

World Englishes as an Explorative Experience in Listening Classroom: Students' Recognize, Preference, and Motivation

Armelia Nungki Nurbani, Nukmatus Syahria

armelianungki@unipasby.ac.id, syahria@unipasby.ac.id

Universitas PGRI Adibuana Surabaya

Abstract

Teaching English as a foreign language (TEFL) has broadened around the world and involved the speakers from various countries. As the effect, teaching English using World Englishes is salient. The study aimed to explore the first year of English Education Department students' perspectives toward teaching listening using World Englishes. This study used qualitative research with a singular snapshot case study. The audio of listening utilized different accents from three different circle such as American and British (inner circle), Indian (outer circle), Japanese and Indonesian (expanding circle). The data were taken from six English Education Department students that were in the first year. The data were collected by focus group discussion, interview, and observation. The data were analysed using thematic analysis. The result of the study revealed that the students were thrilled about listening using World Englishes. However, the students got difficulty in understanding some accents like British and Indian. It was also found that audio from Indonesian accents was the students' favorite beside American. Moreover, the students were motivated in listening using World Englishes.

Keywords: *World Englishes, teaching listening, students' perspectives.*

INTRODUCTION

Listening is necessary for students, moreover in studying a foreign language. As commonly known, that in learning a new language, one of the ways is by listening activities. Through listening, students will easily understand the new language, and after that students will be easier to learn it. As the process of humans in learning started when they are born, listening is an essential part of them. Listening is essential for individuals to maintain effective communication in both daily life and academic contexts. (Yildirim & Yildirim, 2016). Similarly, listening requires ingredients such as word material, word arrangements, and the rise and fall of the sound, from which we can derive the appropriate words. (Brownell, 2018). With this skill, listening can make students easily to study other skills.

The English language has spread all over the world. It is not unusual that many countries now use English as their second language or as their daily speaking. This happens due to the changing era in this world. People can access all the information easily.

Discussing World Englishes, the paradigm that occurs in Indonesia usually assumes that learning the English language should be from the native speakers or in the place where the language comes from. This phenomenon happens due to a lack of information. Nowadays, learning English should not be always directly from native speakers or in the countries where the language originates. As what Fang and Widodo's (2019) explanation that it's time to keep up with the times by using a language where different social and cultural elements cannot be separated.

As the effect of the growth of English across the world, teaching English as a foreign language (TEFL) has broadened around the world. English teachers are served with multilingual classrooms with diverse learners. To make students familiar with the diversity of English, teaching listening using World Englishes is the easiest way to deliver to them. Because through listening activities that are given by the teacher or instructor, it will help students to boost the awareness of the diversity of English. Seeing as English is used all over the world, its

speakers have appropriated it in a variety of ways. It is an universal language with global ownership, and as such, both learner needs and ELT goals have shifted. (Galloway & Rose, 2017).

The last few years ago, the point of view that studying English had to use whether British or American style or accents, but that is the past viewpoint of learning English. The newest perspective of learning English is the World English itself. The easiest way to teach about World Englishes is through education. Therefore, the teacher's role here is to introduce students about World Englishes and bridge them to learn. Thus, the student will have a new perspective on how the way in learning English. World Englishes refers to the various spatially explicit varieties of English that have emerged in various cultural, sociolinguistic, and educational settings all over the world (Rajprasis, 2021).

There are some studies related with the use of World Englishes in teaching ELT classroom. The first study done by Galloway and Rose (2014) that the aim of this study is the use of World Englishes

to raise awareness of the student and the result indicated that students were fascinated in listening and communicating with speakers from different backgrounds, culture, and nation. The listening journals have brought to light the current opportunities for ELF usage within traditional 'EFL' contexts, where English language is decidedly becoming more than a 'foreign' language. The second study conducted by Fang and Ren (2018) which had a purpose of exposing the effect of a course on English language as a World Language in Chinese university students' awareness of their own English and World Englishes and the result of the study revealed that students reported attitudinal changes. The third study conducted by Lin (2013) that she examined the critique of the English language had spread worldly and discussed about the concept of the ownership of English language that had claimed by non-native English people. The result of this study stated that English is universal, all people around the world can use English as their communicative language.

