



Raising an Awareness of World Englishes in ELT Classroom through Listening Journal

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Abstract

English is extensively used by people from all cultural backgrounds around the world, which provides the interlocutor with a variety of dialects and linguistic resources. The use of listening journals is a useful pedagogy tool that applied in the classroom activities. Listening journal is a tool to promote the varieties of English of speakers from any cultural background. The aims of the study (1) to extend awareness of English varieties in the ELT class, (2) To extend listening journals reflected awareness of existing English varieties in ELT, (3) to describe students' attitudes towards English varieties. The methodology was qualitative research method. The sample of the study 45 students of English Education Study Program located in Palembang South Sumatera, Indonesia by using the total sampling technique. The collected data were listening-journal templates and interviews. Thematic analysis used to analyze the data. The result of this research got 2 themes as a novelty such as culture and recognize accents. Implementing listening journals in the ELT classroom has proven to be an effective strategy for increasing student awareness of World Englishes. This technique has exposed students to a wide range of English dialects and linguistic traits, resulting in a better knowledge of the various varieties of English spoken around the world. The listening journal style encourages active engagement, allowing students not only listening comprehension but also critical analysis and reflection on language diversity. As a result, students have improved their cultural awareness and linguistic abilities, both of which are required for effective communication in today's worldwide society.

Keywords: Awareness of World Englishes, ELT Classroom, Listening Journal

Introduction

English is widely used by people around the world from any cultural background, which spreads the interlocutor with the diversity of accents and linguistic resources that emerge from the variety of English. According to Crystal, (2003) and

Modiano, (2020). It estimates at around 1.5 billion nonnative speakers spread and bring new Englishes that are deployed by English speakers to facilitate successful interaction. English shift issues become an occurrence in education inasmuch as the needs and goals in ELT in some countries with diverse characteristics have developed and presented the various regionalized variations of English due to cultural background and sociolinguistics (Doloricon & Langga, 2022; Jenkin, 2000; Johnstone, 2016 & Adli & Guy, 2022).

Indonesia is one country of the expanding circles with diverse accents, different linguistic and cultural background. So that the standard English is not the only ones used to determine the intelligibility (Doloricon & Langga, 2022). According to Jenkin (1998), Hua (2015) and Ou and Gu (2020) in multilingual interaction, everyone who speaks English should share the responsibilities and negotiate the meaning of those who are from different linguistic and cultural backgrounds to communicate with other non-native speakers successfully, especially in teaching the language. Jenkin (2000), Anderson (2018), Tamimi Sa'd (2018) and Leonard (2019) argued that the non-native speaker in teaching the language who has personal knowledge of cultural background and the same first language that assists nonnative learners to learn English are superior positions supported by the relevant condition.

World Englishes (WE) promotes unrestricted hybrid English usage by non-native speakers and introduces the linguistic identity of a country and provides a culturally and linguistically diverse classroom for learners and equip them with the skills necessary in a global context (Mack, 2010; Kubota, 2016; Cao & Chen, 2019 & Marakhovska, 2022). Based on the research in Japan, presented English speakers with good qualities to awaken the learners' awareness of English varieties. Jindapitak et al., (2022) claimed that students held a monolithic view and prejudiced reaction to non-native English accents. Thus, in order to prevent language learners from developing prejudiced reactions to non-native accents, the learners should be exposed to an awareness-raising activity.

As the previous research, this research was conducted by Galloway & Rose (2014) in Japan. Data collection instruments were the listening journals and internet-based resources as well as video recording of speakers from different countries in terms of inner circle, outer circle and expanding circle. This result of study shows that the students were interested in diverse lingua-cultural backgrounds from outside

circles and expanding circles. The listening journal for Japanese students expands their experiences and opportunities within traditional 'EFL' contexts. In brief, listening journal is important to raise teachers' awareness of the diversity of English in ELT and is one of the choices of tools that can be made aware of alternatives as well as perspectives of the students towards English varieties in ELT.

