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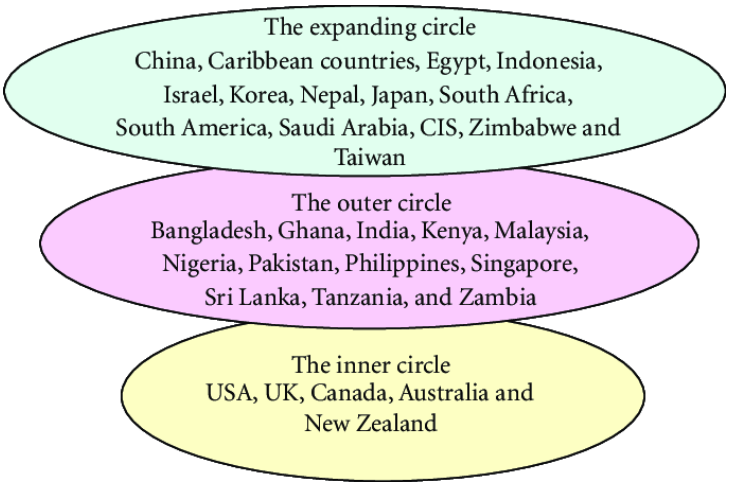
INDONESIAN SENIOR HIGH SCHOOL ENGLISH TEACHERS' VIEWS ON WORLD ENGLISHES IN L2 INSTRUCTION

Ruth Eliana Franssisca[1] and Adaninggar Septi Subekti[2]*
Universitas Kristen Duta Wacana (UKDW), Yogyakarta, Indonesia
correspondence: adaninggar@staff.ukdw.ac.id
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Abstract
The present study was conducted to investigate the views of six Indonesian senior high school teachers of English on the place of World Englishes (WE) in English as second language (L2) instruction. The study used semi-structured online interviews as the method of data collection. Through Thematic Analysis, it found several main findings. The teachers introduced varieties of accents to motivate their students and nurture respect towards accented English. They, however, did so at varying degrees, several in the intra-curricular activities, one in extracurricular activities only. Though they had different perspectives on the level of importance of introducing students with varieties of accents, they uniformly believed that it was acceptable for their students to speak English with local accents. The implication of the study includes accommodating WE to a certain extent in activities and assessment and raising English teachers' awareness towards WE through accommodating it in English education majors' curricula.

Keywords: L2 instruction, senior high school English teachers, world Englishes

Introduction
English has been the most widely spoken language in global communication. People from various countries communicate with each other mostly using the language. The globalisation enables more and more frequent communication in English among people from various first languages (L1) (Bhowmik, 2015). This communication has made people be exposed to varieties of English spoken by people with different L1. These varieties of English emerge with their accents, expressions, and sociolinguistic rules (Kiyak, 2021). World Englishes (WE) is an umbrella term that refers to all of these local varieties arising from diversities attributed to the users' linguistic and cultural differences (Bolton, 2004). Other than this definition, Bolton (2004) mentioned that in a narrower sense, WE could also refer to the 'new Englishes' arising in Asia, Africa, and in any other parts of the world whose speakers had L1 other than English. This narrower definition is probably related to the three-circle model of English proposed by Kachru (1990). This model could be observed in Figure 1.



Three-circle model (Kachru, 1990)

As seen in Figure 1, Kachru (1990) the model consists of the inner circle countries where English is the L1 of most of the people (e.g.: the US, the UK), the outer circle countries where English is used as the second language (ESL) (e.g.: India, Malaysia, and Singapore), and the expanding circle countries where English is used as a foreign language (EFL). Indonesia is one of the countries in the expanding circle along with China, Thailand, Japan, and many other countries. The inner circle countries are considered 'norm-providing', the outer circle 'norm developing', and the expanding circle 'norm-dependent' (Kachru, 1992). Interestingly, most English users nowadays come from the outer and expanding circles where languages other than English are more dominantly used in society (Matsuda, 2020) implying that these users are very probably also multilingual. Matsuda (2020) further mentioned that a multilingual person is different from a monolingual one. So, he or she needs to be looked at in their own right rather than as a lacking monolingual. Hence, comparing the English of people from the outer and expanding circle countries with that of people from the inner circle countries may "not capture the linguistic resourcefulness of these multilingual users of English" (p. 691), perhaps suggesting that the terms 'norm-developing' and 'norm-dependent' for the outer and expanding circles countries respectively have been rather obsolete, if not irrelevant.

