

"We just Want to Teach Standard English": Indonesian English Teachers' Voices toward World Englishes

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ABSTRACT

This study was designed to uncover how Indonesian English teachers enacted their voices toward World Englishes (WEs) issues in English Language Teaching (ELT), scheming the hybrid of quantitative and qualitative approaches. What are the teachers' perceptions on world Englishes (WEs)? was the guiding question. It was then broken down into three branches of research questions to deeply examine the main research question. Those are teachers' knowledge on world Englishes (WEs), teachers' perceptions on world Englishes (WEs) affecting English as lingua franca (ELF), and teachers' perception on what English should English teachers teach. More than one hundred questionnaires were distributed to English teachers from different schools throughout Malang, Indonesia on the basis of a convenience sampling technique, but only 60% respondents completed the questionnaire. Moreover, four teachers were willing to be interviewed. They were two native English speaker teachers and two non-native English speaker teachers. Likewise, the respondents revealed that WEs were complex varieties of the language influenced by the sociocultural aspects of its users. They further pinpointed that the peculiar forms of English were not mistakes but rather the influence of the vast development of the language. However, they strongly advocated teaching Standard English (SE) in classroom contexts.

Keywords: World Englishes (WEs), English as lingua franca, Standard English (SE), English Language Teaching (ELT), EFL Teachers' Perceptions.

INTRODUCTION

In a global world, it is undeniable that English is the world's most widely spoken language and has become the first bridge language choice. The language's spread is so enormous that native speakers cannot catch up with the spread of their language (Kachru, 1985). Thus, the researchers raise questions about who should have custody over the language since it has become International Language or Lingua Franca to the global world. Many scholars have talked and supported Kachru (1985) and Widdowson (1994) about the custody over English belonging to no nations and should consider the sociolinguistic context of the outer and expanding circles.

The rapid spread of English makes the language a global language. Many people in the world speak English as their second or foreign language. Moreover, Crystal (2003) stated that "the number of English speakers reached approximately 1,500 billion". The enormous spread of English also affects the language. Therefore, Kachru (2004) proposed his second circle diagram to distinguish the inner circle core as high English proficiency and outer and expanding circles as low English proficiency (Harmer, 2007). The rapid spread of the language may irritate Kachru. He considered that English should have a standard to keep the power of the language after all. Many scholars were, however, concerned with the first diagram made by Kachru (1997) about the three concentric circles ("inner, outer, and expanding circle") but not the second one.

Furthermore, many scholars questioned the superiority of the language if the language continued spreading and causing varieties (Quirk, 1990; Crystal, 2003; Kachru et al., 2006; Crystal, 2011; Kasanga, 2019; Kuzelewska, 2020; Rose et al., 2020). The varieties of English are just interferences of the language itself, and teachers of English are advised to focus on native norms and

native-like performance. Thus, they oppose stressing the need to hold on to one standard of English (Fang, 2019). "It is understandable that the language would possibly divide into unintelligible varieties or different forms, ending up losing its function in international communication" (Quirk, 1990). The topic has gained massive and pervasive debate (Joo et al., 2019; Galloway & Numajiri, 2019). Therefore, it concerns the researcher whether English as a *Lingua Franca*, which is culturally not identifiable with anyone, is the norm of English.

In the mid-1980s, Kachru depicted a theory about World Englishes against the Interlanguage theory, especially: error, fossilization, and sociocultural context. The theory was revolutionary in the reconceptualization of English as a plural, diverse, multifaceted entity and conservative views that favored only two varieties of English (British and American) (Saraceni, 2014). Thereby, the plural suffix "-es" is attached to the word "English" to show the diversity of the language itself. However, many scholars question this theory on the standardization of English as a bridge language to communicate with people among countries if the language has different unintelligible forms in some English-speaking countries. Therefore, the researcher wants to explore Teachers' Perceptions on World Englishes (WEs) in English Language Teaching (ELT).

The existence of English variances (world Englishes) is the effect of the tremendous spread of the language. The blending of the first language (L1) and the sociocultural context where English is spoken is the primary factor of World Englishes existence. As Selinker (1972) claimed that the Interlanguage continuum of (L1) and (L2) would influence their English output. Moreover, according to Interlanguage theory, he continues, if their output is different from Standard English (American or British), it is regarded as an error, and if they continue producing errors, this is known as fossilization. Hence, with the spread of the language and the different sociolinguistics in the outer and expanding circle, should EFL neglect the sociolinguistic context of the outer and expanding circle?