The second study was conducted by Kusumaningputri (2020) at University of Jember (UNEJ) located in East Java, Indonesia. The listening portfolio with Englishes via TED talks and classroom projects as well as lightning activities treated to the second semester students. The results of study showed that 32 students claimed that the non-speakers' pronunciation were easy to listen to and apprehensive about what the speakers said, while the 15 students preferred like native speakers' pronunciation, they perceived native speakers called rightful model. 45 learners perceived Indonesian accents to build a local identity that reflected their norms, culture and values of Indonesia which evidently came from other countries, especially UK and US. The listening journal awakens the students' awareness of the diversity of global spoken discourse and linguistic variations from different cultures are normal and not to be avoided. The learners broadened the interaction in which to connect and communicate with nonnative speakers or native speakers from multicultural backgrounds. The findings showed that having an Indonesian accent is natural and unavoidable because of the influences of the first language that is Indonesian. Having a different culture, pronunciation and norms is a factor that the accent becomes different with US and UK accents. The students were aware that the accents of Indonesian used to show their identity that they are from Indonesian. Building and maintaining the identity through accent must be respected.

The third study was conducted by Hamada & Suzuki (2020) in Japan. The participants were 96 Japanese university students. The three groups were divided in terms of the group with shadowing assisted by script, group with shadowing and the last group without shadowing. 75 items of dictation with the accents of Chinese, Italian and American. The results showed that EFL learners using shadowing with scripts of the Chinese-accented English, American-accented English accents enhances the Japanese students' perception skills for unfamiliar words, phonetic differences, and unfamiliar phonemes. Phonological and lexical analysis were activated to comprehend the non-native accented English occasionally when accompanied by the written script.

The fourth study was conducted by Ardiç Kiyak (2021) in the year of 2019 - 2020 spring semester in Turkey. The aims of this study investigated the perception of English language instructors towards cultural aspects, Standard English, and world Englishes. The participants were 110 teachers from different institutions from the primary level to university level. The instructors preferred to use Standard English due to the prestige of Standard English in communication. The lack of awareness of sociolinguistics issues of English and Turkish are factors that nonstandard varieties and dialects were not deployed in their teaching. The awareness of World Englishes has increased since the teachers had doctorate degrees. They also tend to integrate various uses of English into their teaching.

The fifth study was conducted by Suroso (2022) at a private university in Sleman, Indonesia to investigate the three English lecturers' view on World Englishes in ELT. Semi-structured interview and thematic analysis with a qualitative data analysis were deployed. The findings showed that the use of English is the main purpose to learn without imitating British and American accents. The main purposes of communication are understood by international English speakers. The two aspects were investigated in writing and speaking skills. Writing is not straightforward and speaking is pleonastic. Indonesians tend to neglect the uniqueness and exclusivity of the languages. Moreover, the teaching practice, teaching resources taken and published by English-speaking countries, UK or USA. The use of English books and the published articles, and grammar books would be taken from the USA or UK as references to learn English as a homogeneous language or standard norms, while speaking could be flexible and varied to use the language which has the function of communication.

In line with it, Khatib and Monfared (2017) claimed English varieties were accepted by Indian teachers whereas they prefer to use British English. Lee et al. (2018) claimed that non-native English accents in listening classes tend to be effective to Korean-pre-service teachers, while English teachers' attitudes were generally still ambivalent. In an Italian context, a qualitative study by Vettorel and Corrizato (2016) analyzing teachers' reflection documents and interviews found 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. 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.

In contrast, 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 (2019) 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, 2019).

