

Review: Pedagogy And Classroom Setting Affecting Students' Attitudes Toward WE

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Abstract

World Englishes harness the linguistic influence of non-native English speakers. Nevertheless, multiple reports have highlighted students' negative perceptions of World Englishes (WE). To comprehend foreign language learners' attitudes toward World English and identify influential models, researchers have thoroughly examined various empirical studies. The findings indicate that conventional teaching approaches predominantly follow a top-down approach, while incorporating elements of bottom-up instruction has shown a positive impact.

Index Terms— Attitudes, Constructivism, CLT, ELF

INTRODUCTION

World Englishes (WE) will play a crucial role in stakeholders' future success [1]. However, numerous reports have documented students' pessimistic outlooks on WE. Especially in "Expanding Circle situations" [2], the findings of WE research have not had the desired impact on ELT (English Language Teaching) policies. The teachers still put too much stock in the ability of native speakers to demonstrate language proficiency as a prerequisite for what is thought to be effective language instruction. "Inner Circle Englishes" [2], are considered in high regard based on which Englishes are held has a negative effect on the way both educators and students see the study and use of English, as reasoned by Gedik Bal [3].

Secondly, lack of information and resources to help English teachers implement a WE-informed teaching practice is a problem [4]. The difficulty in preparing teachers for positive change in the classroom stems from the lack of both "theoretically and practically" competent research-informed pedagogies [5].

On the other hand, policy makers hadn't been aware of the WE from the beginning. The complexity of the cultural factors was perceived very little in such policies or shown in the materials for language learners [6].

The study is mainly with teachers who are interested in incorporating WE perspectives into their lessons. Simply learning new words or rules of grammar shouldn't be the end objective of WE curricula, but rather, that students should be able to put their newfound skills, knowledge, attitudes and motivation to deal with different cultural conversation.

The following study aims to review the way the pedagogical curriculum is constructed in common, the features and how it affects students' attitudes towards WE. Overall, the primary purpose of the study is to examine how to affect students' WE attitudes positively through pedagogy and classroom setting.

KEY WORDS

Keywords	Definition
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World Englishes	<p>WE will be an umbrella phrase in this article. World Englishes(WE), Global Englishes(GE), English as a Lingua Franca(ELF) and English as an International Language(EIL) are interchangeable on some occasions [7] [8].</p> <p>The World Englishes (WE) paradigm emerged as a result of the widespread use of English for “international and intranational communication”, which in turn was developed by three perspectives of comparably separate definitions: firstly, most broad one included all the English spoken countries [2]. While McKay summarized the latter two conception [8]: the second one focused a less broad area, the outer circle from the three circles coined by Kachru, where the people treats English as a second language, and the final one stressed the pluricentric standpoint toward different varieties as equal respect.</p> <p>Singlish, China English, Philippine English are all treated as English varieties in this article. In other words, each of them accounts as a variety of WE.</p>
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(To be continued)

Fig. 1 (a): Keywords used
(Source: Self-developed)

Keywords	Definition
<i>ELF</i>	The usage of English among people for whom English is not a first language is known as English as a Lingua Franca (ELF). It's the process of making English a medium of instruction, learning, and use for people whose first language is not English [9].
<i>CLT</i>	The communicative Language Teaching is a method of teaching a language that views communication between students and teachers as both a means and an end in itself. The goal of communicative language instruction is to help students become effective communicators in a variety of settings by encouraging them to practice speaking and working together in class. Ultimately, with CLT, the goal is to facilitate meaningful dialogue between the teacher and student [10].
<i>Attitude</i>	One definition of attitude offered by Chan [11], and the Oxford English Dictionary is "a tendency ascribed to humans that creates systematic thoughts, feelings, and acts in reaction to a given psychological object" [1].