Furthermore, teaching English as an international language is suggested. The approach that English should not be taught as Standard English (SE) has gained significance (İnceçay and Akyel, 2014). The language indeed came from England. However, the verb "came" implies past form, which is irrelevant to nowadays perspective (Cameron & Galloway, 2019). Rajagopalan (2004) claimed that English belongs to everyone who speaks the language and is nobody's mother tongue. The notion may ease the process of communication and boost the students' confidence to speak and practice their English without concerning Standard English. In addition, Indonesian students are known to have many butterflies in their stomachs to practice their English because of pronunciation and grammatical issues. Thus, the notion may assist the L2 learners, boosting their confidence in mastering the language.

The question of how to teach English with the existence of the varieties is becoming fundamental. Teachers should consider to no longer sticking to native speakers' norms (NSs-based) for mimicking native speakers is another intricacy (Wei, 2020). Teachers should try to raise learners' awareness and help them to improve their confidence through the variety of English (Jenkins, 2006). She further proposed that English should not follow the Native Speakers' rules and should respect the different sociolinguistic contexts in particular societies (Jenkins, 2006). Therefore, it wonders the researcher studying "the teachers' perceptions on what English teachers should teach their students?" Furthermore, many studies of world Englishes have been done over the last few decades. The studies explored the variety of Englishes around the world. However, special attention to the critiques of the studies should be taken into account to establish better research to bring more impact to the language theory. Mahboob and Liang (2014) critiqued the study of China English into six issues: uniqueness, register variation, norms of writing for describing oral texts, insufficient sociolinguistic information, stability, the extent of use, and problematic sources of data.

In short, the studies were hastily drawn to conclude this or that variety belongs to the country, yet other countries share the same variety. There is no discussion and example given in sociolinguistic features found, and the data of the studies were insufficiently collected by taking students as the samples of the studies instead of the teachers to make the data more valuable considering the English proficiency they have (Mahboob & Liang, 2014). Therefore, teachers'

perceptions throughout Malang, East Java, Indonesia will be taken as the study samples. As Kachru (1992) pointed out, both sociocultural and educational should be acknowledged to draw the descriptions of English. Moreover, "it is recommended that descriptive studies of world Englishes should be situated within a particular context (or domain or register) ... They should look at how the variety is used in that specific context and avoids generalizations" (Mahboob & Liang, 2014).

Many studies on students' perceptions of World Englishes have been conducted. The studies fancied that traditional bias was the best norm of English. Although the respondents claimed that being native-like was impossible and felt insecure about the grammar and pronunciation, they still enacted the new peculiar forms of English as mistakes (Jung, 2010; Monfared & Sarazadeh, 2014). However, some students commented that the variants of English were an overpowering effect of the language instead of mistakes. They claimed that English variants might comfort the learners to practice the language because of mistakes tolerance offered by the theory (Anggraeni et al., 2011). In addition, English is not merely about pronunciation, which is sometimes a deadfall. A native-like speaker may expose inferiority in English proficiency compared to speakers speaking with their own varieties (Tsang, 2019; van den Hoven & Carrol, 2020).

Ultimately, some critiques must be taken into account to enhance the quality of the study since many studies failed to reach the goal of describing a variety because of their limited samples of caliber proficiencies. Dealing with the linguistic code is significant because the inappropriate use of learners may lead to unintelligible data (Mahboob & Liang, 2014). Therefore, this study recruited professional teachers to produce more valuable data.