Regarding the investigation of WE in ELT classrooms in Indonesia, there have not been many empirical studies (Franssisca & Subekti, 2022). In the present studies regarding World Englishes in Indonesia, Franssisca and Subekti (2022) investigated the views of Indonesian high school teachers of English on the place of World Englishes (WE) in English as a second language (L2) instruction. It was found that the teachers accepted their speaking with the local accents. Muhalim (2016) investigated the ESP students' attitudes towards World English and found that students have positive responses towards World Englishes and the construction of WE in their curriculum must be based on their future career for interacting with foreign colleagues and embedded certain fundamental WEs characteristics in the ESP instructional context. In this study, Wakhidah & Adityarini (2021) investigated the concentric circles proposed by Kachru that were included in Senior High schools' English textbooks used in Indonesia. Based on the findings, the textbooks used presented the three circles in the theme of culture, environment and art. However, the proportion of the three circles presented in Senior High School Books was different.

Based on the current studies, the perspectives of WEs could be developed massively regarding the needs of globalization. In this case, Indonesian education could implement WE by promoting WEs starting from secondary schools to university. According to Ardiç Kiyak (2021), to raise students' awareness of WEs, the teacher is very necessary to apprehend the pedagogical implication. Thus, the use of listening journals accommodates the students' awareness of English varieties from multiple communities with different cultures.

Furthermore, a listening journal is a pedagogical tool that can be implemented in the classroom to facilitate and promote students' exposure to diverse Englishes and speakers from a diversity of cultural backgrounds and accents and to accommodate the learners' needs to increase their competencies as multilingual English speakers

(Galloway & Rose, 2014). The use of a listening journal presents a variety of listening texts from diverse accents of English and enjoyable texts to build listening comprehension skills that have a positive effect that could enhance listening and motivate the qualities (Schmidt, 2016). Based on the results of previous studies with the aforementioned rationales, researchers are interested in exploring World Englishes in English Language Education students at Tridinanti University and the present study seeks to answer this research questions: (1) How do listening journals reflect awareness of existing English varieties in ELT? (2) How effective are listening journals for the World Englishes Course for EFL students? and (3) How are the students' attitudes towards English varieties?

Research Methodology

Qualitative method with case study used to describe the students' awareness of the diversity of English. The interview used to measure the students' awareness of English varieties. In this study, the researchers investigated the effects of listening journals to explore their awareness of World Englishes in the classroom. By providing the video taken from the websites, the activities presented the English speakers from countries with the categories divided into inner circle, outer circle and expanding circles proposed by Kachru's. Qualitative data were obtained through interviews. Creswell and Creswell (2017) and Tomaszewski et al. (2020) deemed interviews as advantageous to the researchers to know more deeply the phenomena, reasons, and motives of the respondents. The population of this study was the English Education Study Program students of Tridinanti University in the academic year of 2023-2024. This study would be conducted on 45 students from the English Education Study Program, FKIP in one of Private University, Palembang, Indonesia. All participants of the English Education Study Program were selected to participate in this study. The participants varied in terms of their semester levels in terms of second-term, fourth-term and the sixth-term.

The collected data were listening-journal templates and interviews. The listening journal template is adapted from Schmidt (2016). The journal template contains three tasks. The first task contains the information in terms of video title, video summary, and reflection on the achievement of goals, and vocabularies that are new and interesting words and phrases. The second task is the questions regarding

activities and reflection on the activities. The third task is a general listening journal template containing the summary, vocabulary and activities and self- assessment.

The interview would be used to measure the students' awareness of English varieties. In-dept interview using semi structured interview with 45 students of English Education study Program from each year level. The interview would be recorded and interview questions are mainly modified with the essential framework of reflection from Galloway and Rose (2014). Lastly, the students' listening-journals artifacts would be analyzed to strengthen the findings from the interview.

The template of the listening journal describes qualitatively based on the codes and thematic analysis. The data were collected through documentation and interviews. In documentation analysis, the researchers organized information into categories related to the center of questions: self-assessment regarding the inner, outer and expanding circles. In interviews, the researchers gain an understanding of their meaning and develop upon the information they provide. The codes used in interview transcripts. The listening journal used the codes based on the countries proposed by Kachru's three concentric circles of World Englishes and mixed based on concept-driven and data driven coding. Besides, the researchers used the codes based on the student's responses to provide insights and highlighted patterns.

