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# Exploring the Relationship between Language Attitude and Language Awareness towards World Englishes: A Case of Indonesian pre-service English Teachers

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## ABSTRACT

**Introduction:** World Englishes (WE) is an important topic, especially regarding pre-service English teachers' attitude and awareness towards the plurality of WE in English language teaching (ELT) practices. Many previous studies have discussed language attitude and language awareness separately. In contrast, research into the relationship between language attitude and awareness towards WE, especially in the context of pre-service English teachers, has not been widely explored.

**Purpose:** This study aims to fill the gap by researching the relationship between language attitudes and awareness of WE among pre-service English teachers, and its implication for their teaching practice.

**Method:** This study employed a mixed-method approach using correlational and interview-based research. The research data was obtained from 62 respondents who filled out questionnaires from three universities in Jakarta and Tangerang, Indonesia. In addition, there were nine interviewees.

**Results:** The results showed a weak relationship between Indonesian language attitude and awareness of WE pre-service English teachers. Respondents indicated a positive attitude towards WE but had moderate awareness.

**Conclusion:** We concluded that pre-service English teachers view WE as an essential topic, but they tend not to teach WE because they have to obey the school curriculum.

## KEYWORDS

language attitude, language awareness, pre-service English teacher, World Englishes (WE)

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## INTRODUCTION

English is a global language and its use has mushroomed in various countries in various fields such as education, business, tourism, and media (Crystal, 2012; Dewi & Setiadi, 2018). The spread of English throughout the world encourages the development of a wide variety of English, called World Englishes (WE). English is deemed owned not only by native speakers and, more widely, everyone globally (Morganna et al., 2020). A similar opinion was put forward by Hamid et al. (2022) who explained that the democratization of the English has given birth to global ownership. This makes it possible

for non-native English-speaking nations to claim a stake in English.

WE is a crucial topic, especially with regard to pre-service English teachers. Their attitude and awareness towards the plurality of WE can be very relevant to all possible adjustments in English language teaching (ELT) practices (Vettorel & Corrizato, 2016). They need to be aware that WE is a form of increasing plurality of English, and a form of actual language communication that can influence pedagogical practice in particular (Jenkins et al., 2011). WE is important for pre-service English teachers because there is a reality about the plurality of

English which aims to increase discussion on the challenges regarding “established ways of thinking” in the context of ELT (Widdowson, 2015).

Since pre-service teachers will soon become teachers, it is important to discuss WE from the point of view of language attitude in the context of teaching. Language attitude is a disposition towards language objects in favorable or unfavorable reactions (Garett, 2010). Ianos (2014) states that language attitude is a psychological tendency in a person reflected in evaluating favorable or unfavorable languages. Teachers are encouraged to keep themselves up to date on the development of English variations globally. They also need to have an adequate understanding of it, in order to accommodate the learning needs of students who are increasingly open to the global world in terms of communication across Englishes and culture (Canagarajah, 2014). Ahn (2015) argues that teachers and students who have a positive attitude towards WE would be motivated to learn more about English variations, in order to communicate better with people outside standard English-speaking countries.

Furthermore, teachers also need to consider the variations of WE in English learning in schools. Several previous studies rejected WE because it is seen as a waste of time and contrary to standard English (Marlina, 2014). Morganna et al. (2020) explained that a positive attitude towards intercultural language learning allows teachers to develop the multicultural nature of students to use their language to acquire the language being learned.

The response to WE from pre-service English teachers involves their personal attitude to language awareness in teaching in schools. Teacher awareness of WE is a crucial matter of discussion, since WE encourages acceptance of pronunciation, vocabulary, and grammar diversity in the classroom (Rezaei et al., 2018). Chan (1999) defines language awareness as a combination of a person’s knowledge, attitudes, and perceptions of the language’s nature and function. Specifically, teacher language awareness is knowledge about the system that underlies the language to allow teachers to implement effective teaching (Thornbury, 1997).

WE also encourages the awareness of English teachers with regard to the global and local needs of students who need to be accommodated in learning English in the classroom (Sadeghpour & Sharifian, 2017). Therefore, educational institutions need to adapt WE into the curriculum, test offerings, assessments, and teaching practice in the classroom. Pre-service English teachers require this awareness, since it can familiarize them with the evolving linguistic reality of English, in order to affect their teaching practice (Dewey, 2015; Widdowson, 2015). Policymakers in schools should evaluate the potential for the growth of diverse forms of English and endorse the notion of multilingualism and multicultural self-expression, taking into account the context of globalization (Pan et al., 2021).

Many previous scholars have researched language attitude. In particular, research on language attitude from students’ perspective, as done by Saengboon (2015) who conducted a study of language attitude towards WE from the perspective of 101 Thai students majoring in various fields such as logistics, economics, and engineering. Rezaei et al. (2018) also examined the language attitudes of 140 Iranian students towards WE. Choi (2007) also conducted experimental research on the language attitude towards WE from 159 Korean students, most of whom majored in tourism. Similar to language attitude, research on language awareness is mainly applied to students. Rajprasit and Marlina (2019) studied the language awareness of 30 Thai students majoring in Finance. Besides, Saengboon’s (2015) study of 101 Thai students majoring in various fields such as logistics, economics, engineering, etc., also examined language awareness towards WE.