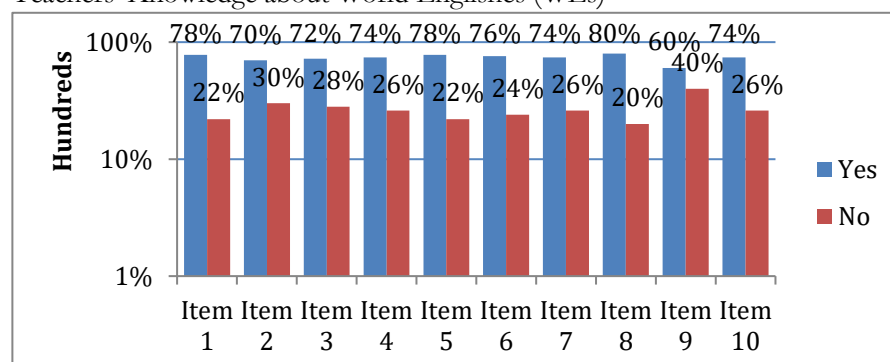
METHODS

Both descriptive quantitative and qualitative were portrayed in this study to gain more valuable data. The hybrid of the approaches may elevate the validity and reliability of the data. By deploying this method, the data gained from human attitudes, perceptions, behaviors, and experiments will be produced vividly (Zacharias, 2006; Ary et al., 2010; Verd, 2022). In brief, the mixed method was a good thing to be deployed to investigate the problems stated in the research problems. In addition, open-ended questionnaires were portrayed to provide the respondent with a free response and give additional information on the topic (Latief, 2015). More than one hundred questionnaires were distributed, but only fifty respondents completed the questionnaire. The results of the questionnaires were then quantitatively calculated. Moreover, the questionnaires were divided into four sessions with twenty-eight items provided. The first session was about the background of the participants and divided into two items asking about the gender and occupation of the participants. The second session was about the teachers' background knowledge on world Englishes (Wes), with ten items questioned. The third session was about teachers' perceptions on World Englishes (WEs) affecting English as Lingua Franca (ELF). Ten items were as well examined in the third session. Finally, the fourth session questioned teachers' perceptions on what the English teachers should teach English. The questionnaires were distributed in Bahasa. After distributing the questionnaires, the researcher recruited some respondents to be interviewed voluntarily. Eventually, semi-structured interviews with nine guiding questions were employed.

RESULTS AND DISCUSSION

Table 1

Teachers' Knowledge about World Englishes (WEs)



- | | |
|---------|--|
| Item 1 | : Teachers' knowledge toward the spread of English |
| Item 2 | : Teachers' general knowledge toward Singapore English |
| Item 3 | : Teachers' perception toward Singapore English |
| Item 4 | : Teachers' perception toward variety of English and World Englishes |
| Item 5 | : Teachers' general knowledge toward World Englishes |
| Item 6 | : Teachers' perception toward Singapore English is an error or variety of English |
| Item 7 | : Teachers' perception toward whether or not variety of English is an error |
| Item 8 | : Teachers' perception toward whether or not World Englishes is an error |
| Item 9 | : Teachers' perception toward Indian English, Singapore English, etc. is not error |
| Item 10 | : Teachers' perception toward whether or not the spread of English should be prevented |

Items 1 to 8 disclosed that the teachers compassed the spread of the language and acknowledged that the varieties of the language were not embodied by the classical tenets (British and American). In addition, three of the interviewees depicted that they recognized world Englishes terms, and only one interviewee, Mr. M, said that:

"I do not know about the terms but aware that the varieties of the language spreading."

Mrs. R analogously supported Mr. M by saying, "It is only the process of acculturation."

However, Mr. A said, "All of the varieties happening in the world nowadays are the language decay. All of the language varieties must be prevented and should stick to the Standard English."

The statement was also underpinned by the (open-ended) questionnaire, stating that we have to select a good variety of English wisely and should still consider Standard English.

In this session, the respondents were questioned about their knowledge on World Englishes. Many studies have been conducted under the umbrella of world Englishes (WEs), yet it failed to give a great impact on the study. It may be caused by the insufficient samples taken by the previous researchers. The samples were taken from the students' perceptions and not from the teachers'. Moreover, more valuable samples, such as teachers, should be taken into account to get more significant data considering the proficiency they have (Mahboob & Liang, 2014). Therefore, fifty professional English teachers were taken as the samples of the study to get more valuable data from the study. It was clearly shown by 78% of the respondents in item 1 that they are aware that English varieties have spread worldwide. Furthermore, in item 5, 78% of the respondents voted "yes" when they were questioned about their general knowledge about whether they know about world English or not. It once again proved the importance of taking teachers' perceptions into account.

Moreover, the respondents said that they know about many varieties existed in the world, such as Singapore English. One of the respondents has ever gone abroad and used their varieties to talk with locals there. Two native English speaker teachers were also taken as the samples of the study. It is shown that 70% of the respondents in item 2 know about one of the examples of varieties of English, Singlish. A greater number of the respondents know about the varieties of the language, and only 30% of the respondents said that they do not know about Singlish and yet know little about the term. In short, taking teachers' perceptions may enrich the data because of their proficiency and experience in English.

In addition, even the studies have already been mushroomed; Mahboob & Liang (2014) critiqued the researchers in the field of world Englishes to improve the quality of the study. They proposed six points which should be improved in order to have better research on the field of world Englishes. Those are uniqueness, register variation, using the norm of writing for describing oral texts, insufficient sociolinguistic information, stability and extent use and problematic sources data.

The respondents generally have positive attitude toward world Englishes are not error but varieties of English because of the development of the language. It is shown by the result of the data in items 3, 4, 6, 7, 8 and 9. They, moreover, believed that language is not static but flexible. It is in line with

(Blommaert, 2010) that the belief nowadays is that language is not static but a mobile resource. The respondents continued acculturation may play a big role in the mixture of the first language (L1) with the target language (TL) in this case. The process can be more acute when a language makes contact with other languages (Brown, 2007). Thereby, the varieties of the English cannot be considered as an error because it is considered as languages' development (Blommaert, 2010). A language is a part of culture and it cannot be separated from its local culture (Brown, 2004). Then the affection of other languages is considered as variety of a language (Sharifian, 2015). Furthermore, the respondents depicted that as long as the varieties are understandable between two interlocutors, there is no need to weigh up on the term "variety as an error" (Monfared and Safarazadeh, 2014; Pennycook, 2020).

