the differences in others. Classroom observations revealed that this theme was reflected in how students engaged in discussions as many actively sought additional resources and participated in debates about the legitimacy of various English forms. This finding aligns with previous literature linking intercultural communication to enhanced tolerance. Deardorff (2006) emphasizes that attitudes highlighted in these findings lead learners to acquire knowledge of diverse cultural contexts and develop skills like listening and interpreting in cross-cultural communication



**Figure 3.** Deardorff's (2006) Process model of intercultural competence

### **Preparedness for Real World English Varieties**

The study revealed that another important benefit of integrating World Englishes into the curriculum was the profound impact on learners' confidence and their evolving awareness regarding the limitations of the native-speaker paradigm. The findings contribute to our understanding by illustrating that when students are exposed to a range of linguistic forms, they are better equipped to navigate real-world communication, which is a critical competence in today's globalized society (Hutz, 2022). As mentioned by the lecturer:

“As explained before, it (the introduction of World Englishes) increases their confidence and awareness that they should not be confined by the concept of native speakerism. This concept can also be practiced. With such benefits, they feel that ‘I am ready to get involved and compete globally because the concept of World Englishes is global. If I get involved with speakers from other countries, I am ready because we have been given provisions about it.’” (Lecturer - interview. September 2024)

This sentiment underscores a strong shift in learner perception: by actively encountering and engaging with a variety of World English varieties, students begin to deconstruct the long-held notion that only native-speaker models represent legitimate or desirable English. This pedagogical approach serves to validate learners' own linguistic identities, reducing the anxiety often associated with achieving an unattainable native-like proficiency and empowering them to embrace their roles as effective global communicators. This confirmed the idea that exposure to a variety of English accents can enhance listening comprehension and intercultural competence (Rahmatillah et al., 2022; Suminar & Gunawan, 2024).

The lecturer further highlighted the practical implications of this shift, noting that 'This concept can also be practiced.' This suggests that the exposure to World Englishes moves beyond mere theoretical understanding, translating into practical improvements in communicative readiness. With such benefits, learners articulated a newfound sense of preparedness: 'I am ready to get involved and compete globally because the concept of World Englishes is global. If I get involved with speakers from other countries, I am ready because we have been given provisions about it.' This statement illustrates how the introduction of World Englishes create a strong sense of global competence. By routinely interacting with diverse accents, communication styles, and cultural nuances embedded within World Englishes materials, students develop crucial intercultural communicative skills. They are not merely learning a language; they are acquiring the pragmatic and socio-cultural tools necessary to navigate the complexities of global interactions, enhancing their ability to understand and be understood across different linguistic backgrounds. This preparation directly challenges the traditional, often insular, focus on native-speaker models, thereby equipping learners for the communicative realities of an interconnected world.

These outcomes support the notion that challenging native-speakerism can foster a sense of linguistic ownership, as observed by Suminar and Gunawan (2024). Theoretically, the study bolstered the argument that language teaching is intertwined with culture and identity; recognizing non-native varieties validates diverse linguistic identities and lays a foundation for improved intercultural communication skills, a perspective that resonates with Kim (2020). The relation of these findings to existing literature is evident in the positive views observed in this study that mirror earlier research (Ceyhan-Bingöl & Özkan, 2019).



### **3. Challenges and Strategies of Introducing World Englishes**

Despite all those benefits, the study also identified significant challenges. There was a notable scarcity of high-quality teaching resources that effectively showcased non-native varieties. Lastly, some educators exhibited reluctance to adopt this approach due to unfamiliarity with World Englishes or perceived additional workload (Interview, September 2024). Nevertheless, in the face of these considerable challenges, the lecturer demonstrated remarkable innovation, developing key strategies such as flexible pedagogical approaches, personally curated teaching materials, and collaborative learning.

#### **Perceived Challenges**

scarcity of pedagogically sound and high-quality teaching resources specifically designed to showcase diverse non-native varieties of English. While a vast amount of authentic English content exists online, the lecturer's insights, as captured in their interview:

“It can be difficult to find the right videos, what am I teaching? Which sessions? What videos should I use?” (Lecturer - interview. September 2024)

This highlighted the practical complexities. The problem was not merely a lack of content, but a deficit of materials that were appropriately graded for EFL learners, culturally relevant, contextually suitable for extensive listening activities, and of sufficient audio-visual quality. This resource gap requires considerable time and effort from the lecturer for curating, adapting, or even creating materials. Such a reliance on individual teacher initiative, rather than readily available, systematically developed resources, can place an unsustainable burden on educators and impede the consistent integration of World Englishes across various courses and institutions, reinforcing previous concerns about resource constraints (Aykut-Kolay, 2022). This finding highlights a critical area for resource development in the field of global English pedagogy. Indicating that resource limitations required considerable effort to overcome. Time constraints further compounded with only two credits allocated for the course. Many aspects of World Englishes also had to be assigned as homework, potentially limiting in-class discussion depth.

Lastly, a notable challenge stemmed from a reluctance among some educators to fully embrace the integration of World Englishes. This hesitancy appeared to be rooted in two primary factors: unfamiliarity with the concept and pedagogical implications of World Englishes, and a perceived increase in workload. Interviews revealed that some instructors lacked formal training or substantial exposure to the sociolinguistic realities of global English, leading to discomfort or uncertainty in teaching varieties beyond the familiar Inner Circle norms. This resistance, evident in both the interview and classroom observations, aligns with Harsanti and Manara (2021), who found that adherence to traditional language norms often hinders innovative teaching practices.