Despite many previous studies regarding language attitude and awareness, few studies examine language attitudes and awareness towards WE in pre-service English teachers. In addition, research focused on the relationship between language attitude and awareness towards WE, especially in the context of pre-service English teachers, has not been widely explored. Therefore, this study aims to fill this gap by researching: (1) the relationship between pre-service English teachers’ language attitude and awareness towards WE; and (2) its implication on their teaching practice. Thus, the hypotheses proposed in this study is:

$H_0$ : There was no relationship between pre-service English teachers’ language attitude and awareness towards WE.

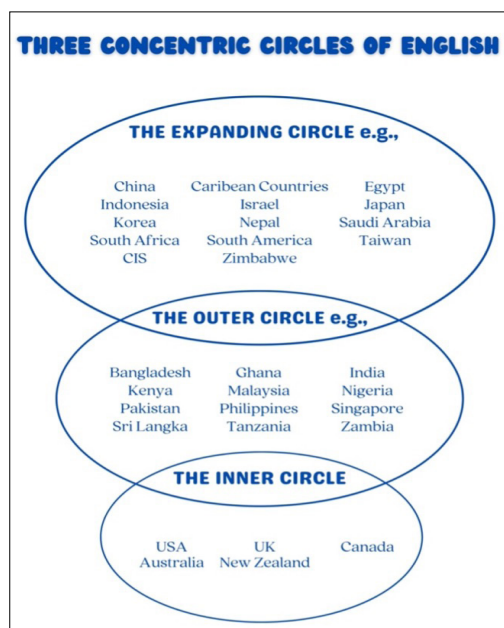
$H_1$ : There was a relationship between pre-service English teachers’ language attitude and awareness towards WE.

## LITERATURE REVIEW

This section discusses the theoretical basis and framework used in this study, including WE, language attitude, and language awareness.

### World Englishes

The idea of WE was first put forward by Kachru (1990) due to the use of English in a diverse socio-cultural and international cultural context. WE refers to the variations of English in the world (Bolton, 2004), spoken by native speakers of English since birth and by speakers who have studied English in education (Saengboon, 2015). Furthermore, added other definitions of WE, namely the approach used to learn English in the world. The focus of WE is broad, including language identity and linguistic features of the existing variations of English (Kumaravadivelu, 2012), mutual intelligibility (Nelson, 2011), and pedagogical implementation in learning (Nielsen & Thorkelson, 2012).

**Figure 1***Kachru's Concentric Circles*

Note: From *"The Other tongue: English across cultures,"* by Braj B. Kachru, 1992, Copyright 1992 by University of Illinois.

Figure 1 presents Kachru's concentric circle of the use of English around the world. The countries in the inner circle use English as their first language, while the countries in the outer circle are those which use English as their second language (Morganna et al., 2020). Finally, in expanding circles, some countries use English as a foreign language. In the English concentric circle model, Kachru divided categories for each circle: "norm providing" for countries in the inner circle; "norm developing" for countries in outer circles; and "norm dependent" for countries in expanding circles (Kirkpatrick, 2007a). American and British English are seen as the best models for countries in the inner circle, so they are categorized as "norm providing." However, this view often gives rise to the idea that other variations of English are "undesirable," so Kachru opposes this view Ahn (2017). For outer-circle countries, norm developing is nativized English (Ahn, 2017). As for developing circle countries, norm-dependent is often a variation of English influenced by external factors such as English lessons in schools and includes influences from the American and English varieties taught (Bruthiaux, 2003).

## Language Attitude

Attitude is generally defined differently from the mentalist and behaviorist perspectives (McKenzie, 2010). From a mentalist perspective, this attitude is an "internal state of readiness" in a person which appears in the presence of stimuli. In comparison, from the behaviorist perspective the attitude is a response from an individual to certain social situations. Attitude can also be defined as a person's mental condition involving feelings and beliefs obtained from exper-

iences which form a response to a stimulus in a particular object or situation (Latchanna & Dagneu, 2009). There is a similarity in these two perspectives. Both concur that attitude can arise due to a stimulus from an object or situation outside of oneself.

Specifically, language attitude is a disposition towards language objects in the form of favorable or unfavorable reactions (Garett, 2010). Ianos (2014) states that language attitude is a psychological tendency in a person reflected in evaluations of favorable or unfavorable languages. On the other hand, Getie (2020) explains that language attitude explores how a person reacts to their language interaction experiences, including evaluations of other people's language behavior that they observe. Language attitude is formed when someone influences a language object in such a way that a personal assessment of the language object is formed (Cluver, 2000).

Language attitude can be in the form of positive and negative attitudes. It will influence the behavior and how a person shows activities related to the object of the intended language (Burgos & Pérez, 2015). In the context of English as a foreign language (EFL), positive and negative attitudes will significantly impact the success of language learning because attitude will emphasize the learners' orientation towards language targets (Getie, 2020). Furthermore a negative attitude can hinder language learning (Riagáin, 2008; Wati, 2018).

Research on EFL teachers' attitude toward WE was conducted by Chan (2016), who examined the attitudes of teachers,

students, and professionals regarding variations in English, ELT, and language use in Hong Kong. The results showed that the participants, including teachers, tended to favor English from inner-circle countries. However, they still accept local English as normal if it does not lose clarity. A contradictory result was obtained from Ahn's (2015) study of South Korean teachers. He found that most teachers had a negative attitude towards these English variations and considered WE as broken English, with strange pronunciation.