Findings and Discussion

Findings

The results highlighted students' current use of English, the impetus behind the selection of material for the listening journal, and their reflections on this exposure. The study not only shows a benefit in using listening journals to raise awareness of GE but also highlights limitations, including the reinforcement of stereotypes and a tendency to reflect on attitudes towards different varieties of English rather than how successful ELF communication is achieved. This result to answer the first research question,

Listening journals reflect awareness of existing English varieties in ELT; such as:

A major student preferred that English varieties could be included in their subject's, listening journal is a pedagogical tool to raise students' awareness of English varieties and the use of English as a Lingua franca, students challenge preconceived the stereotypes.

HS and YF Stated

"I'm among the students who discovered fascinating aspects of spoken English. In the inner circle, I encountered intriguing new vocabulary like 'arsenic' and 'campervan.' Moving to the outer circles, words like 'nebulous' and 'compile' caught my attention. And in the expanding circles, 'jaywalking' and 'snappy' were some of the new terms I learned."

KM, AC, SA, MKA and FA stated

"Count me in with those who unearthed unique features of spoken English. The inner circle introduced me to words like 'rubbish' and 'howling.' Venturing into the outer circles, 'purveyor' and 'vetted' were some of the new terms I came across. And in the expanding circles, 'Chopsticks' and 'stabbed' stood out to me."

"Absolutely, I'm one of those students who identified distinctive elements in spoken English. Within the inner circle, 'cellar' and 'flat mate' caught my attention. Transitioning to the outer circles, words like 'deaf' and 'prevalent' were new to me. Expanding further, 'gathered' and 'slant' were among the vocabularies I picked up."

"I'm among the many students who noticed unique features in spoken English. In the inner circle, 'howling' and 'crevasses' were particularly interesting to me. Exploring the outer circles, 'reverse' and 'stickler' were some of the new words I encountered. Moving to the expanding circles, 'snappy' and 'jaywalking' added to my vocabulary."

"Definitely, I'm part of the group that discovered distinct characteristics of spoken English. The inner circle introduced me to terms like 'campervan' and 'flat mate.' Branching out to the outer circles, 'compile' and 'peculiarities' were new to me. And in the expanding circles, 'gathered' and 'stabbed' were among the vocabularies I learned."

"Yes, I'm among those who found unique aspects of spoken English. 'Arsenic' and 'rubbish' from the inner circle intrigued me. Moving outward, 'sovereign' and 'chattered' were some of the new words I discovered. Expanding my knowledge, 'slant' and 'snappy' were among the terms I encountered."

"Absolutely, I'm part of the group that noticed interesting features of spoken English. Within the inner circle, words like 'cellar' and 'howling' were new to me. Exploring the outer circles, 'nebulous' and 'qualms' caught my attention. And in the expanding circles, 'jaywalking' and 'stabbed' expanded my vocabulary."

The results of this study show that student was interested in listening to speakers from diverse lingua cultural backgrounds. Through listening-journal proved to be an effective pedagogical tool to expose students to diverse English. Even Though, the interaction using English as ELF was limited.

Next to, the result to answer second research question,

The effective of listening journals for the World Englishes Course for EFL students, they are as follows: Listening journals allow students to comment on the various accents, dialects, and language differences they encounter in audio recordings. This indicates their awareness of the various English dialects, including American English, British English, Australian English, and others. In these parts the researchers got 4 categories in themes, they are as follows:

(a) Knowing the accents from the concentric circles proposed By Kahru's

A Majority of students claimed that listening journals are effective to promote videos presenting English varieties from other countries. students could recognize the linguistics codes used in the three circles. Based on interview data, one respondent named:

AR stated:

"Yes, listening journals have been incredibly effective in exposing us to diverse English accents. Analyzing the linguistic codes within the three circles was challenging, but it's helped me grasp the nuances of language variation better. Definitely a worthwhile activity."