Embracing oneself as multilingual speaking English 'differently' from native speakers may bring positive impacts for students (Tokumoto & Shibata, 2011). Students' having a positive attitude could instil more positive learning behaviours, language practices, higher motivation, and more successful attainment (Tokumoto & Shibata, 2011). That may be attributed to a more feasible target of language proficiency, which is intelligibility, rather than native-like proficiency (Timmis, 2002). Ironically, however, many students from the expanding circle countries, for examples Saudi Arabia and Thailand, considered English varieties from the inner circle countries more prestigious (e.g.: Almegren, 2018; Choomthong & Manowong, 2020; Rezaei et al., 2018). In comparison, albeit fewer in number, several studies also reported their EFL student participants' support for their L1-accented English (Franssisca & Subekti, 2022; Waloyo & Jarum, 2019). A recent

quantitative study by Franssisca and Subekti (2022), for example, found that Indonesian senior high school students were proud of their local accents when speaking in English. This study corresponded with an earlier study by Waloyo and Jarum (2019) involving 46 Indonesian university student participants. They also found that the participants generally expressed their confidence in their L1-accented English. This positive attitude towards local accents, rather than shunned could instead be optimised for L2 learning by teachers through class instruction as accents are also a part of one's identity (Yule, 2014).

Regarding the place of WE in the second language (L2) class instruction, however, English teachers' attitudes were generally still ambivalent. In an Italian context, a qualitative study by Vettorel and Corrizzato (2016) analysing teachers' reflection documents and interviews found that that the Italian teachers of English had positive attitudes towards World Englishes. They supported introducing the varieties of English besides the native speakers' varieties in class (Vettorel & Corrizzato, 2016). In a similar vein, in Vietnam, Hao and Phuong (2017) involving 76 university teachers of English found that the participants generally believed in the importance of introducing English varieties besides those from the inner circle countries. The finding was in contrast to the findings of several studies in Asia favouring the inner circle varieties of English (Ahn, 2017; Matsuda, 2002, 2003; Zhang & Du, 2018). For example, a study in Korea by Ahn (2017) found that teachers were aware of WE, but had negative attitudes towards it. The teachers were generally reluctant to bring other varieties of English besides American English and British English to the classroom. It was because they viewed these two as the 'standard' ones. In a similar vein, Matsuda (2002, 2003) stated that Japanese teachers did not see the other varieties of English, including Japanese English, as the legitimate ones. Because of that, these teachers did not bring non-native materials to their classes (Matsuda, 2003).

In Indonesia, to the best of our knowledge, there have not been many empirical studies regarding WE, particularly studies regarding Indonesian English teachers' attitudes towards WE (Pudyastuti & Atma, 2014). Involving 22 English teachers at various education levels who were studying at a graduate programme, Pudyastuti and Atma (2014) conducted a quantitative study on teachers' perceptions towards varieties of English and its application in the classroom. They found that most of the teachers in the study agreed that students should know varieties of English besides American and British Englishes and these varieties should be taught in class. Interestingly, most of them were inclined to American and British Englishes most of the time rather than the other varieties of English, claiming the two varieties were easier for students. Though not specifically about WE, another study was conducted by Gunantar (2016) in a junior high school context produced an interesting finding. Gunantar (2016) found that local contents had been accommodated in English textbooks, but the teachers believed that learning the native speakers' cultures when learning English was more appropriate.

Despite the contributions of the aforementioned studies in the Indonesian context, another study involving Indonesian senior high school English teachers is still necessary. The study by Pudyastuti and Atma (2014), due to being quantitative, may not be able to capture the teacher participants' views in mode depth. Kiyak (2021) mentioned that whether students can accept WE would first

be determined by whether their teachers are eager to inspire them, and this should start with these teachers being engaged with WE themselves. Since WE could enrich English education (Kiyak, 2021) and may also boost the potentials of L2 students from the outer and expanding circle countries such as Indonesia, conducting a study involving Indonesian senior high school English teachers is very necessary to further comprehend its social and pedagogical implications.

With the aforementioned rationales, the present study seeks to answer this research question: What are Indonesian senior high school English teachers' views towards the implementation of World Englishes in L2 classes?

Method

The present study employed a qualitative design. It used semi-structured online interviews in the Indonesian language to gather data. Several teachers were contacted through *WhatsApp* where we explained the purposes of the study and whether they were interested to participate. After the participation of six Indonesian senior high school English teachers was secured through *WhatsApp*, online interviews through the *Zoom* platform were scheduled. The online interviews were conducted from January 2021 up to February 2021. The pseudonyms of these participants were Endrick (Male/M), Navy (Female/F), Vinny (F), Olivia (F), Sylvie (F), and Kevin (M).