## Language Awareness

Teachers' language awareness is knowledge of the system that underlies the language to allow teachers to teach effectively. The language awareness of teachers is closely related to subject matter knowledge because it is the underlying system of language being taught (Andrews, 2001). Andrews (2007) explains two dimensions of language awareness of teachers: declarative and procedural. The declarative dimension focuses on the knowledge of language possessed by the language teacher. In contrast, the procedural dimension focuses on the language teacher's reflection on their knowledge of the language; their students' knowledge; and the relationship between language and knowledge possessed by the teacher's pedagogical practice. The declarative dimension of language awareness focuses on what the teacher "should know", including strategic competence, language competence, and subject-matter knowledge (Gök & Rajala, 2017). While the procedural dimension of language awareness focuses on what the teacher "should do", since this dimension is related to "knowledge in action" (Gök & Rajala, 2017).

Breidbach et al. (2011) divide language awareness into three dimensions: linguistic-systematic, cultural-political, and social-educational. In particular, in the social-educational dimension, language awareness focuses on the beliefs of teachers and learners, as well as their perspectives, and attitudes towards language and language learning (Breidbach et al., 2011). According to James and Garrett (1992), language awareness is an essential aspect of language learning, starting from the language awareness of teachers.

One of the previous studies regarding the language awareness of EFL teachers towards WE was conducted by Ates et al. (2015). The results showed that prospective English teachers must be aware of WE and communicate with WE speakers. He further explained that educational institutions must appreciate and validate the diversity of linguistics used by teachers and students. Another study on teachers' awareness towards WE was conducted by Sadeghpour and Sharifian (2017) towards 27 teachers from 10 countries in the Asia Pacific: China, Brazil, Thailand, Colombia, India, Vietnam, and South Korea, Japan, Taiwan, and Saudi Arabia. The results showed that teachers were aware of the use of English internationally which impacted the development of WE. However, the research also found that even though

teachers were aware of WE, they still questioned the legitimacy of these English variations.

## METHOD

### Research Design

This research was conducted using a mixed-method approach: the quantitative model as the primary data using correlational study. This was then confirmed by qualitative data using interview-based study. The aim of this approach was to obtain relatively large amounts of data quickly through a questionnaire and accommodate direct and in-depth engagement with respondents (Dörnyei, 2007), thus producing retrospective prompts for respondents to explain their answers in the survey (Creswell, 2003).

### Participants

Subjects in this study were pre-service English teachers at two private universities and one state university in Jakarta and Tangerang, Indonesia, also known as Alpha University, Bravo University, and Charlie University. The criterion for pre-service English teachers was students to have teaching experience after their teaching internship. For the questionnaire data collection, the number of research subjects was 62 Indonesian pre-service English teachers. Furthermore, there were 9 interviewees. The selection of the respondents for the interviews was based on purposive sampling. This was only conducted on subject representatives who meet the specified criteria (Dörnyei, 2007). The criteria for selecting respondents were based on the total score of respondents' answers to all the questionnaire items (the questionnaire used a scale of 1-5). The total score obtained was then grouped with three criteria: the highest, lowest, and middle scores. From each university, 3 people were selected according to these criteria, so that a total of 9 people were interviewed.

### Assessments and Measures

The development of the questionnaire instrument was based on the theory of language attitude and language awareness, then derivated to be indicators. For language attitude variables, the following indicators were used: cognitive, affective, and behavioral (Ianos, 2014; Ladegaard, 2000; McKenzie, 2010). Meanwhile, the variable language awareness indicators used were language proficiency and subject-matter knowledge, metacognitive nature, and awareness of students' perspectives (Andrews, 2003). The researcher made 5 statement items for each indicator so that, in total, there were 15 items for each variable.

The questionnaire was piloted first to ensure that the instrument has passed the classical assumption test requirements: homogeneity, normality, validity, and reliability tests.

**Table 1**  
*Participant Profiles*

	Criteria	Alpha University		Bravo University		Charlie University	
		N	%	N	%	N	%
Sex	Male	0	0%	4	19.05%	4	14.29%
	Female	13	100%	17	80.95%	24	85.71%
Age	20	0	0%	0	0%	0	0%
	21	6	46.15%	18	85.72%	17	60.71%
	22	7	53.85%	1	4.76%	11	39.29%
	23	0	0%	0	0%	0	0%
	>23	0	0%	2	9.52%	0	0%
Grade level of teaching experience	Kindergarten	0	0%	0	0%	0	0%
	Elementary	3	23.08%	4	19.05%	2	7.14%
	Junior High School	3	23.08%	10	47.62%	22	78.57%
	Senior High School	7	53.85%	7	33.33%	1	3.57%
	Vocational High School	0	0%	0	0%	3	10.72%

**Table 2**  
*Interviewee Profiles*

Pseudonyms	University	Age	Sex	Grade Level of teaching experience
Sara	Alpha University	21	Female	High School
Gea	Alpha University	22	Female	High School
Sandra	Alpha University	21	Female	High School
Sela	Bravo University	21	Female	Junior High School
Anggrek	Bravo University	21	Female	Junior High School
Kara	Bravo University	21	Female	High School
Hana	Charlie University	22	Female	Junior High School
Anggun	Charlie University	21	Female	Junior High School
Irma	Charlie University	21	Female	Junior High School

Respondents in the instrument pilot test were different people from the 62 respondents to analyze research results. Still, they came from the same study program and universities, so that the instrument trial represented the original research participants with the same background.

