



INDONESIAN PRE-SERVICE ENGLISH TEACHERS' ATTITUDES TOWARDS THE USE OF WORLD ENGLISHES IN INTERNATIONAL ENGLISH PROFICIENCY TESTS: A SMALL-SCALE SURVEY

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abstract

A considerable number of English language users come from expanding-circle countries, yet international English proficiency tests like TOEFL and IELTS tend to model inner-circle varieties like British, North American, and Australian, implying that inner-circle varieties are more preferable. This quantitative study investigated the attitudes of Indonesian student teachers of English towards the use of World Englishes (WE) in international English proficiency tests like TOEFL and IELTS. 86 student teachers from the same cohort at a private university in Indonesia were involved. The data were collected using an 18-item questionnaire adopted from Monfared (2020) and were then analyzed statistically using SPSS. The results of this study indicated that the participants generally acknowledged the idea of the use of World Englishes in international English proficiency tests, but they tended to disapprove deviations from standard English grammar and vocabulary. The implications of this study are also discussed.

INTRODUCTION

As a global language, English is used and recognized by many countries around the world (Crystal, 2003). It is used for interactions and transactions when two different countries with two different languages interact. According to Kachru (1985) in his representation on the spread of English in three concentric circles, the inner circle only has five countries while the outer and expanding circles have more countries. The widespread use of English in the outer and the expanding circles created the variation of English due to the contact with mother tongues used in these areas, and the outcome of such contact is called World Englishes (WE) (Kachru, 1991). WE refers to the use of English in various pluralistic contexts (Kachru, 1977). WE is in the ownership of anybody but it is nobody's mother tongue (Rajagopalan, 2004). Therefore, WE respects and welcomes the differences in pronunciation, grammar, and vocabulary (Rezaei, Khosravizadeh & Mottaghi, 2018). Even, Kirkpatrick (2010) has argued that there is no such thing as 'pure' English because all varieties have been created by contact with other languages.

With the abovementioned condition, there are more WE speakers than the speakers of inner circle varieties, not to mention that there are immigrants from the outer and expanding circles residing in the inner circle countries, increasing the contact between English and other

languages. However, despite the higher number of non-native English speakers around the world, international English proficiency tests, such as TOEFL and IELTS, use inner circle English varieties in their test materials. Up until now, the only acceptable varieties in international English proficiency tests are the native English speakers' despite the fact that non-native varieties exist (Davies, Hamp-Lyons, and Kemp, 2003).

The prominence of inner-circle varieties in international English proficiency tests is somewhat relatable with the way teachers teach English particularly in expanding-circle countries. Mukminatien (2012) argued that English teaching and learning in Indonesia tends to focus on achieving native speakers' proficiency. Tests like TOEFL and IELTS do not accurately reflect the majority of international proficiency test-takers (Davies, Hamp-Lyons, and Kemp, 2003), but there is a tendency that such tests still become the standard that someone needs to pass for academic or professional purposes. Many universities in Indonesia require their students to pass an English proficiency test before they graduate. Although a few universities have devised their own English proficiency tests, TOEFL is still the most dominantly used test.

In these past years, there is a growing awareness of the existence of WE. Fransisca and Subekti (2022) pointed out that a number of English teachers were already aware of WE, and thus they often used videos that contain various accents of English as their teaching materials. Suroso (2022) indicated that awareness of WE among a Indonesian private university English lecturers was high, as shown by the fact that most lecturers no longer believed that good proficiency was not indicated by speaking like native speakers. In addition, more English teachers perceive that Non-Native English-Speaking teachers (NNEST) are as competent as or even more competent than Native English-Speaking Teachers (NEST) in terms of teaching English (Silalahi, 2021).