The obtained data were fully transcribed and translated into English. The translated transcripts were then analysed using Thematic Analysis (Braun & Clarke, 2006). The steps were as follows. The first was getting familiar with the data. It was achieved through reading and re-reading the transcripts. The second was generating initial codes. Then, themes were formulated. In the process, revision of theme formulation was possible. The last was to ensure that the themes had described recurring statements and findings within the data set.

Ethical principles were adhered to before, during, and after data collection. First, the study ensured the participants' voluntary participation (Creswell, 2014; Vilma, 2018) by distributing online interview consent forms detailing the purposes of the study and what was generally expected from the participants (Gray, 2014), before each interview was conducted. Secondly, all of the interview excerpts were anonymised using pseudonyms throughout this report to keep the participants' confidentiality (Israel & Hay, 2006), thus the study adhering to the non-maleficence principle (Creswell, 2014). The steps of data gathering and analysis could be observed in Figure 1.

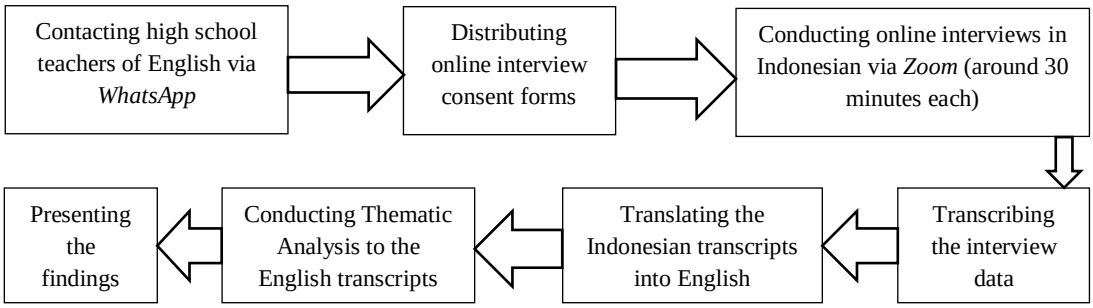


Figure 1. Steps of data gathering and analysis

Findings and Discussion

Through interviewing the six senior high school teacher participants, the present stud found four themes regarding their views on World Englishes in English class instruction. These four themes could be observed in Table 1.

Table 1. The emerging themes on teachers' views towards World Englishes implementation

Theme 1	Teachers introduced varieties of accents at varying degrees.
Theme 2	Teachers introduced varieties of accents to motivate students and nurture respect towards accented English.
Theme 3	Teachers had different perspectives on the level of importance of introducing varieties of accents.
Theme 4	Teachers believed that it was acceptable if students spoke with local accents.

Theme 1. Teachers introduced varieties of accents at varying degrees.

All the five senior high school teacher participants in this study admitted that they had introduced varieties of English outside those from the inner circle countries. These varieties were Indian English, Singaporean English, Korean English, and some other local varieties of English. However, the way they taught these varieties differed from one another, thus differentiating the extent to which they introduced these varieties.

Navy, Vinny, Olivia, Sylvie, and Kevin stated that they played non-inner-circle English videos and movies to introduce WE in their intra-curricular English class. Olivia and Kevin, for example, reported:

> *"The English used in the video or movie I play in the class is very various since I find the movies or videos based on the topic that is discussed in it […] not that it has to be from Britain or America."* [Olivia/ F]

> *"[…]short videos, for instance, TED that I usually play in the class or other short videos, are not from English native countries, but from Asia such as Korea, China, India, Singapore, and others."* [Kevin/ M]

Slightly different from the other five teachers, Endrick (M) only introduced his students to WE in English Club activities. He commented:

> *"We have an English club. There, we teach the students what English is… from the pronunciation, speaking, and a lot more, and there I explain and introduce the various accents such as the differences between them."* [Endrick/ M]

Navy admitted that she did not directly point out the accents in the videos and movies she brought in class. She stated:

> *"[…] So, I don't explicitly tell them about various accents, but what I play inside the class are usually various [in terms of accents]."* [Navy/ F]

In contrast, Endrick admitted that he directly made a connection with what he brought to the class in the way of introducing different accents to his students. He reported:

> *"I always give them a clear connection with the accents that we have in Indonesia, namely Bataknese, Javanese, and others"* [Endrick/ M]

Regarding the aforementioned excerpts, it was shown that the participants were aware of the importance of WE since they introduced varieties of English to their students. This finding may also serve as a qualitative confirmation of a quantitative study by Pudyastuti and Atma (2014) in an Indonesian context which found that the teacher participants agreed on introducing students to other varieties of English besides American and British ones. The present study's finding, however, was different from the findings of several previous studies in other EFL contexts in which teachers only introduced American and British English only (Ahn, 2017; Matsuda, 2002, 2003; Zhang & Du, 2018).