Based on the homogeneity test results, it can be concluded that the research data was homogeneous, since the significance result was 0.882, which was higher than 0.05. Based on the normality test results, it can be concluded that the distribution of answers for the variable language attitude and language awareness was normally distributed because the significance results were 0.259 and 0.147, which were higher than 0.05. Thirdly, the research instrument went through a validity test which is declared valid. if it can meas-

ure the objective precisely. This is indicated by the statistical value of  $r_{count}$  higher than  $r_{table}$  with an alpha of 0.05 (Larson-Hall, 2010). The number of samples for the validity test was 30. The validity test was compared with the value of  $r_{table}$  df-2, namely  $r_{table}$  28, with a value of 0.361. The result showed that this research used 9 items of language attitude and 10 items of language awareness variable. Lastly, based on Cronbach's Alpha reliability test, it was found that the reliability level of the variable language attitude instrument obtained was 0.735, while for the variable language awareness instrument, the reliability level was 0.811. Based on the criteria for the reliability test results, a value > 0.7 means good reliability (Kline, 1993).

## Data Collection

The data in this study was taken from primary sources, namely direct research objects, through questionnaires and interviews. The questionnaire is intended to provide a list of statements to gather participants' personal data, experience, knowledge of attitudes, or opinions (Dörnyei, 2007). Meanwhile, the interview was intended to directly study the respondent's phenomenon through regular conversation (Dörnyei, 2007). The questionnaire was distributed online via google form from March 10-24, 2021. Meanwhile, the interview was conducted individually using the semi-structured model on March 29-April 4, 2021, through the zoom platform.

## Ethical Statement

In carrying out this research, a written permit was obtained from the Dean of each university Faculty. In addition, researchers also obtained informed consent from individual respondents for their willingness to be involved in research voluntarily. The respondents obtained sufficient and clear information regarding the purpose of data collection, namely for research and publication. The researcher guaranteed the confidentiality of respondent data where both individual and institutional names are replaced with pseudonyms.

## Data Analysis

After the data from the questionnaire was obtained, it was analyzed descriptively and inferentially. Descriptive data analysis was carried out to see the frequency of distribution of answers and the average answer. The inferential data

analysis was conducted using the Pearson product-moment correlation test with SPSS 25 software.

After the questionnaire data analysis results were obtained, it was continued with data collection by interview. After the interview data was obtained, the recorded data was turned into transcripts. The transcript data obtained was then analyzed through three steps following Strauss and Corbin (1990): (1) data coding; (2) data grouping; and (3) classifying the data based on the conceptual framework following the indicator of language attitude and language awareness. The data coding was intended to find themes related to language attitude and language awareness. The coding was done by using Nvivo software.

## RESULTS

### Correlation Based Study

#### Descriptive Statistics

Descriptive statistics in this study focused on the distribution of answers to the questionnaire. The intention was to show the tendency of respondents' answers with regard to the statement items distributed. Details of the distribution of respondents' answers are presented in Tables 3 and 4.

Table 3 shows the distribution of respondents' answers with regard to the language attitude variable. All items are presented in a positive attitude except for item 7, which is reverse coded. Overall, data obtained from the respondents

**Table 3**  
*Distribution of Language Attitude Answers*

No Item	Statement	Answer Distribution (%)					TOTAL
		SD	D	N	A	SA	
AT1	A person's English accent can vary depending on their language background.	0	0	1.61	17.74	80.65	100%
AT2	WE is not bound by the rules and norms of standard English by native speakers.	4.84	4.84	30.64	32.26	27.42	100%
AT3	Improper grammar in speaking is not a mistake in speaking English.	9.68	16.13	29.03	30.64	14.52	100%
AT4	I am happy when hearing someone speak English with multiple accents.	0	8.06	11.29	27.42	53.23	100%
AT5	I like hearing various English pronunciations.	0	8.06	9.68	24.19	58.07	100%
AT6	I like the English style of people who are different from me.	0	1.61	16.13	30.65	51.61	100%
AT7	It annoys me when I hear people speaking English with a certain accent. (reverse coded)	38.71	33.87	14.52	11.29	1.61	100%
AT8	I am willing to learn the different accent variations in English.	1.61	0	20.97	20.97	56.45	100%
AT9	I like to observe English variations outside of native speakers.	1.61	9.68	8.06	46.78	33.87	100%

Abbreviations: SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree

tended to agree on items AT2, AT3, and AT9, and the rest showed a tendency to agree strongly.

Table 4 shows the distribution of respondents' answers with regard to the language awareness variable. The distribution of respondents' answers indicates variations in the answer tendencies of the statement items. In items AW2, AW5, and AW7, respondents have a neutral tendency or tend to be hesitant. While the items AW1, AW3, AW4, AW6 and AW10 respondents agreed to the items given. Specifically, on item AW8, the proportion of respondents' answers are balanced for neutral, agree, and strongly agree.

### Inferential Statistics

Correlation calculations are performed in inferential statistics. Correlation calculations were carried out using the Pearson model with the help of SPSS software. The results of the correlation test are presented in Table 5.

According to the statistical correlation test results between language attitude and language awareness of pre-service English teachers against WE, the result was 0.355\*\*. This suggests a relationship between the two. This result means that there was a positive relationship between the language attitudes of pre-service English teachers towards WE and their language awareness. This was established from the correlation value obtained which was positive at 0.355.