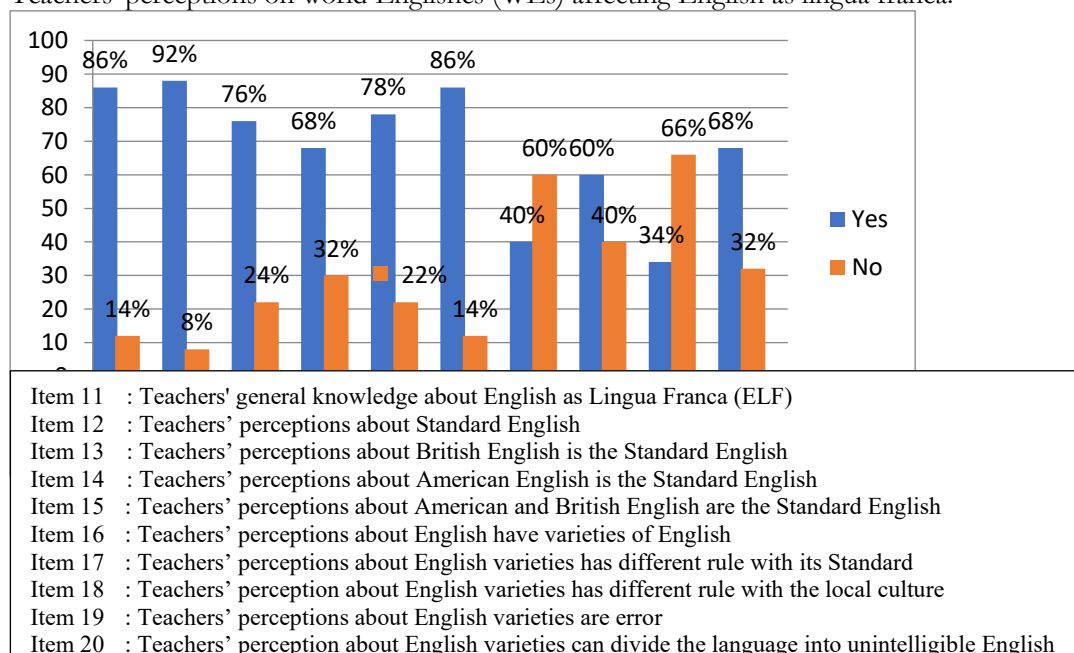
Finally, in item 10, foremost of the respondents perceived that the enormous spread of the language should not be prevented with the percentage of 79%. When a language of certain country monopolizes the language usage as the bridge language to communicate people with various groups and countries, it means that the country has more superiority between countries all over the world. The inner-circles do their best to promote their culture to attract people and make their language and culture as information exchange and study destination (Harmer, 2007). Moreover, it is the economic power that ensures the language survival and growth (Harmer, 2004). The economic policy may appear to be more significant than the classroom material since its exposure to be the world's lingua franca (Pennycook, 2020). It reflected that the country of the language becomes the role models between countries. No languages, however, can catch up with the enormous spread of English and the language has been put to be special language in seventy countries and taught as foreign language with more than one hundred countries in their school (Crystal, 2003).

Meanwhile, the number of English speakers recently has undeniably outnumbered (Floris, 2014) and 26% of the respondents voted that the spread of the language should be prevented in order to keep the language deviate into some peculiar deviations and make the language loses its power as the bridge language (ELF) to bridge many groups of people who share different first language background. In which, it is very ironic knowing the goal of the study is to respect and recognize the varieties without causing communication problems (Jenkin, 2006). Varieties of English globally exist in every country (Bolton, 2013). This fact should not make the inner-circles countries happy for their language development, because the outer speakers of English may not want to use the language like the inner-circles do and want to use the language to suit themselves in the term of the language usage (Crystal, 2003).

Teachers' Perceptions of World Englishes (WEs) Affecting English as Lingua Franca (ELF)

Table 2

Teachers' perceptions on world Englishes (WEs) affecting English as lingua franca.



Item 11 reflected that 86% of the respondents recognized the term (English as Lingua Franca), with only 14% of them misconstruing it. Moreover, some respondents mentioned English as an International Language in the survey statement. Their comprehension of English as an International Language may damage their English as Lingua Franca comprehension. It may simply puzzle them to defy both terms, which will be deliberated in the next chapter.

In item 12 (Standard English), 92% of respondents believed that English must have a standard to vigorously maintain the language's top tier. Many respondents penned their apprehensivity that the language will divide into unintelligible forms, crutching by Mr. D:

"A language must have a standard to be effectively spoken by worldwide users. Without a standard, a language can not become a bridge language".