"I will be aware of their pronunciation and a new vocabulary after watching the video and writing it in the listening journal."

This is also in line with the statement of the third respondent named LT who said

"My listening ability and vocabulary have increased. I can enlarge the accents from other countries through video and listening journals that help me to memorize linguistic codes."

"I agree with the majority. Listening journals have been instrumental in broadening our exposure to diverse English accents. Plus, analyzing the linguistic codes within the three circles has been both challenging and enlightening."

LL stated,

"Through listening journals, so that I can remember the vocabulary from other countries, like the Indian-English accent".

In line with LL' responses, BL,

"Listening to a journal can improve my understanding about the cultures and the accent from other countries. I can learn the accents from other countries, so it is to increase my listening skills. The activities emphasize listening skills, so this is to help me better listen to the varieties of accents provided in videos".

In addition, AD stated:

"Listening journal having a relationship and knowing how to communicate with other foreigners".

"Listening journals are definitely effective in exposing us to English varieties from other countries. I found it fascinating how we could identify the linguistic codes used within the three circles. It really enhances our understanding."

MSH stated:

"Count me in with the majority! Listening journals have truly helped me appreciate the richness of English varieties worldwide. The linguistic codes within the three circles were like decoding a secret language, but it's been a rewarding experience."

IZA stated:

"Absolutely, listening journals are a game-changer. They immerse us in different English accents, and dissecting the linguistic codes within the three circles was a brilliant exercise. It really sharpens our language skills."

LA stated:

"I'm glad to be part of the majority opinion. Listening journals are invaluable for understanding English varieties globally. And dissecting the linguistic codes in the three circles was like unraveling a puzzle, but it enhances our linguistic awareness."

Through listening-journal, a majority of students claimed that their pronunciation is unique and has characteristics. Listening-journals could be an effective pedagogical tool to explore English varieties by presenting the videos from other countries. Based on interview data, the majority of students claimed that they were aware of English varieties from the three concentric circles. Students could learn the accents, new vocabularies, characteristics of words and accents, especially used by Non-Native speakers. By listening-journals, students could apprehend what the speakers said, so it is easy to communicate with other foreigners and have a relationship. These activities enclosed in listening journals can improve their speaking ability.

(b) Culture

The selected variety of Englishes due to their prior experience with the speakers from these regions, the curiosity about the linguistic properties of familiar and unfamiliar varieties,

LA stated:

"I'm glad we focused on these particular English varieties. My prior interactions with speakers from these regions made it more engaging to explore their linguistic nuances. Plus, delving into the unfamiliar varieties piqued my curiosity even more."

In the same line ZR Stated

"The selection of these English varieties was spot-on. Having had experiences with speakers from these regions, I was eager to delve deeper into their linguistic properties. Exploring both familiar and unfamiliar varieties kept me intrigued throughout."

DA Stated

"I appreciate the choice of English varieties. My prior experiences with speakers from these regions gave me a unique perspective, and delving into their linguistic intricacies was fascinating. Exploring both familiar and unfamiliar varieties satisfied my curiosity."

As the agreement of DDR, JI, RAW and JDM Stated

"The selected English varieties were excellent choices. With my prior experiences with speakers from these regions, I was particularly interested in examining their linguistic features. Exploring both familiar and unfamiliar varieties added depth to the study."

"I found the selection of English varieties to be very thoughtful. Due to my prior interactions with speakers from these regions, I had a personal interest in exploring their linguistic characteristics. Investigating both familiar and unfamiliar varieties was enriching."

"The chosen English varieties resonated with me because of my prior experiences with speakers from these regions. This familiarity heightened my curiosity about their linguistic properties. Exploring both familiar and unfamiliar varieties was a fulfilling experience."

"I'm glad we focused on these specific English varieties. My prior encounters with speakers from these regions sparked my interest in understanding their linguistic traits better. Investigating both familiar and unfamiliar varieties kept me engaged."