**Table 4**

*Distribution of Language Awareness Answers*

No Item	Statement	Answer Distribution (%)					TOTAL
		SD	D	N	A	SA	
AW1	I understand the linguistic background of WE.	8.06	20.97	27.42	37.1	6.45	100%
AW2	I am capable of teaching WE to my students.	8.06	27.42	32.26	22.58	9.68	100%
AW3	I can answer questions given by students related to the WE learning topic that I teach.	4.84	16.13	33.87	38.71	6.45	100%
AW4	I am aware of the extent of my knowledge about WE.	6.45	3.23	24.19	33.87	32.26	100%
AW5	I am aware of the extent of my ability to teach WE in the classroom.	4.84	9.68	30.64	25.81	29.03	100%
AW6	I am aware of how well my background knowledge of WE is.	3.23	8.06	19.36	35.48	33.87	100%
AW7	I am aware of the extent of my ability to accommodate WE in my teaching planning.	3.23	8.06	32.26	25.81	30.64	100%
AW8	I understand the learning needs of my students towards the variety of English.	0	3.22	32.26	32.26	32.26	100%
AW9	I teach variations of English in my class according to the needs of the students.	6.45	11.29	24.19	27.42	30.65	100%
AW10	I understand the knowledge of the students I teach about WE.	6.45	9.68	30.64	37.1	16.13	100%

*Note: Abbreviations: SD, strongly disagree; D, disagree; N, neutral; A, agree; SA, strongly agree*

The relationship between language attitude and language awareness was weak because the correlation values is less than 0.4. Based on the correlational test results obtained, this study answers the proposed hypothesis presented in Table 6.

According to the results of hypothesis testing presented in table 4.4, this study rejects the null hypothesis and accepts the alternative hypothesis. This is because the correlation test results showed a value greater than 0 ( $r > 0$ ). In addition, based on the significance value obtained, which was 0.01, the result of this study was declared significant or representative for the population studied.

### Interview-Based Study

After the correlation test was obtained, interviews were conducted to confirm the results of the study. Based on the interview data, there are important themes related to language attitude and language awareness of WE from the perspective of pre-service English teachers. Several excerpts are presented to support these themes (see the appendix).

### The Coding Results of the Language Attitude Themes

The results of coding on the language attitude towards WE produced several essential themes. In cognitive language attitude indicators, the respondents conveyed more pos-

**Table 5**  
*Pearson Correlation Result*

		Correlations	
		Language Attitude	Language Awareness
Language Attitude	Pearson Correlation	1	.355**
	Sig. (2-tailed)		.005
	N	62	62
Language Awareness	Pearson Correlation	.355**	1
	Sig. (2-tailed)	.005	
	N	62	62

Note: Correlation is significant at the 0.01 level (2-tailed).

**Table 6**  
*Hypothesis Testing*

Descriptive hypothesis	Statistic hypothesis	Correlation	P-Value	Decision
H <sub>0</sub> : There is no any relationship between pre-service English teachers' language attitude and language awareness towards WE	r = 0	.355**	0.01 (2-tailed)	Rejected
H <sub>1</sub> : There is relationship between pre-service English teachers' language attitude and language awareness towards WE	r ≠ 0	.355**	0.01 (2-tailed)	Accepted

Note: Correlation is significant at the 0.01 level (2-tailed).

itive rather than negative attitudes. This positive attitude was expressed in various explanations for respondents' understanding of several themes. The presence of WE was aimed at communication function, WE as an international language, English as the language of profession, linguistic background of WE, and variety of English. However, there was a theme of negative attitude on cognitive indicators, namely ownership of language. The respondents explained their understanding that English belongs to specific groups of countries (see Excerpt 1).

In the affective indicator, most respondents also showed a positive attitude by expressing feelings that the respondents had towards WE. The respondents explained that WE was unique and interesting to learn. Respondents also mentioned that when they found other various variations of English, they felt happy and received satisfaction. However, other respondents had a negative attitude towards WE, since they believe WE to be complicated (see Excerpts 2 and 3).

Finally, most of the respondents showed a positive attitude with regard to the behavioral indicator language. This can be explained by willingness to clarify, observe, and try to understand when they heard various variations in English. In addition, respondents were keen to learn WE through music and videos, travel abroad, and communicate with foreigners. However, some respondents had a negative attitude

which could be explained by questioning, gossiping, and correcting behavior when they heard the variations in WE they encountered (see Excerpts 4 and 5). The elaboration of each theme is discussed in the discussion section.

**The Coding Results of the Language Awareness Themes**

The results of coding on language awareness towards WE produced several essential themes. With regard to language awareness indicators of language proficiency and subject-matter knowledge, some respondents showed a high awareness in the linguistic aspects of the background of WE and an understanding of the origin of the WE and the speakers. The respondents explained that they were aware of the basis of WE. However, some respondents showed a low awareness of WE in the linguistic aspect of the background of WE and a lacked understanding of WE (see Excerpt 6).

In the metacognitive indicator of the nature of teachers' knowledge and teaching implication, they adhered to the basic knowledge of WE and were interested in WE. Therefore, they are optimistic about being able to teach WE. However, some respondents had a low awareness of the metacognitive indicators of the nature of teachers' knowledge and teaching implication in the aspects of lack of exploration of WE. They were less proficient in teaching WE, lacked knowl-



edge about WE, and were not confident in teaching WE (see Excerpts 7 and 8).