Item 13-15, moreover, questioned the classical tenet (American, British, or American-British) to be the standard of English. The study unpacked that the respondents skewed their perceptions toward the classical tenet (68% American, 76% British, and 78% American-British). The data was akin to the previous item (12) that English must have a standard to maintain the quality of the language. The respondents might think both English varieties are standard English since the two varieties are the most famous varieties in Indonesia. Thereby, the teachers are in favor of the tenet. Mrs. R also verified the data by uttering:

"American and British are the qiblah (matrix) of English, if we can say. That will never change because English originates from the two countries".

The respondents were also queried about their awareness of whether or not English has various varieties, and the data unpacked 86% of the respondents believed that English has numerous varieties. However, in item 17, 60% of the respondents tolerated the error of a particular variety of English having different cultures from the local language where English is spoken in a specific area is not considered an error. The respondent analogously commented that varieties of English happened because of the acculturation between English and a local language spoken in that area. In item 18, 60% of the respondents believed that Standard English must neglect the local cultures and should not consider the norm of local cultures where English is spoken. Even though they believe that varieties of English are not errors, however, when they were questioned about whether we should consider the norms of the local language or not, the respondents believed that we should stick to Standard English and speak English well with inner circle norms. However, only 40% of the respondents believe that we should consider the local culture where English is spoken in that certain area. In addition, when the respondents were previously questioned about whether English must have Standard English, 88% of the respondents believed that English must have Standard English and neglected the local culture. This session is opened with the knowledge of the respondents on English as Lingua Franca (ELF) to know the respondents' knowledge on ELF to link up the following questions come up in the next items with valuable samples to gain more intelligible data. The data has shown remarkably positive result that 82% of the respondents said that they know about English as Lingua Franca (ELF). They, moreover, add some explanations to the item 11 that English as Lingua Franca (ELF) is a bridge language to bridge various countries with different languages all over the world. The comment supported the definition of ELF depicted by Brosch (2015) that ELF is a bridge language to unite

people from various groups of people. Therefore, more valuable samples indeed give more intelligibility to the data taken (Mahboob & Liang: 2014). In short, taking teachers' perceptions as the samples is obviously right thing to do considering the proficiencies and experiences they have in English.

The spread of English is unbelievably enormous, yet it makes the language no longer belong to the inner-circle (Rajagopalan, 2004). Thereby, it concerns many scholars that the language would divide up into unintelligible varieties and lose its power as the international communication (Quirk, 1990). The varieties of the language, however, are not considered as an error by the respondents of the study, but when it comes up with the terms of Standard English in item 12, the respondents preferred to have Standard English to avoid the language losing its function of international communication as mentioned above. Undeniably, the paradigm is dominated by native-speaker ideology (Cogo, 2012). Inceci's and Akyel's (2014) findings supported the ideology that the speakers wanted to keep the rule of the Standard English then the language varieties.

Furthermore, some respondents were in love-and-hate relationships with their own varieties, admitting their English is not proper English but still proud of their varieties (Lee & Ahn, 2020). The finding reflects that although the spread of world Englishes has mushroomed, the old paradigm preferring the traditional belief keeps apace. In addition, Matsuada (2003) implied that students of Japan also prefer to the native paradigm by saying, the closer the students to the native like performance, the better they get in English.

There are two facets mentioned by (Crystal, 2003) that can make a language considered having special position in the world. The language, first, is managed to be used as official (first or second language) in many countries and second, the language is managed to be taught to the learners since primary or junior-high school. Therefore, the superiority of English over other languages is undeniable with 1.5 billion speakers in only early 2000s with more than one hundred countries used the language (Crystal, 2003). Since there are many varieties of English, the theory of world Englishes was revolutionary in reconceptualization of English as a plural, diverse, multifaceted entity, and conservative views that favored only two varieties of English (British and American) (Saraceni, 2014). The old two nativism paradigms of British English and American English are raised to question about which one is the true Standard English or even the two varieties of English is the Standard English which is examined in the three upcoming items, 13, 14, and 15.

78% of the respondents perceived that British English is the only Standard English. They may think so because British English is the origin of the language. Thienthong's & Uthakorn's (2023) respondents supported the findings by favoring British as the Standard English. British also successfully spread their language to America in 1640 after three times colonialism in 1584, 1590, and 1607 (Crystal, 2003). Even though American claimed their independence years later, but the language is still used by the American. The mission, however, was not only about colonialism but also the language spread (Harmer, 2007).

Moreover, when the respondents were questioned about American English is the only Standard English, the perceptions came up with 68% of the respondents perceived so. It might come up with the idea that the military power was the stepping stone for the language, but it is the economic power that ensures the language survival and growth (Harmer, 2007). Culture is the most imminent facet which can be looked up to. In addition, the inner circle countries do their best to promote their culture to attract people and make their language and culture as information exchange and study destination (Harmer, 2007). Such as, many movies these days were produced by Hollywood and outer circle enjoy and watch the movies in which this is the ticket for them to get to know American English. Thereby, the outer circles start perceiving that American English is the Standard of English.