Though what the present study's teacher participants did to introduce WE could hardly be considered extensive, introducing students with varieties of English in the world is important because can help the students to have positive attitudes towards WE (Kiyak, 2021). Students' having a positive attitude could influence their learning behaviours, language practices, motivation, and successful attainment (Tokumoto & Shibata, 2011). This was related to what Matsuda (2020) mentioned in which students in outer and expanding circle countries are likely multilingual. Hence, attaining native users proficiency may not be relevant to be the learning target of students from expanding circle countries (Matsuda, 2020) such as Indonesia. With more realistic learning goals, Indonesian students whose exposure to English is limited could be facilitated to be more motivated and less afraid in learning English.

Theme 2. Teachers introduced varieties of accents to motivate students and nurture respect towards accented English.

The study found that four of the six participants mentioned their purposes for introducing WE in English class. Vinny, Kevin, Olivia, and Navy mentioned that their purpose in introducing WE was to encourage their students not to be ashamed of having local accents when speaking in English. Vinny and Olivia, for example, commented:

> *"I always encourage them to speak with whatever accent they have as long as they pronounce each word clearly […] I also emphasise that we do not need to be able to speak like someone in Harry Potter* (a movie) *or like American, Justin Bieber* (American singer)*, you can still use your Javanese accent when you speak in English.* [Vinny/ F]

> *"…for them not to be ashamed to speak English with their accent… if they are ashamed of their accent or they think that their English is 'not good'*

(because of that), well I do not want this to happen; that is why I introduce them to some accents. [Olivia/ F]

Furthermore, besides wishing that her students became more confident in speaking English, Olivia introduced them to 'accented' English because she also wanted her students to respect other cultures and accents. She reported:

"I just want them to know the other (outer's and expanding circle's) varieties of English to respect other people's accents." [Olivia/ F]

As seen in the aforementioned excerpts, the participants seemed to have clear purposes when they introduces outer and expanding circles' varieties of English. This is crucial since teachers take a major influence in developing their students into having an appropriate understanding and attitudes towards WE (Hao & Phuong, 2017; Kiyak, 2021). This may also affect the students' skills in oral communication. Tokumoto and Shibata (2011) as previously mentioned also stated that understanding and positive attitudes towards WE could positively affect learning behaviours. The present study's finding was in line with the finding of a quantitative study by Hao and Phuong (2017) involving 76 university teachers of English where these participants also believed in the importance of introducing English varieties besides those from the inner circle countries. However, there have been more studies suggesting teacher participants' preference on the inner circle varieties of English (Ahn, 2017; Matsuda, 2002, 2003; Zhang & Du, 2018). There were two possible factors as to why the teacher participants in the present study were aware of other varieties of English and had positive attitudes towards them. Firstly, Indonesia has many local languages, and thus Indonesian students likely have local accents when speaking an L2 including English. Second, the teachers in this study seemed to be aware of their students' accents when speaking English, thus trying to use it positively for their students' learning.

Theme 3. Teachers had different perspectives on the level of importance of introducing varieties of accents.

All teachers in the present study were aware of the importance of WE since they introduced the non-native varieties of English to their students. However, these teachers had diverse perspectives on the degree of the urgency of doing so. Two teachers, Navy and Vinny, claimed that it was not necessary to bring WE as a material in the class where they had to explicitly introduce the varieties of English. Instead, they introduced WE solely to increase students' confidence to speak in English. They commented:

"It is important, but then it is not necessary to be introduced (explicitly), but I try to let them not to feel discouraged since maybe they will think that 'oh, I can't talk that way' it may shut the students from talking. [Navy/ F]

> *"It is important (to introduce varieties of English) in the sense of encouraging* them (students), *not discussing accents one by one from all over the world in the class."* [Vinny/ F]

However, Kevin and Sylvie had a different perspective where they thought that it was essential for the students to be familiar with these varieties of accents since it might enrich their knowledge about accents when the students travelled or studied abroad. They stated:

> *"It is important as the more the students are exposed to various kinds of accents, the more deeply they can know about them. We do not know after they graduate or even now, as social media cannot be restricted, they may have acquaintances from Korea, Norway, or somewhere else and the language that they will use as a medium of communication has to be English and the English (they speak) may be various as they come from various countries too*." [Sylvie/ F]

> *"It is important… that I also want to teach the students accents of (people from) some countries […] I want them to be familiar with these accents so that they will not be confused."* [Kevin/ M]