Some respondents showed a high awareness in the third indicator of language awareness, namely knowledge or awareness of students' needs. They saw that WE is important for students, since WE is part of rapid change, language for study, global era, and dynamic language. The respondents then indicated that students need to have basic knowledge of WE, so that teachers need to observe students' understanding of WE and provide integrative learning to accommodate WE. However, some respondents had a low knowledge or awareness of students' needs because WE is not too important for students. In addition, some respondents believed that the need (or not) for students to learn WE depended on the student's school/grade level. The respondents also stated that they did not accommodate WE because they followed the school requirements (see Excerpts 9 and 10).

## DISCUSSION

### The Weak Relationship between Pre-Service English Teachers' Language Attitude and Language Awareness towards WE

According to the quantitative results in this study, it can be concluded that there is a relationship between pre-service English teachers' language attitudes towards WE and their language awareness. This result is obtained from the correlation test results of 0.355 with a significance level of 0.01. There is a weak relationship between pre-service English teachers' language attitudes towards WE and their language awareness. The result of this study is a pioneer in studying the relationship between the two variables, namely language attitude and language awareness towards WE. Before the authors completed this research report, no previous research had been found that examined the relationship between these two variables to WE. On the other hand, another study examined the relationship between language attitude and language awareness towards other language objects, namely Netherlandic and Belgian Dutch (de Louw, 2013). Therefore, this research is considered to have novelty value and originality in terms of the research results.

The weak relationship between language attitude and language awareness of pre-service English teachers with regard to WE is reflected in the distribution of respondents' answers to the research questionnaire between language attitude and language awareness. On the language attitude questionnaire, respondents tended to show a positive attitude towards each item: with an average of 29.39% of respondents agree, and 46.06% strongly agree with the language attitude items. Meanwhile, on the language awareness questionnaire, respondents tended to be hesitant, as

shown from the questionnaire results on average, namely 28.71% of respondents were undecided about language awareness items. Therefore, the result of the correlation test shows a weak relationship.

### *Positive Language Attitude of but Moderate Language Awareness of Pre-Service English Teachers towards WE*

In their answers to the language attitude statement items, respondents tend to have a positive attitude towards WE. Respondents cognitively understand that variations in English are formed from the influence of their (local) language background including the results of colonialism in the past (excerpt 1 and 6). The term WE is accepted as a result of the pluralism of the English language which continued to change due to the expansion of British colonialism (Schneider, 2018). This result is in line with Widdowson's (1994) view that post-colonial English will change and be localized to fit in with the local language context of each country and may differ from native English norms.

Respondents also understand that variations in English result in different accents and pronunciations. This result is supported by Selinker (1972) explanation that English pronunciation as L2 is strongly influenced by the assimilation of L2 and L1 loan words. A person will form a language system based on the stages of learning, including the transfer system. In the long run, when an adult studies English, that person could have entered the language fossilization stage so that L1 significantly affects the target language (Noobutra, 2019).

The respondents understand that WE results in different accents and different English writings. This view aligns with Choomthong and Manowong (2020) who explain that using English in various countries leads to different accents. Most of the respondents emphasize that even though it is different, it is still the same English. One respondent even said that he was happy to know the difference in pronunciation from various English languages (excerpt 2). This result aligns with the findings of a study conducted by Sung (2015), in which students appreciate the different accent variations of English from listening activities in learning. Sung (2015) further explained that the appreciation by students of the variations in English accents is due to the understanding that students have about the sociolinguistics reality of English today.

Although the research respondents cognitively explain their understanding of WE and its background, when respondents assess their awareness of the background of WE, there were varied answers and they tend to be doubtful. With regard to item AW1, the respondents agreed that they understand the linguistic background of WE. The respondents indicated that they had an awareness of the knowledge of WE. However, the number of respondents who are doubtful about their understanding of the linguistic background of

WE is in the second place, while respondents who disagreed are in the third place. Quite a few respondents do not quite understand the linguistic background of WE. Respondents' understanding of the linguistic background of WE is essential since language awareness emphasizes the importance of the relationship between the subject-matter knowledge of the teacher and its implementation (Bilgin, 2017). When confirmed through interviews, respondents explain that they had not been too exposed to WE so that their knowledge was still limited.

Respondents' doubts regarding the linguistic background of WE become more apparent when it comes to teaching practice. The respondents expressed concerns about the ability to teach WE to students, as presented in item AW2. Even when compared, the number of respondents who disagree and strongly disagree is more than those who agree and strongly agree. This result is in line with Bilgin's (2017) view that language awareness does not stop only at the subject-matter knowledge stage, but also how knowledge is conveyed to students in learning. Therefore, when respondents do not understand the linguistic background of WE on item AW1, it results in their inability to teach in the classroom, as in item AW2.

Variations in the respondents' answers about their understanding of WE and their knowledge self-assessment are a form of metacognitive awareness. Metacognitive is the ability to be aware of mental processes (Rahimi & Katal, 2012) or knowledge of one's thinking to produce better understanding (Mahdavi & JafarZade, 2014). With regard to item AW4, the respondents agree and strongly agree that they are aware of the extent of their knowledge about WE. Then, with regard to item AW5, they realize the extent of their ability to teach WE in the classroom. Most respondents agree and strongly agree. Furthermore, on item AW6, they realize how well their background knowledge of WE is.