In addition, the respondents perceived that two of the varieties (British and American English) are the Standard English with the highest amount of percentage with 86% of the respondents perceived that the two varieties of English are the Standard of English. The paradigm may be traditionally influenced by the traditional dogma favoring only two varieties of English (British and American) (Saraceni, 2014).

The spread of the English is undeniably enormous. No languages can catch up with the spread of the language with 1.5 billion people spoke the language in only early 2000s (Crystal, 2003). Moreover, with its spread, the language may be diverse into peculiar forms because of the acculturation between English and the language of local people who speak it (Du et al., 2020). The factor of domain affecting personality and the socio-cultural facets may cause the diverse acquisition and end up with the varieties of English (Brown, 2000). The domain factors were also grouped by Brown (2000) that people may start doing these five catalogs to adapt with the new language they learnt. Those are receiving, responding, valuing, conviction, organization, and characterized. Those five grouped may shape a new variety of English because the local people tend to receive and produce it with their first language ego. They may use the language but end up using the language with their own way (Crystal, 2003). In short, the respondents believed that the language has many varieties and it happens because of the spread and acculturation of the language with 88% of the respondents perceived so.

In line with the perceptions above, the respondents were then perceived that the varieties of English are not error and it is okay to tolerate the norms of local culture to be applied in a certain situation in item 17 to 19. A study by Du et al. (2020) also depicted that the peculiar form of English did not make an interlocutor lose the meaning of the conversation. Moreover, language needs to be studied alongside with its sociocultural context (Ralarala et al., 2016). One of the native respondents said when he was questioned about it. He replied that tolerance may be wise when dealing with the local culture's norms of politeness. As long as it is still understandable, he continued, using the varieties of their local culture is considered fine. It happens because of the merge between the first language (L1) and the target language (TL) (Tarone, 2006). This belief shows the sociocultural effect of language being considered a variety of English (Sharifian, 2015). Moreover, the varieties of the language do not merely happen because of acculturation; it happens because the learners of the language have not yet completed their learning in their target language (Abbasi and Kariminia, 2011).

If the varieties of the language keep apace, the language would possibly divide up into unintelligible forms (Quirk, 1990) was questioned in item 20. Although the respondents foremost believed that the varieties of the language are not error, but they want to keep Standard English to avoid the language deviation (Incecay and Akyel, 2014; Lee & Ahn, 2020). Nowadays, however, Singapore and Indian people have begun to change their perceptions about World Englishes and want to go back to the Standard English in the application of the English by the existences of SGEM (Speaking Good English Movement) in Singapore and Queen's English in India encouraged by their government (Dalarna, 2015; Bolton, 2013). They also restricted people from studying their English (Lee & Ahn, 2020).

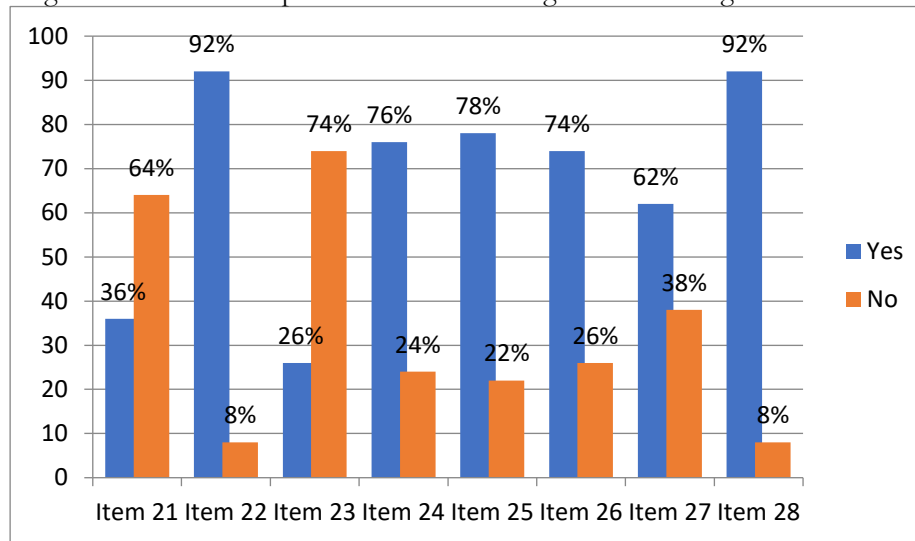
Although the movement is yet to give great impact, it is the awareness and effort by the government on the varieties of English which could be the slippery slope for the language should be taken into account. Meanwhile, Mr. M depicted that the varieties of English may not be a big problem as long as the interlocutors understand each other. In the inner circles, however, they have American and British English. The varieties of the language, whatsoever, is not a big deal, but it is the ability to explain and give examples about the varieties to other interlocutors may play a big role in avoiding miss conception among the interlocutors. The varieties of the language may not be impediments in conversation (Du et al., 2020).