Fig. 1 (b): Keywords used
(Source: Self-developed)

CASE REVIEW

WE perspective implications for pedagogy

The term "world Englishes" can also refer to "nativized," "indigenized," or "institutionalized" English [8]. The concept highlights a pluricentric perspective on English, where different dialects are treated with the same level of respect. However, as argued by Choomthong, studying English as a probe into the linguistic traits commonly employed by certain speakers [12]. Educators who adopt this point of view typically center their lessons around identifying and explaining the unique linguistic characteristics of regional varieties of English [5]. Endonormative standards are developed when these regional variants become the preferred pedagogical model or language standard for a certain area. In addition, Cameron & Galloway stress that despite the fact that these dialects have slight differences in phonology, morphology, syntax, and semantics, they should all be treated with the same degree of dignity and respect [13].

Taking into account the speaker's and listener's respective levels of English proficiency, EIL accounts for the reality that the language used in every encounter will depend on the speaker's commitment to being understood. Therefore, procedure is another

area of emphasis in EIL [9]. When it comes to international communication, however, EIL departs from both World Englishes and English as a "lingua franca" by emphasizing the importance of adhering to a specified set of guidelines. The many different settings in which second language acquisition takes place necessitate that all pedagogical choices, including those pertaining to standards and curriculum, be informed by considerations of local language demands and socio-educational environment [9].

Pedagogical Factors influencing students' attitudes towards WE positively

Dispute activity on heated topic: Rose & Galloway developed a pedagogical episode in the form of a dispute activity [14]. Information was gathered from student discussions and essays on the "Speak Good English Movement" (SGEM) in Singapore. The authors conducted a quantitative study to see whether or not increasing students' awareness was correlated with changing their views on Standard English ideology. The group of students all attended the same institution in Japan, where they all majored in English language. For the students' arguing activity, one of the authors provided internet resources, such as an already existing debating video after the SGEM was begun and other facts as "proof evidence". Overall, they were found to have a favorable impression of Singlish. In the first place, students considered the argument an "awareness raising activity" since it got them thinking critically about the issue, and in the second place, they gained an empirical understanding of Singlish and a broader context in which to place the various forms of English. Two, after the instructional exercise, more learners were opposed to the SGEM and emphasized the significance of Singlish in Singapore's history and culture. Some students in particular reflected on the significance of their Japanese heritage in forming their sense of self.

Critical Pedagogy: One common method of expanding students' perspectives on GE is teaching them to recognize and differentiate between the English of "native speakers" and that of non-native speakers. "Accent and pragmatics", rather than grammar pattern, seem to be more appealing to stakeholders, as Yang argues [15]. Following in the footsteps of Freire's development of the critical pedagogy that bears his name, Yang created a curriculum that compares "Australian English (AuE)" and "General American English (GAE)", prompting students to investigate their critical consciousness of "Standard English (SE) ideology" around the world [15]. Specifically, the author developed a methodology based on critical learning portfolios. Students' cultural and language toolkits in English might be expanded if they began with the method of learning Australian culture. There were reading and learning assignments, as well as solo and group studies, as well as lectures and classes taught by an Australian lecturer. Students' ability to recognize AuE from other types was initially identified through a listening examination and a questionnaire. The author discovered that critical pedagogy revitalized the students' perspective on "Australia and AuE", among other outcomes from the aforementioned arrangements. Almost all of the students were able to tell the difference between AuE and American accents. Also, they seemed to have a generally optimistic outlook on AuE. After collecting data from participants following each exercise, Yang analyzed the results and categorized the attitudes shifts based on the linked pedagogy in terms of AuE [15]. First, one's exposure to many languages and cultures may help one understand them. They had approached AuE with a sense of confusion, casualness, and unfamiliarity at first. Related pedagogy comprised teaching students "Australian culture and language" and having them discuss the videos they watched in class. Second, most participants became enjoyable when speaking Australian lingo or contrasted AuE with BE (British English) throughout their independent research on AuE. Thirdly, the students' ability to tell the difference between "AuE and GAE" in terms of certain verbal pronunciation was much aided by the class discussion of the film and the clear presentation of the AuE accent.

"Exploring English as an International Language" Curriculum: Xu came up with a pedagogical technique related to TEIL (Teaching English as an International Language) to reverberate with the topic of "Thinking Globally" [16]. The course material included required "lectures, reading, and online conversations" that introduced students to theoretical concepts and employed a survey-based approach to teaching. To learn how students felt about EIL, the author looked at the data source, which included weekly surveys and transcripts of the online discussion. The majority of the students revealed their upbeat views. Better understanding across cultures was their justification. The replies illuminated the conception in a more comprehensive way. Some students were concerned that it would discriminate against people of other languages.