Behaviorally, the respondents show a positive attitude shown from the answers to AT8 and AT9. Respondents state that they are willing to learn different accent variations in English and like to observe variations in English outside native speakers. It is in line with the findings in research conducted by Rajprasit and Marlina (2019) on the understanding of Thai students that accents in language are formed naturally by each person, if they are willing to learn variations of different accent in English. The methods of learning suggested by respondents varies. One is to travel abroad to gain exposure to foreigners. However, the most popular learning methods are through movies and music (excerpt 4). Learning method in English with movies is also researched and considered effective for building language skills and building cultural awareness (Albiladi et al., 2018). Brown (1995) also explained that watching movies using WE will help recognize various English variations.

Although most respondents show a positive attitude to learn WE, two respondents demonstrated negative behavioral attitudes. These two respondents chose to question and correct their colleagues, if they have different pronunciations (see Excerpt 7). One respondent also stated that she sometimes gossips about foreigners' English which she thinks is different and unclear (see Excerpt 5). This result aligns with Choomthong and Manowong (2020) research which found that participants prefer inner circle pronunciation, since they often face difficulties understanding the meaning of pronunciation of outer-circle countries. This condition illustrates the existence of linguistic imperialism where there is a view of superiority to English. The form of linguistic imperialism of some respondents is ideological in stigmatizing other people's English (Phillipson, 2013).

### **The Implication of Indonesian Pre-Service English Teachers' Language Attitude and Language Awareness towards WE in their Teaching Practice**

According to the questionnaire and interview results, it was established that two respondents believed they would be able to teach WE to their students (see Excerpt 7). However, they emphasized that they still needed to learn more about WE. Apart from the two respondents who believe in their ability to teach WE to students, some respondents lack confidence in teaching WE. Respondents feel they do not have sufficient knowledge about WE (see Excerpt 8). This has an impact on low self-confidence in teaching WE topics to students. The low level of the respondents' confidence in this ability is a cognitive-behavioral process, where self-assessment impacts behavior in carrying out tasks, jobs, or challenges at work (Bandura, 1977).

With regard to language awareness of pre-service English teachers in the aspect of knowledge and awareness of students' need about WE, on item AW8, most respondents agree and strongly agree that they understand the learning needs of students to be taught variations in English. Understanding student learning needs will help teachers prepare for effective learning (Bilgin, 2017). Even though the number of respondents who agree, strongly agree, and are neutral is the same, in total, more respondents think that they understand the learning needs of students towards WE. From the respondents' answers to this item, it can be concluded that the respondents are active in obtaining information on the learning needs of their students related to WE.

Some respondents also viewed English as the language for work, as well as education. This view is in line with the research findings by Ting et al. (2017). They found that employers consider the importance of English language skills, especially marketing, mainly if the company is globally ori-

ented. Therefore, they believe it vital for students to study WE, since it is related to students ability to work in international companies or abroad. Respondents also see the possibility of students continuing their studies abroad. Respondents' view of the importance of WE for the students is in line with the explanation of Haberland and Mortensen (2012) that globalization has had an impact on increasing the globality of English as a reason for the great use of English in education and educational policies, including where English is the medium of instruction. In addition, respondents understand that by studying WE, students will be able to learn to appreciate the cultures, identities and variations of English in other countries when they continue to study or work abroad. This is in line with the view of Rajprasis (2021) who explains that the impact of implementing WE in learning includes increasing respect for cultural diversity and foreign identities, as well as fostering students' open mindedness towards international perspectives.

In implementing teaching practices, respondents tend to follow school regulations. If the school uses the national curriculum, the material taught will follow the guidelines of the government textbook and curriculum. If it is a private school, it will follow the type of curriculum and the selection of English determined by the school, whether American or British or other (see Excerpt 10). This respondent's opinion is in line with Brown (1995) that one of the challenges for teachers not to teach WE is that the curriculum determined by the school has pressurized teachers. A study by Harsanti and Manara (2021) also found that English teachers in one school in Indonesia prefer to use American English textbooks as the main reference in teaching rather than local books. Hence, WE is not a top priority.

Respondents tend to view that WE can be taught as a supplementary subject rather than a specific material. The respondents explain that they would teach WE topics in an integrated manner by inserting WE in the main subject matter (see Excerpt 10). This respondent's view is in line with the findings of Arrieta's (2017) study that teachers only provide WE exposure to students occasionally by showing several different dialects of English. Even though the respondents showed a positive affection for the variations in WE accent and pronunciation, some respondents still stated their preference for inner-circle English. That is, respondents appeared to put the inner-circle English as the main reference.

The present study has several limitations in its implementation. First, this research was conducted during the Covid-19 pandemic, so that data collection was conducted online using a convenient sampling technique. As a result, researchers could not meet respondents directly and could not reach the entire population. Therefore, this study had to rely on a sample. Another limitation is that this study involved English language education students from three different universities with different students, so the proportion of research respondents was different. For further research, it is recom-

mended that researchers use proportional samples to provide more comprehensive results.