“The next challenge is that not all teachers can or want to apply this concept because they have to at least read a lot before they can introduce it. There may be those who say, ‘What's the point of doing this?’ because they don't have enough time or think it's not that important. That's why information or training about World Englishes is important for both students and teachers. (Lecturer - interview. September 2024)

Furthermore, the effort required to identify, evaluate, and integrate suitable non-native English resources, coupled with the need to potentially revise teaching methodologies, was often viewed as a significant additional burden. This reluctance could hinder the consistent and enthusiastic implementation of World Englishes in the curriculum, potentially influencing student perceptions and engagement with the diverse linguistic landscape.

### **Flexible Pedagogical Approaches and Practical Strategies for Introducing World Englishes**

The data further revealed that the lecturer's teaching strategy was characterized by flexibility and a pragmatic use of practical strategies. Initially, the classroom was oriented toward native-speaker models; for example, an IELTS test simulation was conducted to familiarize students with standardized English. However, as the course progressed, the lecturer gradually incorporated non-native varieties into the curriculum. He explained that while formal contexts (such as tests and academic writing) required standard English, informal settings were ideal for showcasing the legitimacy of diverse accents (Interview, September 2024). This flexible approach allowed students to experiment with different linguistic forms and understand when to adhere to standard conventions versus when variation was acceptable. This complex view gives nuances to previous studies (Rahmatillah et al., 2022), and represents a critical contribution by showing that progressive pedagogical shifts can coexist with traditional expectations, particularly in formal assessments.

The classroom observations also indicated a clear transition: initial meetings focused on native-speaker norms, and later meetings increasingly featured multimedia resources and discussion activities centered on World Englishes. This balance between rigid norms and flexible pedagogy underscored a central challenge in contemporary ELT and represented an innovative response by the lecturer. This balancing act reflects an inherent tension within current educational frameworks, a challenge noted in the literature (Lee, 2012). The lecturer's balanced approach highlighted the need for a curriculum that respects traditional academic standards while embracing global communication realities. Previous studies have underscored the benefits of introducing World Englishes to enhance cultural awareness, and the present research provides empirical support for these claims within the context of an EFL listening class. The observed increase in student engagement, which is evident from their discussions, independent searches for supplementary materials, and active classroom participation.

Alongside this flexible approach, the study identified a range of practical strategies employed to integrate World Englishes into extensive listening classes. Out of the eight observed sessions, seven actively introduced and discussed various accents and dialects. The lecturer carefully curated listening exercises that not only highlighted differences in pronunciation, vocabulary, and rhythm but also provided cultural context. For instance, in one session, videos featuring non-native speakers were shown to stimulate discussion on how language adapts in different cultural settings (Meeting 3), while another session used a talk show format to examine accent diversity in entertainment (Meeting 6). Furthermore, the lecturer implemented assignments that encouraged students to apply their learning to real-world contexts. Tasks such as article writing (Meeting 5) and website showcases (Meeting 4) required students to research and present examples of how World Englishes are used in global communication, thereby deepening their understanding and demonstrating the practical relevance of the course content. The data also indicated that the lecturer fostered a

collaborative learning environment by encouraging peer discussions and group activities, enabling students to share and reflect on their experiences with diverse accents.

When comparing these findings with those of other researchers, several similarities and differences emerge. Consistent with earlier studies, A notable difference was the lecturer's balanced approach, which simultaneously promoted non-native accents while upholding standardized norms in formal contexts. This nuanced view extends our understanding of how educators might integrate World Englishes into existing curricula without compromising academic standards. Moreover, while much previous research has focused on student outcomes, this study uniquely highlighted the challenges educators face, providing a more comprehensive view of the practical implications of teaching World Englishes.

#### **D. CONCLUSION**

This study set out to explore a lecturer's perspectives on the integration of World Englishes in EFL extensive listening classes, focusing on three primary objectives: (1) to examine the lecturer's views on World Englishes; (2) to identify the perceived benefits of integrating World Englishes into classroom instruction; and (3) to uncover the challenges encountered during the implementation process. This study highlights the important role of World Englishes in promoting linguistic diversity, cultural awareness, and global competence among EFL students. The findings reveal that incorporating diverse English varieties into teaching helps students improve their listening skills, build confidence in using their own accents, and develop tolerance toward non-native forms of English. However, challenges such as conservative mindsets about standard English, limited teaching resources, time constraints, and educators' reluctance added the complexities of implementing this concept effectively.

Moreover, this study has proved that integrating World Englishes into EFL instruction offers promising benefits alongside significant challenges. The findings support the idea that exposing students to diverse English varieties can lead to improved listening skills, enhanced cultural awareness, and greater confidence in their linguistic identities. Yet, traditional ideologies, resource limitations, and institutional constraints remain persistent obstacles that require attention from both practitioners and policymakers. The implications extend to various stakeholders. For educators, adopting a flexible pedagogical approach that values linguistic diversity while meeting formal academic requirements is crucial. For curriculum designers and administrators, the research underscores the need for systemic support through professional development, resource sharing, and curriculum reform to facilitate broader adoption of World Englishes. Addressing these challenges can better prepare students for effective communication in a globalized world. In conclusion, this study demonstrated that introducing World Englishes into EFL listening classes can have a transformative effect on student learning and intercultural competence.

A key limitation of this study is its focus on a single lecturer's view, which may not fully capture the broader experiences of educators in different contexts. Additionally, the reliance on qualitative data limits the generalizability of the findings. Future research could explore the views of multiple educators across various institutions, incorporating quantitative measures to assess the impact of teaching World Englishes on student outcomes. Continued exploration of the challenges and benefits of integrating diverse English varieties into

language teaching will help educators and institutions work toward a more inclusive and effective model of ELT. Lastly, long-term studies on how continued exposure to different English varieties improves students' intercultural communication skills over time would provide valuable insights. These findings suggest the need for systemic support, including the development of accessible teaching materials, professional development programs for educators, and curriculum adjustments to ensure the integration of World Englishes into language education.

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