English Teachers' Perceptions toward What English should English Teachers Teach

The issues about what English should English teachers teach have raised the question to many researchers of English language teaching these days because of the spread of varieties of English. Teachers should not stick to the Standard in teaching English (Jenkins: 2006). Therefore, the researchers are now taking the respondents' perceptions toward "what varieties of English teachers should teach" into account to know what should English teachers do with the varieties spread which will be examined into eight items in this last session.

Table 3

English Teachers' Perceptions toward what English should English Teachers Teach



Item 21. Teachers' perceptions toward Teaching English should not stick on to the Standard English.

Item 22. Teachers' perceptions toward English teachers should make students aware about the varieties of English to increase students' confident.

Item 23. Teachers' perceptions toward students speak using native-like accent may increase students' anxiety.

Item 24. Teachers' perceptions toward students' awareness on varieties of English may increase their confident to perform their English.

Item 25. Teachers' perceptions toward students' awareness on varieties of English may increase students' confident to speak English.

Item 26. Teachers' perceptions toward teachers should tolerate students speaking English with their first language (L1).

Item 27. Teachers' perceptions toward teachers should tolerate students writing English with their first language (L1).

Item 28. Teachers' perceptions toward what English should English teachers teach.

In item 21, the respondents were questioned about teachers should no longer sticking on the Standard English. It seems like the respondents have more faith on Standard English to teach with the 64% of the respondents said so. The previous result corresponded that the respondents believed that varieties of English are not errors and yet prefer to use Standard English to avoid misunderstandings among interlocutors. The respondents, moreover, perceived that we have to use Standard English in teaching English or even in the formal event. If it is in non-formal event, it is fine to use the varieties as long as it is understandable. Meanwhile, 36% of the respondents perceived that teaching English should no longer sticking on to the Standard English to make the students comfortable and confident to perform and practice their English.

Increasing students' awareness on World Englishes may increase the students confident to perform their English. The respondents perceived that students may have no stress to imitate native like accent and think about the Standard English norm. They may comfortably practice English to develop their skills. Moreover, in item 22, 92% of the respondents perceived that teachers should increase students' awareness on varieties of English to decrease the anxiety of the students. To make the students feel comfortable to practice and perform their English, the teachers should let the students to practice it with their varieties of English. However in item 23, Imitating native like accent may also make the students feel overwhelmed and 74% of the respondents voted so.

Therefore, increasing students awareness that there a lot of varieties exist in the world, may easily access them to learn the language. The students may feel motivated to learn English. The respondents agreed with the idea and 76% voted for it in item 24. Moreover, the respondents continued, it may not only increase their confident to learn the language but also it may encourage

them to comfortably practice their speaking. They should no longer thinking about their pronunciation and accent that usually make the students hard to deal with. Finally, 78% of the respondents (in item 25) perceived that World Englishes may likely encourage students to speak English.

In the last item of the questionnaire in item 28, the respondents voted that they prefer to teach English using the Standard English than its varieties. They believed that the students must be taught the original English to keep the norms of the language and know its standard. Moreover, if the students were taught using the varieties of the language, the students might not be able to communicate with others interlocutors globally. They might only be able to communicate with their only own community. The respondents preferred to teach their students the Standard English with very high number of percentage. They believed that the students must be taught using the Standard English with 92%.

In item 26 and 27, the respondents were questioned about their tolerance on students using their own varieties in practicing their English whether spoken and written. Most of the respondents perceived that teachers should tolerate the both terms to increase students' confident and skill. However, 74% of the respondents perceived teachers should tolerate the students when they speak using their own varieties and 62% of them perceived that teachers should tolerate the students' writing using their own varieties. It is most likely to know that the respondents tolerate the students' varieties more while they are speaking than writing. They believed that it is good to use the varieties of English to speak and not to correct them while they are speaking. It is good that they practice their speaking to make them fluently speak in English. On the other hand, although the perceptions perceived that teachers should tolerate their writing using their own varieties was upper hand, but 38% of the respondents do not vote so. They believed that writing is obvious and we must use the Standard English when we do writing in English.

In addition, all the interviewees agreed that English should be taught with Standard English. As said by Mr. M that:

"I think teachers should teach their students using Standard English to avoid the deviation of the language, personally, will be glad to see my students practice their English and I will not disturb and correct (in the term of writing and speaking) them as long as I understand what they say. I will let them to do whatever they want to improve their confidence."