## CONCLUSION

According to the results and discussion of this study, it can be concluded that there is a weak relationship between Indonesian language attitude and language awareness of pre-service English teachers towards WE. Respondents explain that WE is a variation of English which manifests itself in various accents, dialects, pronunciation, and writing. Respondents also understand that variations in English are formed due to the influence of the linguistic background related to L1. Respondents also show a positive attitude in an affective manner reflected in the feelings conveyed that they feel happy with WE and see WE as a unique and interesting topic. Behaviorally, respondents desire to learn more about WE through the internet, music, and movies.

Regarding language awareness, it was found that respondents have a moderate level of awareness. Some respondents indicated agreement, and some showed doubts about indicators of language awareness. Some respondents consider that they understand the linguistic background of WE and subject-matter knowledge of WE, but some are hesitant. Some respondents show a high level of metacognitive awareness, but some are low. However, with regard to the awareness of the learning needs of students related to WE, the respondents stated that they understand them.

Regarding the impact in the teaching practice, respondents admitted that they lacked confidence in teaching WE due to a lack of knowledge of WE. However, they were aware that WE needs to be taught to students, since they might continue studying abroad and work abroad, related to WE. However, the respondents reveal that they tend not to teach WE as the main topic in learning but only as supplementary material, since WE is not listed in the school curriculum. However, if the lesson's topic is related to WE, they will integrate WE in a topic to be taught to students. Based on their experience during teaching practices, the learning materials are based on the curriculum and textbooks determined by school administrators, which usually refers to American English.

Learning from the research conducted in Indonesia, this study has the potential to contribute to the implementation of English education in other countries categorized as "outer circle" or "expanding circle" where English is not the first language but a second or foreign language. The pre-service teachers who participated in this research acknowledged that students are increasingly exposed to globalization, providing them with opportunities to experience intercultural communication. Since students have a wide variety of opportunities to study and work abroad, multicultural communication skills and respect for the language and culture of the destination country are necessary. Unfortunately, the

pre-service teachers in this research lacked sufficient exposure to World Englishes (WE), resulting in a lack of understanding and confidence in teaching it. Therefore, faculties where prospective English teachers study must provide sufficient exposure to WE and ways of teaching it, in order to equip them with formal knowledge. Additionally, school policies and curriculum limit teachers from teaching WE, resulting in low student awareness of it. Hence, policy-makers should assess the potential for the growth of various types of English and promote the concept of multilingualism and self-identity that embraces diverse cultures in the context of globalization.

None declared.

## AUTHORS' CONTRIBUTION

**HG Retno Harsanti:** Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Project administration, Resources, Software, Validation, Writing – original draft, Writing – review & editing.

**Yassir Nasanius:** Conceptualization, Supervision, Data curation, Formal analysis, Investigation, Methodology, Resources, Validation, Writing – original draft, Writing – review & editing.

## DECLARATION OF COMPETING INTEREST

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## APPENDIX

### Excerpt 1

... WE is ... if I'm not mistaken ... there are three parts, isn't it? There is Malaysia, they use English too, but they can't be said to be native English because that's not their first language, but maybe they are also former colonies of English, so perhaps they are in layer 2, isn't it?. [Sela – translated]

### Excerpt 2

It must be fun when we meet different people then we realize oh that English. Specifically, English is unique. So, it's not the same way for people to pronounce 1 word. [Sela – translated]

### Excerpt 3

It is complicated. Because my language is Indonesian and I'm at the age of no longer good at developing language. So, firstly it is because the language here is Indonesian. Next is that learning a foreign language is difficult and when we know there are many kinds of English, it's complicated because sometimes we don't know the meaning. Then sometimes we cannot hear the words, because they are mispronounced. [Sara – translated]

### Excerpt 4

I can [Studying] British on Instagram, like from BBC English. And also from the Harry Potter movie and from Taiwan clips. So it will show how very different they pronounce the English..... Probably I will explore more about WE. Because usually I was just exposed by American and British. So I will learn from the Japanese how they speak. Probably from a *vlog*. [Hana – translated]

### Excerpt 5

[*gossiping*] Only between us. My friend will ask me, "what is he talking about? I can't hear him ". Because probably I listen to what the foreigner is talking about. [Sandra – translated]

### Excerpt 6

From what I remember, it's also because of the history of the place itself, like Nepal, India or Cambodia they have English. Still, it can be said that maybe it's not as perfect as in America or the English we learn today because that's the impact of colonialism. It is also because of the economy between countries. They absorb the words and use them, but they don't learn it like we learn English but are using it for their daily lives. [Kara – translated]

### Excerpt 7

I am optimistic enough, so I rate myself as 7-8 [out of 10]. It is because I like something related to culture. So, if I learn more, I think it will be easier because I already have an interest in that field [WE]. So, I am optimistic that I can teach it to my students. [Kara – translated]

### Excerpt 8

As for my current ability, I'm not confident in teaching it [WE]. Probably [my ability is rated as] 15 percent. If I have to teach WE, I will probably increase my intention to learn and try to get more exposure to teach it. [Anggun – translated]

### Excerpt 9

I think it is necessary [to teach WE]. Because who knows in the future they will meet a lot of people in overseas schools. They will meet many people and have to speak English, because commonly English is the language for around the world. For example, if they go to Japan or Australia, they have to talk in English. And they also have to learn their local language. Even though they speak English, they have to get close to society to become the same as the local people and not be strange. [Sandra – translated]

*Excerpt 10*

We cannot make WE as teaching material to our students. Because we have to follow KI and KD (core and basic competencies set by the Ministry of Education and Culture), which we follow from the curriculum. [Kara - translated]