However, only few journals have discussed teaching World Englishes in listening class. Therefore, this study aims at investigating students' perspective toward having listening class using World Englishes. Yet, the purposes of learning World Englishes are not only about the use of its language but also learning about sociocultural on its places that using English as their communication language (Tahmasbi, Hashemifardnia, and Namaziandost, 2019).

Qualitative research worked in this study with a singular snapshot case study (Starman, 2013). The result was described based on students' interview result about their perception in having world Englishes as listening material. Six first-year university students of English language and education department participated. They were in the first semester and having intensive listening and speaking class for 16 meetings during the lecture.

The study used qualitative data of focus group discussion transcript, interview transcript and class observation. The focus group discussion and interview

focused on findings students' perspectives toward teaching listening using world Englishes. In the other hand, the study did eleven times of observation during the lecture. The observation conducted to add more information regarding to students' perspectives toward teaching listening using world Englishes. The observation focused on students' activities during teaching listening using world Englishes.

In collecting the data, the researcher used several steps: (1) Teaching listening: In this step, the lecturer taught students about listening using Global Englishes. The lecturer used English audios and videos with different accents such as British and American from inner circle, Indian from outer circle, Indonesian and Japanese from expanding circle (Kachru & Nelson, 2006). The researcher did the observation during the teaching listening. (2) Designing the researcher instruments after the process of teaching listening. This research instruments were used in the process of focus group discussing and interviewing the students. (3) Interviewing the class and recording the interview. The next

step was the researcher asked students one by one to find out how students' perspectives about the teaching listening using world Englishes. While process of interviewing the students, the researcher also recorded the process of interview to record the student answers. (4) Transcribing the interview: the researcher transcribed and translated the result into English language.

Thematic analysis was used to choose the theme of participants' answer (Braun and Clark, 2006). There were six steps of doing thematic analysis is not as simple as there is familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining, and naming themes, and producing the report.

RESULT AND DISCUSSION

The main purpose in this study was about to find out students' perspectives in teaching listening using world Englishes. Researchers reveal several aspects among students' perspective in listening using world Englishes. After having a focus group discussion, researcher found that almost all the

students like to study listening using world Englishes. The students felt challenged because this was the first-time experience in listening world Englishes. Furthermore, the students gain new information and knowledge about world Englishes. The students realized that learning English was not only from British and American but also can be from other English-speaking countries such as Japanese, Indian, including Indonesian.

1. Recognizing the accents

It is crucial to comprehend how speech perception works because it provides insight into the actions listeners do when face with the task of decoding aural information (Khuziakhmetov & Porchesku, 2016). It stands to reason that understanding the perception of speech could give the interlocutor hints. This section discovered that the students were easier to understand with the Indonesian and American audio than with the other accents (British, Japanese, and Indian). This occurred due to the students' similarity in accent from the audio of Indonesian. As a result, the students

perceived that learning to listen with Indonesian accents was effortless.

Extract 1.1.

Student 1 *Indonesia, because she didn't speak too fast, and I know the accent well. We are familiar of that. So easy to understand what she said.*

Student 1's statement demonstrates that the Indonesian accent is the winner as the easiest accent to comprehend and recognize. This condition is similar to Student 5 that Indonesian accent is the winner.

Extract 1.2.

Student 5 *So much easier listening to Indonesian accent. Yap, I can do all of the exercise smoothly. No doubt.*

As a result, students had difficulty understanding the accent and intonation while doing listening exercises. The students struggled with the listening exercise due to the diversity of accents (Japanese and Indian). Furthermore, the students had little experience with different accents. The students encountered this problem because they were accustomed to the accents of native

speakers or their own teachers, and they were often surprised when confronted with new accents with which they were unfamiliar. This in line with the study conducted by Fang and Ren (2018), the study indicated that students were having difficulties in between accent from native speakers and non-native speaker. Students were described the native speaker with 'clear' and 'easy', for non-native speaker with 'strange' and 'difficult'.