ICLT pedagogy: Comparable teaching practises were articulated by Gu and Zhao, who created "Intercultural Communication (ICC)" centred language courses [4]. The authors used their "Process Model for ICC Development" [4], which is similar to models proposed by Liddicoat and Scarino and Sun [17] [18]. They used a five-stage approach to teaching students about other cultures: introducing and assessing students' perceptions with the goal of raising consciousness; teaching students about other languages and cultures; having students explore other cultures through communication; and having students reflect on and adjust their "intercultural attitudes, knowledge, and skills" based on what they learned. All of the data collected from student notebooks, assessments, essays, and a questionnaire was analyzed. The evaluation results, however, have not been made public. There is still the question of which method actually worked to raise students' ICC.

Classroom arrangements and instructional strategies that affect students' attitudes towards World Englishes

Classroom arrangements generally affects students' outcome. Courtney & Graham argue that classroom behavior management involves enforcing the teacher's standards for student conduct, including appropriate classroom participation and conduct [19]. Like the vast majority of earlier research, classroom management as a means of resolving student conduct disrupts instruction.

As per Sarli & Phillimore, Vygotsky's sociocultural theory postulates that education is an inherently social process that unfolds through the individual's engagement with others and their respective environments and cultures [10]. Some ELT-related initiatives have been introduced, but not all of them have been executed consistently or with integrity [20]. Some methods were used, but teachers lacked the time and knowledge to use ELT-specific strategies effectively. When teaching a new language, it's crucial to help learners make links to their existing knowledge and linguistic abilities.

The teachers attitudes will mostly affect students'. Krashan's second language acquisition theory posits that learning a second language involves constructing new linguistic structures atop one's first language in response to the demands of social interaction [21]. While promoting a learner's native tongue has been shown to improve their second language skills. In order for students to be able to transfer their knowledge from their native language to their target language, it is important to establish bridges between the two [22].

If instructors have an unfavourable opinion of WE, their students may be swayed. Canilao assessed "six multilingual public elementary schools" utilizing the "exploratory-interpretive paradigm" [23]. The qualitative approaches filmed grammar and reading-focused instructional practises. After interviewing teachers and analysing data, the researchers discovered that various teaching strategies promote IC (Inner Circle) PhEs (Philippine Englishes), but not necessarily PhEs, and that the "monolingual paradigm" would decrease students' views towards PhEs, according to the author's opinion. Similar findings have been found in other investigations. used two planned sessions to evaluate students' perceptions of various English dialects. Some students linked their anti-WE view to the attitudes and classroom management of their English teachers when in high school. Nuske assessed his respondent's attitudes with a "3-year longitudinal case study and questionnaires" [24]. The respondent was prejudiced against her own Chinese accent, she stated because of her English teacher when starting to learn English.

CONCLUSION

This study has allowed us to consider how the beliefs and actions of educators affect their students' willingness to embrace WE. Teacher practices have an impact on students' abilities to perform to their fullest potential. Firstly, Input and output are widely stressed in terms of making students exposed in the schema related to target culture and theory. Secondly, mixed pedagogy worked. Most of the authors combined the top - down process to facilitate students' common ground in the field, and the bottom-up approach to motivate them to express their own experience, deepen their understanding of the field. Thirdly, debate on a specific question turns out to lead to the change of students' attitudes.

WE approaches on language instruction argue against using the "native-speaker" (NS) paradigm exclusively and treating deviations from NS norms as weaknesses. These theories propose that teachers should help their students develop the flexibility and openness necessary for successful international communication by helping them become more aware of the variety of English used around the world. Although this recommendation has been adopted by expanding the number of uses in the classroom, such as showing students different representations of "NNS English" and having them explore the concepts, these activities are still not common in "mainstream EFL classrooms," and the ideas are still mostly theoretical for instructors.

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