TAP, EH and ADS Stated

"The selection of English varieties was meaningful to me because of my prior interactions with speakers from these regions. It made me more curious about the linguistic aspects of these familiar and unfamiliar varieties. Exploring both was a rewarding journey."

"I appreciated the choice of English varieties because of my prior experiences with speakers from these regions. It fueled my curiosity about their linguistic features. Exploring both familiar and unfamiliar varieties provided valuable insights."

"The English varieties selected for this study resonated with me because of my prior experiences with speakers from these regions. It made me curious about the linguistic properties of both familiar and unfamiliar varieties. Exploring them was both enjoyable and enlightening."

(b) Linguistics codes

Many students claim that they found some unique features of spoken English. In the inner circle, students found some new vocabularies, such as *arsenic, cellar, rubbish, howling, campervan, cruising, flat mate, crevasses, and etc.* In outer circles, some students found new vocabularies, such as *sovereign, deaf, purveyor, nebulous, inherited, compile, reverse, chattered, vetted, qualms, prevalent, peculiarities, stickler.* In expanding circles, students learned new vocabularies, such as *jaywalking, Chopsticks, gathered, slant, stabbed, snappy, and etc.*

EH Stated:

"Every country has varieties of accents and I am aware of new vocabularies that I never knew when I watched the videos. This is to help increase my vocabulary."

In the same line of the statements, there were SNA, LAR, IM, PLS, HS and YF

Stated

"I'm among the students who discovered fascinating aspects of spoken English. In the inner circle, I encountered intriguing new vocabulary like 'arsenic' and 'campervan.' Moving to the outer circles, words like 'nebulous' and 'compile' caught my attention. And in the expanding circles, 'jaywalking' and 'snappy' were some of the new terms I learned."

"Count me in with those who unearthed unique features of spoken English. The inner circle introduced me to words like 'rubbish' and 'howling.' Venturing into the outer circles,

'purveyor' and 'vetted' were some of the new terms I came across. And in the expanding circles, 'Chopsticks' and 'stabbed' stood out to me."

"Absolutely, I'm one of those students who identified distinctive elements in spoken English. Within the inner circle, 'cellar' and 'flat mate' caught my attention. Transitioning to the outer circles, words like 'deaf' and 'prevalent' were new to me. Expanding further, 'gathered' and 'slant' were among the vocabularies I picked up."

"I'm among the many students who noticed unique features in spoken English. In the inner circle, 'howling' and 'crevasses' were particularly interesting to me. Exploring the outer circles, 'reverse' and 'stickler' were some of the new words I encountered. Moving to the expanding circles, 'snappy' and 'jaywalking' added to my vocabulary."

"Definitely, I'm part of the group that discovered distinct characteristics of spoken English. The inner circle introduced me to terms like 'campervan' and 'flat mate.' Branching out to the outer circles, 'compile' and 'peculiarities' were new to me. And in the expanding circles, 'gathered' and 'stabbed' were among the vocabularies I learned."

"Yes, I'm among those who found unique aspects of spoken English. 'Arsenic' and 'rubbish' from the inner circle intrigued me. Moving outward, 'sovereign' and 'chattered' were some of the new words I discovered. Expanding my knowledge, 'slant' and 'snappy' were among the terms I encountered."

"Absolutely, I'm part of the group that noticed interesting features of spoken English. Within the inner circle, words like 'cellar' and 'howling' were new to me. Exploring the outer circles, 'nebulous' and 'qualms' caught my attention. And in the expanding circles, 'jaywalking' and 'stabbed' expanded my vocabulary."

(d) Recognizing Accents

In this part, students claimed that they recognized accents from many countries, such as Singlish, Manglish, British-English, American-English, Australian English, Chinglish, Konglish, Japlish, etc.

DNK, RO and ABM stated

"There are accents from other countries, such as singlish, American English and British English"

in line with it, AR, LA and IZA stated

"So many accents, I can learn from them, like Indelish, Egyptian English, Singlish. Last time, I only knew British English and American English"

Listening journals can help instructors measure students' listening comprehension skills, critical thinking abilities, and language development progress. Instructors can provide tailored feedback based on students' journal entries, including direction, explanation, and more resources to help them learn. This feedback loop encourages ongoing growth and creates a positive learning environment.