However, little is known about the attitude towards WE in international English proficiency tests. Hamid (2014) has pointed out test-takers' rejection against the idea of including WE in international English proficiency tests despite their positive attitude towards WE in general, but the study was conducted in an Australian university in which English became the first language. In the context of outer and expanding circles, Monfared (2020) indicated the similar results: the participating teachers supported WE in daily use but not in international English proficiency tests for the sake of equality, test fairness, and the need for a 'standard' English. To extend the existing literature on the attitudes towards WE in international English proficiency tests, the present study attempted at answering the following question: What are Indonesian pre-service English teachers' attitudes towards the use of World Englishes in international English proficiency tests?

Pre-service English teachers were selected as the participants in this study because identifying their attitudes towards WE in international proficiency tests might be a starting point to systematically instill WE in English teacher education curriculum and rethink the reliance to tests like TOEFL and IELTS as the sole indicators of English proficiency. English language teaching in ASEAN is supposed to be directed to help with other multilinguals in the regions who also learn English as an additional language (Kirkpatrick, 2012), and thus it is necessary for teacher education programs in universities to rethink how English language teaching and learning should be approached.

METHOD

The present study attempted to identify pre-service English teachers' attitudes towards the use of WE in international English proficiency tests. A quantitative method by the means of a survey was conducted to accomplish the abovementioned objective.

Questionnaire is used by the previous researchers in collecting the data of respondents' attitudes towards something. There were 86 participants who expressed their willingness to be involved as respondents in the present study. The participants of the present study are pre-service student teachers in a private Islamic university in Yogyakarta. Yogyakarta is part of Indonesia which means it is an expanding-circle country where WE take a big part in their English. Pre-service student teachers are going to be the raters of English proficiency tests in the future so their perceptions and attitudes are important to be the references for future policy. The participants have various teaching experiments.

The instrument of the present study was taken from Hamid (2014) and Hsu (2016) and modified by Monfared (2020) about participants' view on WE in English proficiency such as TOEFL and IELTS. The questionnaire used likert scale to measure the answer, 1 – strongly disagree; 2 – disagree; 3 – moderately disagree; 4 – moderately agree; 5 – agree; 6 – strongly agree. The questionnaire were translated to Bahasa Indonesia from English. The data collected via questionnaires and open comments that were delivered online using Google Forms. The questionnaires contain participants' general information and 18 questions. The response displayed participants' view on each item using number (1-6). The descriptive qualitative data analysis was used in the present study to summarize the participants' view towards WE in English proficiency test. SPSS was used to assist the data analysis.

Table 1. Indonesian Translation of the Research Instrument

Item no.	Original	Indonesian Translation
1	Examinees do not need to speak like a native speaker in order for me to assign high scores.	<i>Peserta ujian tidak perlu berbicara seperti penutur asli Bahasa Inggris untuk saya beri nilai tinggi.</i>
2	I do not grade down examinees that speak a variety, as long as they express themselves well.	<i>Selama pesannya tersampaikan, saya tidak akan menurunkan nilai peserta ujian yang berbicara menggunakan ragam Bahasa Inggris yang bukan dari penutur asli.</i>
3	The rater is not responsible for examinees' intelligibility.	<i>Penilai tidak bertanggung jawab atas kejelasan isi pesan yang disampaikan oleh peserta ujian.</i>
4	I give high scores to examinees that use expressions as used by the native speakers of English.	<i>Saya memberikan nilai tinggi kepada peserta ujian yang menggunakan ungkapan-ungkapan yang sama dengan yang digunakan oleh penutur asli Bahasa Inggris.</i>