When listening to the audio and answering the questions, almost all students nodded their heads, as if to indicate that they understood everything, and that the audio was simple. After finishing the questions with an Indonesian accent, student 5 exclaimed, "*Oh my god, I can finally work on these questions very beautifully, without hesitation, and without stress*". Unlike when it was British, Indian, and Japanese accents. Some students bite their pencils, scratch their heads, hold their heads, and even approach the speaker. Even when working on questions, playing once or twice is insufficient, three to five times is good for them. They always say things

like "haaaaaa" "you know, it's really fast," and "maam, play it again."

2. Students' preferences about the audio

The results found out that the students likely prefer Indonesian and American audio rather than the other three (British, Japanese, and Indian). This happened because the students were easier to understand the audio sound also the student could hear clearly.

Extract 1.3.

Student 5 *any accent is okay for me, so we know that Japanese is like this, Indian is like this. If I want to have a good score, I prefer Indonesian. But for my knowledge, I prefer American accent. We know the correct pronunciation from it.*

Extract 1.4.

Student 6 *it depends. If you want to know the correct pronunciation, I prefer the American accent. But if I want to learn to understand what this person is talking about first, I prefer Indonesia.*

because to learn, I prefer to learn from the easy first. Later when I know the meaning, then I will learn more difficult.

Based on this response, it can be stated that no matter the accent is used as long as they know what it means. But the students preferred to use Indonesian accent for a reason. This is consistent with the findings of Galloway and Rose's (2014) study, which discovered that students were fascinated by listening to and conveying with speakers from various backgrounds, cultures, and nations.

During focus group discussion, students stated that they never got British accent or any other accent other than an American accent when they were in high school. There are even those who never get listening comprehensive at all in class. That is why they prefer American and Indonesian accents so that they can be easily understood what's speaker said and had a good grade when they were doing the exercise. What they discussed in focus groups were the same as what they said in class with British and Indian

accents. When they entered material in class that used British and Indonesian audio accents, some students shouted "maam, is it okay to use an Indonesian accent?", "yes maam, don't know my score is". Some even shouted "my grades are ruined maam, very bad".

3. Promoting students' motivation in learning listening

This has been indicated that students' motivation is linked with students' desire to participate in the learning process, and it concerns the reasons that underpin the student's involvement, or lack of its use, in academic activities (Carless and Boud, 2018). The students were getting motivated after learning listening used World Englishes. The students noticed that learning with World Englishes should be done more than once a week.

Extract 1.5.

Student 2 *I really want twice a week for this listening. I can study a lot from many kinds of accents that I have just known.*

Furthermore,

Student 4 *I like listening with so many accents. I also started to look for many accents in YouTube and studied listening in home.*

It can be argued that learners enjoyed and were motivated by listening to world Englishes. That was well-attested by requesting more than once in a week for listening class. The student also learned to listen at home, and they began to search YouTube for examples of many different accents. This is consistent with the findings of Fang and Ren (2018)'s study, which revealed that students reported attitudinal changes.

Almost all students stated in the focus group discussion that their adrenaline was pumped to conquer all accents. However, one student is no longer motivated by difficult accents such as British and Indian. Both events occurred during a lecture where there was a saying "Wow, my heart is healthy because the adrenaline is racing," and when the lecturer offered to repeat "I've given up. My brain has already bubbled."

CONCLUSION

In light of the research findings, it is possible to conclude that students had

difficulty comprehending accents in world Englishes, particularly accents from the British and Indian. Regrettably, because the students were from Indonesia, they found it more straightforward to comprehend the Indonesian accent. Furthermore, the students preferred the audio from Indonesian and American over the other three options (British, Japanese, and Indian). As a matter of fact, the students were motivated to listen using world Englishes. The students gained new information and understanding of world Englishes. Students realized that learning English was not only from the United Kingdom and America, but also from other English-speaking countries such as Japan, India, and Indonesia.