The last result to answer the third research question,

The students' attitudes towards English varieties, such as:

Students' opinions regarding English dialects might vary depending on a variety of circumstances, including their language background, cultural influences,

exposure to diverse English accents, and educational experiences. However, certain common themes frequently emerge about students' opinions toward English varieties:

The three concentric circles, some students chose inner circles, such as American-English, British English and Australian English. Students have some reasons that inner circles are the most important to tend to use.

First, American-English is the standard English for the top universities in the world. The English standard tests for studying are held by Anglo Saxon Countries. Some students believed that if they were to fulfil the requirements of study, they could speak English like American accents. Based on the interview data, a majority of students claimed that American English was chosen by students due to the use of American accents, English-Medium Instruction, and entertainment, the future careers. IZA, LA and AR stated

"I would like to study abroad in Anglo Saxon Countries".

In line with DSA, RJ, OSP and AD stated

"British accents used to get the scholarships. I hope that I can continue my study abroad".

From the outer circles, the students tend to use Chinese-English, Arabic-English, Japanese-English, Korean-English, Indian-English and Minglish. Some students chose those countries. First is descendants. The parents of students are from China. MSH, DNK, MKI and MKA stated

"It is interesting to use when I am in China. My parents are from China. it is to make it more interesting to listen to Chinese-English used by speakers".

Second is the total number of speakers from Arabic countries that have more than 4 million speakers. Students believe that the population makes it much more opportunity to meet Arabic-English speakers.

ZR, DA, DRR and NYP stated

"I am so interested in listening to Arabic English speakers. I am impressed with Arabic-English speakers".

Third is the familiar accents.

JI, NYP and RAW stated

"Minglish is my favourite accent that can be applied due to it being close to Indonesia".

Fourth is the career purpose,

LI and RAW stated

"Singapore English is used for business".

Cultural associations with distinct accents or dialects might alter students' perceptions toward English variants. For example, pupils may identify certain accents with specific countries, regions, or social groupings, resulting in favourable or negative stereotypes. These cultural links can influence how students perceive and interact with various English dialects.

Discussion

Listening journals allow students to comment on the various accents, dialects, and language differences they encounter in audio recordings. This indicates their awareness of the various English dialects, including American English, British English, Australian English, and others. Besides, they could be self-directed learners through self-assessment and the tasks given, students were encouraged by their activities enclosed in listening journals. It is proven by Galloway and Rose (2014) claiming that Native English was not their students' choice to listen to speakers around the world through listening journals. Listening journals could encourage students to be self-directed learners. In this case, students could provide some videos regarding the accents from native English speakers or non-native English speakers. Through listening journals, students can increase their exposure to the diversity of English from concentric circles, this statement supported by (Galloway & Rose, 2014; Kusumaningputri, 2020 & Jindapitak et al., 2022). Listening journals are a valuable means for students to reflect on and demonstrate their awareness of existing English varieties in ELT by recognizing, comparing, and contrasting, understanding cultural contexts, acknowledging pedagogical implications, and documenting personal growth in language acquisition.

World Englishes courses aim to expose students to various English varieties from around the world. Listening journals provide students with opportunities to engage with authentic audio materials representing different accents, dialects, and language variations. This exposure enhances students' familiarity with the linguistic diversity within the English language, preparing them for real-world communication in multicultural contexts. Cultural interest, and entertainment. Student's choices are considered due to cultural interest in a particular region (Galloway & Rose, 2018). The varieties are constructed and affiliated with particular human communities, such as native speakers, learners, migrants, and colorizers. Moreover, the activities could give more

exposure to the activities of communications. American-English used to increase their careers in the multi communities and assess English standards for English proficiency, it is proven by Galloway and Rose (2018) and Hamada and Suzuki (2020). Overall, listening journals provide a dynamic and effective pedagogical approach to World Englishes courses for EFL students by exposing them to diversity, encouraging active participation, promoting autonomous learning, raising language awareness, and facilitating assessment and feedback processes.