5	Native speakers of English do not best serve as raters of oral English test (e.g. TOEFL, IELTS).	<i>Penutur asli Bahasa Inggris bukanlah penguji tes lisan Bahasa Inggris yang terbaik.</i>
6	Speakers of non-standard varieties (i.e. not British or American English) currently outnumber native speakers of Standard English and their own varieties of English should be highly valued in international tests.	<i>Pengguna ragam Bahasa Inggris non-standard (selain British English atau American English) sekarang ada lebih banyak daripada penutur asli Bahasa Inggris standar, dan ragam Bahasa Inggris mereka seharusnya lebih dihargai di tes Bahasa Inggris internasional.</i>
7	Raters of speaking tests (e.g. TOEFL, IELTS) should develop an awareness of the global appropriacy and local appropriation of English.	<i>Penguji tes lisan (misalnya TOEFL, IELTS) harus memiliki kesadaran terhadap keberterimaan global dan apropriasi lokal dari Bahasa Inggris. (apropriasi adalah penggunaan oleh masyarakat yang bukan penutur asli dengan modifikasi sesuai dengan budaya dan karakteristik masyarakat tersebut)</i>
8	Raters of speaking tests (e.g. TOEFL, IELTS) should have opportunities to be exposed to varieties of English during training.	<i>Penguji tes lisan (misalnya TOEFL, IELTS) harus punya pengalaman berinteraksi dengan berbagai ragam Bahasa Inggris saat pelatihan.</i>
9	Non-native varieties of English should be accepted as equal to native varieties in the tests.	<i>Ragam Bahasa Inggris yang tidak berasal penutur asli seharusnya dianggap setara dengan ragam yang berasal dari penutur asli dalam tes Bahasa Inggris.</i>
10	The tests should include all varieties of English, both native and non-native.	<i>Tes Bahasa Inggris harus menyertakan semua ragam Bahasa Inggris baik yang berasal dari penutur asli maupun bukan.</i>
11	Unless varieties of English are promoted via educational efforts, such as by being codified in the dictionary, they can't obtain legal status and become standard.	<i>Terkecuali ragam-ragam Bahasa Inggris dipromosikan melalui upaya-upaya kependidikan, misalnya dikodifikasi dalam kamus, akan sulit bagi ragam-ragam tersebut untuk memperoleh status legal dan menjadi standar.</i>

12	Language learners should be exposed to different varieties of English so that they can develop a comprehensive understanding of accent varieties of English such as Indian English/Singaporean English in their real-world encounters.	<i>Pembelajar bahasa seharusnya dikenalkan dengan berbagai ragam Bahasa Inggris yang berbeda agar mereka dapat memiliki pemahaman yang menyeluruh tentang berbagai ragam aksen Bahasa Inggris seperti Indian English atau Singaporean English saat mereka menemuinya di dunia nyata.</i>
13	Non-native speakers of English can also create new words of English.	<i>Pengguna Bahasa Inggris yang bukan penutur asli juga bisa membuat kosa kata Bahasa Inggris baru.</i>
14	If a test-taker produces this sentence – The children are still playing together, isn't it? – it should be considered acceptable.	<i>Apabila peserta tes membuat kalimat seperti ini - "The children are still playing together, isn't it?" - hal tersebut seharusnya dianggap bisa diterima.</i>
15	If a test-taker produces this sentence – Why you came late? – it should be considered acceptable.	<i>Apabila peserta tes membuat kalimat seperti ini - "Why you came late?" - hal tersebut seharusnya dianggap bisa diterima.</i>
16	If a test-taker produces this sentence – I wish I have a car – it should be considered acceptable.	<i>Apabila peserta tes membuat kalimat seperti ini - "I wish I have a car" - hal tersebut seharusnya dianggap bisa diterima.</i>
17	The boss is outstation – he will be back on Monday. The word 'outstation' is acceptable English in this sentence.	<i>"The boss is outstation - he will be back on Monday." Kata 'outstation' adalah Bahasa Inggris yang dapat diterima dalam kalimat ini.</i>
18	He is only a paper driver – he has got a license but he can't drive. The phrase 'paper driver' is acceptable English in this sentence.	<i>"He is only a paper driver - he has got a license but he can't drive." Frasa 'paper driver' adalah Bahasa Inggris yang dapat diterima di kalimat ini.</i>

Validity is the scope of concept that is being measured in quantitative study (Heale, 2015) In the recent study, the questionnaire is the instrument that will be used to measure the field that becomes the target of the study. The questionnaire will be translated into Bahasa Indonesia to avoid misunderstanding from the participants so the data will be more accurate. The translated questionnaire will be checked by the advisor.