The issues about what English should English teachers teach have raised the question to many researchers of English language teaching these days because of the spread of varieties of English (Irham, 2021; Zhang, 2021; Franssisca & Subekti, 2022; Meerr et al. 2022). Teachers should not stick on to the Standard in teaching English (Jenkins: 2006). Therefore, the researchers is now taking the respondents' perceptions toward "what varieties of English teachers should teach" into account to know what should English teachers do with the spread of the varieties regarding the teaching of the language.

In item 21, however, the respondents were questioned about an argument belongs to Jenkins (2006) said that teachers should no longer stick on the Standard English in the teaching of the language. 64% of the respondents perceived that teachers should teach the language using the Standard English. All the interviewees, moreover, believed that English should teach the language with Standard English. Mr. D and Mr. M depicted that if the teachers teach the students based on the varieties they have, the language may divide into diverse unintelligible language. The local language should be perceived as only a regional variety and it should be respected to keep the language intelligibility (Coskun, 2010). It concluded that most of the teachers believed that the varieties of the language are not an error, but the development of the language, however, the teachers preferred the Standard English to keep the superiority of the language in many ways.

Furthermore, the respondents then questioned their preferences in teaching whether or not they prefer Standard English in their language teaching in the last item, 28. When they were questioned

about their preference, the number of the respondents preferring Standard English massively got outnumbered, with 90% of the respondents voted so. The attitude of the respondents may not be a surprise because the field of English is dominated with native speakers ideology (Cogo, 2012; Soruc, 2015). Moreover, there is no single way to teach and assess English as well as no text book covering the varieties to be taught to the students (Graddol, 2006; Irham et al., 2021; Zhang, 2021). The teacher should go back to teach the students traditionally with EFL and ESL context. In addition, those who have different cultures, in the peripheries should respect the superiority of Standard English norms since the learners study a new language and should accept the different cultures by the target language. It is in line with Mr. A saying that all the varieties are language decay, including its sociocultural context. In item 22, 23 and 24, the respondents believed that knowing world Englishes may boost students' motivations to practice their English. It is believed that students may boost their ability to involve with Internal communication in speaking and communicate their English (Coskun, 2010). The students have high confident toward their own varieties (Fransisca & Subekti, 2022). "Awareness should be created, and cross-cultural communication strategies should be studied (Kilickaya, 2009). Thereby, it may make them convenient to study and practice the language, for the language tolerates their varieties (Brown, 2012). It, moreover, assisted people from different L1 backgrounds and tolerated variation of use in communication because L1 accent interference is significant to teaching ESL or even EFL (Kirkpatrick, 2007; Mısır & Gürbüz, 2021).

Therefore, both the questionnaires and interviewees respondents agreed that building students' awareness toward the varieties might increase the students' confidence, motivation, and decrease anxiety in practicing their English. Disregarding native-like accents is the determinant factor to achieve flawless English speaker (Jenkins, 1998; Jenkins, 2006). Furthermore, both of the respondents of questionnaires and interviewees believed that teachers should tolerate their students when they practice English with their own varieties to build their confident both in spoken and written in item 26 & 27. Canagarajah (2022) perceived that writing is the form of authors' creativity. All in all, the tenet of rejoicing the paradox (having norms and variations) are impeccable possibilities besides its complex teaching standard.

CONCLUSION

The study aims at elaborating teachers' perceptions of world Englishes (WEs) in English language teaching. Fifty professional English teachers were taken into the samples of the study (on the basis of convenient sampling) throughout Malang, East Java, Indonesia, including two native speaker teachers to enrich data intelligibility. Furthermore, four interviewees (two local teachers and two native-speaker teachers) were recruited on the basis of purposive study. Foremost of the respondents knew about world Englishes and perceived that the varieties of the language are not error but it is, however, the part of the development of the language.

Moreover, when they were questioned about the effect of world Englishes, the respondents perceived that the language may divide into peculiar forms. They believed that varieties of English may make the language lose its superiority as Lingua Franca (ELF). Although they did not perceive that the varieties of the language are error, but they preferred Standard English as their preference both in daily writing and speaking to avoid the language deviation. Furthermore, the respondents perceived that English should be taught as Standard English to avoid the language loses its function as international language and divide the language into peculiar forms. In addition, the teachers preferred to tolerate their students when they used their local varieties in order to improve the students' motivation to practice their English.

Thereby, teachers should tolerate students' varieties to make them feel safe when they practice their English. It is also able to boost the students' motivation to practice their English as long as the varieties used are understandable. Moreover, the varieties may facilitate outer peripheries students to communicate among non-native speakers. Thus, it is suggested to make them aware of the nowadays English varieties and make them feel more confident to practice their English.

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