Students' opinions regarding English dialects might vary depending on a variety of circumstances, including their language background, cultural influences, exposure to diverse English accents, and educational experiences. However, certain common themes frequently emerge about students' opinions toward English varieties:

The students realize and value the global diversity of English variants. They recognize that English is a dynamic system with different accents, dialects, and linguistic variances, rather than a monolithic language. This recognition encourages cultural appreciation and tolerance for language diversity. Many students show a desire to learn about and experience different English variations. They see exposure to other accents and dialects as a chance to expand their linguistic vocabulary and improve their communicative skills. This curiosity frequently implies a favourable attitude toward linguistic diversity and an eagerness to welcome new language experiences. Students' attitudes toward English variants may also be influenced by perceived prestige associated with specific accents or dialects. For example, some students may regard Standard British English or General American English as more prestigious or desired accents because of their economic, scholastic, or cultural significance. These impressions can influence students' language learning objectives and aspirations. The result supported by (Fransisca & Subekti, 2022; Wakhidah & Adityarini, 2021 & Ardiç Kiyak, 2021).

The novelty of this study is that researchers got two categories in themes such as culture In Indonesia, there are several tribes and cultures and have a passion for speaking, so that many new knowledge is learned about the culture and customs of students in daily life when they talk. Next to, recognize accents, students claimed that they recognized accents from many countries, such as Singlish, Manglish, British-English, American-English, Australian English, Chinglish, Konglish, Japlish, which of these two themes were not explored by previous researchers. It is hoped that the results of

this study can be a challenge for future researchers who raise the same theme in a larger sample scope.

Its novel method to bringing World Englishes into English Language Teaching (ELT) involves the use of listening notebooks. This technique not only exposes students to a wide range of English accents and varieties, but it also fosters active participation in linguistic aspects through reflective journaling. By emphasizing listening comprehension and analysis, this method promotes greater understanding and appreciation of English's linguistic diversity, as well as cultural awareness and linguistic competency among learners. This approach indicates a shift toward a more inclusive and global-oriented ELT pedagogy, which is consistent with the increasingly interconnected nature of the English language in today's globe.

The increasing use of English as a Lingua Franca (ELF), it is no longer appropriate to associate English purely with 'native-speaking' nations, but with a global community of users. This article reports on the use of listening journals in ELT to expose students to global Englishes (GE), a field that reflects the current global use of English.

Conclusion and Suggestion

Implementing listening journals in the ELT classroom has proven to be an effective strategy for increasing student awareness of World Englishes. This technique has exposed students to a wide range of English dialects and linguistic traits, resulting in a better knowledge of the various varieties of English spoken around the world. The listening journal format encourages active participation, which facilitates not only listening comprehension but also critical analysis and reflection on linguistic diversity. As a result, students have increased their cultural awareness and linguistic ability, both of which are necessary for efficient communication in today's globalized society.

Based on the study's findings, numerous recommendations may be made for further improving the integration of World Englishes awareness in ELT courses through listening journals: Diversify Listening resources: Keep the listening resources up to date and diverse in order to expose students to a variety of English dialects and regional variations. Explicit Instruction: Provide explicit instruction on the linguistic aspects of diverse World Englishes, assisting students in recognizing and comprehending the distinctions and similarities between different varieties of English. Encourage reflective practice by including regular reflection and discussion of the cultural and linguistic

components of the listening materials in journal entries, resulting in deeper engagement and understanding. Incorporate Multimedia: Supplement the listening journals with multimedia materials such as films and podcasts to provide a multimodal approach to learning World English. Encourage Interaction: Provide opportunities for students to interact with speakers of various English types via online platforms or guest speakers.

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