Reliability is the consistency of an instrument (Heale, 2015). An instrument is reliable when

the cronbach alpha's is above 0.81. The recent study adopted Hamid (2014) and Hsu (2016) 's instrument that was modified by Monfared (2020) about participants' view on WE in English proficiency such as TOEFL and IELTS. The questionnaires are reliable as we can see from the cronbach's alpha that shows .854 which is above the required number (0.81).

FINDINGS AND DISCUSSION

There are several parts of the result that are divided into four dimensions. They are attitudes on the use of World Englishes in English Proficiency Test, perception on World Englishes in general, perception on the test raters, attitudes on new words and structures created by non-native speakers in tests. The participants responded to 18 items of attitudes on World Englishes in English Proficiency Test. The participants are from a private university in Sleman with 105 population and 86 returned the responses to the questionnaire.

Table 2. Attitudes on World Englishes in English Proficiency Test

Item Number	Item	Mean	Std. Deviation
8	Raters of speaking tests (e.g. TOEFL, IELTS) should have opportunities to be exposed to varieties of English during training.	4.1	0.8333
2	I do not grade down examinees that speak a variety, as long as they express themselves well.	4.09	0.84738
7	Raters of speaking tests (e.g. TOEFL, IELTS) should develop an awareness of the global appropriacy and local appropriation of English.	3.9	0.8227
1	Examinees do not need to speak like a native speaker in order for me to assign high scores.	3.84	0.84738
4	I give high scores to examinees that use expressions as used by the native speakers of English.	3.8	0.88335
10	The tests should include all varieties of English, both native and non-native.	3.7	0.9925
9	Non-native varieties of English should be accepted as equal to native varieties in the tests.	3.5	1.02286
3	The rater is not responsible for examinees' intelligibility.	3.1	1.1289
6	Speakers of non-standard varieties (i.e. not British or American English) currently outnumber native speakers of Standard English and their own varieties of English should be highly valued in international tests.	3.9	0.9231

12	Language learners should be exposed to different varieties of English so that they can develop a comprehensive understanding of accent varieties of English such as Indian English/Singaporean English in their real-world encounters.	3.9	0.87377
11	Unless varieties of English are promoted via educational efforts, such as by being codified in the dictionary, they can't obtain legal status and become standard.	3.8	0.82836
5	Native speakers of English do not best serve as raters of oral English test (e.g. TOEFL, IELTS).	3.3	1.05842
16	If a test-taker produces this sentence – I wish I have a car – it should be considered acceptable	3.7	1.043
14	If a test-taker produces this sentence – The children are still playing together, isn't it? – it should be considered acceptable	3.4	0.98865
17	The boss is outstation – he will be back on Monday. The word 'outstation' is acceptable English in this sentence.	3.3	0.94645
18	He is only a paper driver – he has got a license but he can't drive. The phrase 'paper driver' is acceptable English in this sentence.	3.3	1.02072
13	Non-native speakers of English can also create new words of English.	3.2	1.24309
15	If a test-taker produces this sentence – Why you came late? – it should be considered acceptable.	3.2	1.02964

There are several things that can be concluded from the findings. The results have two sides to be discussed. The participants are in the middle of the acceptance of WE, there are some parts where the participants accept the WE but there are where they do not. The result of the research found positive acceptance of WE. The participants are accepting the WE and they moderately agree that test raters need to be more exposed with WE use and have positive awareness of WE. The second point is the participants are accepting whatever accents the test takers may use as long as the audience can understand the messages and they can express themselves well. Then, the participants have a good understanding about the widespread use of English beyond inner-circles countries. They understand that the English speakers on the inner circles are outnumbered by the outer and expanding speakers.