As seen in the aforementioned excerpts, the participants had heterogeneous views on the level of urgency of introducing non-native varieties of English in class. This may partly explain why Endrick, one of the participants, only introduced WE in his English Club, an extracurricular activity (see theme 1). In this case, prior exposure towards WE when these teachers were studying in their respective English language education majors may also play a part. That was to say that those taught about WE when they were pre-service teachers or pursuing further studies were likely to be more open to non-natives' varieties of English. Kiyak (2021) mentioned that teachers' awareness is crucial since they need to modify the misconception that happens among students that the native varieties were necessarily more superior to the others. However, teachers in several previous studies seemed to favour the inner circle's varieties (Ahn, 2017; Matsuda, 2002, 2003; Zhang & Du, 2018). The present study's finding could be said to be in an 'in-between' position, where whilst they still prioritised teaching the inner circle varieties, they still facilitate their students to know several other varieties of English, albeit perhaps occasionally.

Theme 4. Teachers believed that it was acceptable if students spoke with local accents.

Five out of six participants, Olivia, and Navy, Vinny, Sylvie, and Kevin, claimed that it was acceptable for their students not to sound like native speakers. Instead, they believed their students could speak English with any accents they had. For instance, Vinny and Sylvie commented:

> *"We have no English-English sort of concepts such as American English or British English. […] we appreciate the accents of each student."* [Vinny/ F]

> *"I do not demand them to be too grammatical or the accent should be standard accent (UK, US, Australian), it is up to them."* [Sylvie/ F]

Moreover, the teachers also believed that the students did not have to be 'correct' in pronouncing words. Instead, they emphasised intelligibility in which using the language that was universally understood was the most important. Regarding this, Navy, Kevin, and Sylvie reported:

> *"Whatever accent you are speaking, as long as there are more people who understand what you are saying, then you are fine."* [Navy/ F]

> *"Despite the accents they have as long as the pronunciation is clear (understandable), I will let it be. […] It does not matter whatever accent the user uses, the matter is when most people know what my students are trying to say."*[Kevin/ M]

> *"[…] students can pronounce the words even with a local accent. The pronunciation is right though the accent is local; I still appreciate it."* [Sylvie/ F]

Regarding why teachers should accept their students' local accents, Olivia commented that accent was a part of students' identity and origin showing where the students came from. She stated:

> *"The accents show the origin of that person, I can say that accent is a part of a person* [Olivia/ F]

Based on the excerpts presented, the participants in this study seemed to underline the intelligibility more than the native-like accents. This finding has a similar vein with two studies that found teachers' positive attitudes towards intelligibility (Timmis, 2002). Regarding this, Matsuda (2020) reiterated that for multilingual speakers in outer and expanding circles, attaining native speakers' ability may be irrelevant as it could not capture the students' linguistic resourcefulness as multilingual speakers. Hence, focusing on intelligibility could be seen to be more feasible as highlighting the notion of intelligibility than pointing out the native-like accents is seen as the need in nowadays pedagogy (Timmis, 2002). This view also gives more respect towards various accents as a part of identity (Yule, 2014). Teachers' respecting students' local accents could facilitate better learning as a recent quantitative study in the Indonesian senior high school context by Franssisca and Subekti (2022) also found that Indonesian students had a very strong belief about their local accents and were very proud of them.

Conclusion

There are several pedagogical implications of the present study towards English instruction. First, as Indonesian students are mostly multilingual, teachers

are to look at their attainment in English in their own right rather than as 'deficient' monolingual speakers. These students also likely bring their accents in speaking, which is believed to be a part of their identity (Yule, 2014). Hence, rather than seeing their accents as barriers, teachers could instead focus on the clarity and intelligibility of their students' English regardless of accents. This attitude could be manifested in the class activities and assessment. In L2 class activities, for example, teachers could ask students to do a conversational role-play, whose characters were between fellow Indonesian people or an Indonesian and an Indian rather than between an Indonesian and a native speaker or between native speakers. This could gradually raise the students' awareness that they learn English not only to communicate with native speakers but also people from other countries with their distinctive ways of communicating in English. Likewise, more open-ended assessments such as role-plays and presentations allow more intelligibility-focused learning opportunities than close-ended assessments such as fill-in-the-blank and multiple-choice assessments. Last but not the least, English language education majors in Indonesia could play a more active role in facilitating future English teachers to be aware of WE and the potentials that Indonesian English speakers have if they are willing to embrace their linguistic identity as Indonesian Javanese, Bataknese, Balinese, and many others when using English.

Future studies could investigate WE-based activities or assessments at the senior high school level, for example, in the form of classroom action research. Such studies could allow students' process of realising WE unfold and the learning choice they make afterwards, whether the realisation of WE affects their learning behaviours and motivation in any way.

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