Above all, the students were enthusiastic about the learning segment because it was the first time, they had done the listening using world Englishes. The students discovered that listening in world Englishes was enjoyable, and they began to learn more about the information in world Englishes. Furthermore, listening to world Englishes increased students' awareness

of the phenomenon of world Englishes that had become popular around the world.

As evidenced by the results, the students are completely new with the phenomenon of world Englishes, particularly when listening in world Englishes. When students hear English for the first time but not from a native speaker, they are perplexed. Furthermore, neither inside nor outside of class, students rarely practice listening to English conversation. To address this issue, students can practice speaking English with their friends on a daily basis, or they can listen to music with English lyrics but a non-native singer.

Researchers realize that listening using world Englishes is still a rare occurrence for teachers, particularly Indonesian teachers. The teacher can use the invention when teaching English, notably listening, to make the students feel excited and happy to be there. Furthermore, listening in world Englishes may assist the teacher in developing the students' knowledge and understanding of the phenomenon of world Englishes. Furthermore, this

lesson can help students learn English more easily.

REFERENCES

- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, Vol. 3 (2). 77-101.
- Brownell, J. (2018). *Listening: Attitudes, Principles, and Skills* (6th Edition). Routledge; New York. <https://doi.org/10.4324/9781315441764>
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: enabling uptake of feedback. *Assessment & Evaluation in Higher Education*. 1315-1325. <https://doi.org/10.1080/02602938.2018.1463354>
- Fang, F., & Ren, W. (2018). Developing students' awareness of Global Englishes. *ELT Journal*. 72 (4), 384-394. <https://doi.org/10.1093/elt/ccy012>
- Fang, F., & Widodo. H. P. (2019). Global English-oriented English language education. In F. Fang & H. Puji Widodo (Ed). *Critical Perspectives on Global Englishes in Asia: Language Policy, Curriculum, Pedagogy, and Assessment*, (63-72). Retrieved from https://www.researchgate.net/publication/330214153_GEOriented_English_Language_Education
- Galloway, N., & Rose. H. (2014). Using listening journal to raise awareness of Global Englishes in ELT. *ELT Journal*. 68 (4), 386-396. <https://doi.org/10.1093/elt/ccu021>
- Galloway, N., & Rose. H. (2017). Incorporating Global Englishes into the ELT classroom. *ELT Journal*. 72 (1), 3-14. <https://doi.org/10.1093/elt/ccx010>
- Kachru, Y., & Nelson, C. L, (2006), *World Englishes in Asian Context*, Hong Kong; Hong Kong University Press.
- Khuziakhmetova, A. N., & Porcheskub, G. V. (2016). Teaching Listening Comprehension: Bottom-Up Approach. *International Journal of Environmental & Science Education*. 11 (8), 1989-2001.

- <https://doi.org/10.12973/ijese.2016.572a>
- Lin, H. Y. (2013). Critical perspectives on Global Englishes: Study to Their Implications. *Intergrams*. 13 (2), 1-24. Retrieved from <http://benz.nchu.edu.tw/~intergrams/intergrams/132/132-lhy.pdf>
- Rajprasit, K. (2021). "Do as WE Do": Teaching World Englishes in a General English Course to Thai Students. *RELC Journal*. 1-9. <https://doi.org/10.1177/00336882211011276>
- Starman, A. B. (2013). The Case Study as a Type of Qualitative Research. *Journal Of Contemporary Educational Studies*. 64 (130). 1/2013. 28-43.
- Tahmasbi, S., Hashemifardnia, A., & Namaziandost, E. (2019). Standard English or World Englishes: Issues of Ownership and Preference. *Journal Of Teaching English Language Studies*. 7 (3), 83-98.
- Yıldırım, S., Yıldırım, Ö. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16 (4), 2094-2110. Retrieved from <https://dergipark.org.tr/en/pub/aibuefd/issue/28550/304614>