Besides the positive acceptance of WE, there are points where the participants are having a low acceptance towards practical use of WE. Even though the participants are accepting non-native English varieties, non-native English speakers are not allowed to produce new words of English. Even the structure of the sentence should be the same as the native speakers English varieties. It means that non-native English speakers should be nativespeakerism grammatically.

This point can be found in the items number 13, 15, and 17. The item number 13 stated that non-native English speakers can create new words, but the participants are moderately not accepting the statement. Then in the items number 15 and 17 there are sentences that have incorrect structure and new English words. The participants were asked if they are accepting those sentences and new words created by non-native English speakers and the results are they moderately disagree to consider them as acceptable English. Then the last finding is that there is nativespeakerism in attitudes towards the rater competence. The participants believe that English native speakers are a better test rater. It is shown in item number five, the statement is "Native speakers of English do not best serve as raters of oral English test (e.g. TOEFL, IELTS)". The participants are moderately not accepting this statement. In their opinion, native English speakers are better test raters.

English has already become the biggest part of the world ecosystem marked with being used all around the world as the global language. In ASEAN, it can be seen from the educational curriculum where English has been one of the core subjects since primary school except in Indonesia (Kirkpatrick, 2015).

The results were proceeded using descriptive statistics and then they were sorted from the highest to the lowest. The highest item is talking about raters of speaking tests (e.g. TOEFL, IELTS) should have opportunities to be exposed to varieties of English during training (4.18) and the lowest is item number three "The rater is not responsible for examinees' intelligibility" with 3.13.

The top five highest score of the result shows that participants have a positive attitude towards the use of World Englishes in international English proficiency tests to some extent. They already understand that English is a global language which means being used by all countries around the world where there are big chances to create a contact between English and the culture of the countries. The participants moderately accepted that the test raters of the international English proficiency test should be exposed to various English varieties. Then, the participants are more prioritizing the intelligibility over the accents that the test takers use.

Meanwhile, the bottom five shows the participants moderately not accepting some points. The use of WE in the international English proficiency test is acceptable but non-native English speakers are not allowed to create new words and use their own sentence structures. It is referred to the items where there are new words and non-native sentences structurally then the participants were asked if they considered it as acceptable English. The result shows that the majority moderately do not accept them as acceptable English. The participants also think that native English speaker is a better oral test rater. This point can slow the progress of EFL learners learning process, even they are not confident with the non-native English speakers' skills. There is a myth that local bilingual teachers can never be as effective as the native English speakers (McKay, 2018). The ideology of 'native-speakerism' forces the English teachers to believe their pseudo identity or false identity so as to be appreciated and accepted by their students (Petric, 2009). 2019).

These findings put the participants in between accepting or not accepting. Even the highest score is 4 and the lowest score is 3 which means they all moderately agree or disagree, there are no points where they really agree or disagree. According to Monfared (2020), Teachers' perceptions on WE depend on the context and kind of WE that is referred to. This might be the reason why participants accept WE in a context of accent and varieties but reject it when it

comes to the grammar and vocabulary. Due to English as a global language, negative perceptions towards WE need to be changed. Having such a closed attitude towards WE or other English varieties is not considered as acceptable because the establishment of English teaching in countries' goals are weakened because of it (Monfared, 2020).

CONCLUSION

This study aims to discover the participating pre-service English teachers' attitudes towards the use of World Englishes in international English proficiency tests. The participants of this study are English students teacher of a private university in Sleman, Yogyakarta with 86 respondents. The questionnaire was used to know the participants' attitudes towards WE. The results of this study showed that the participants are in the middle of accepting and rejecting the use of WE in International English proficiency tests. They accept WE in some context and reject in some context. The results indicated that the participants generally acknowledged the use of World Englishes (accents and varieties) in international English proficiency tests, but they tended to disapprove deviations from standard English grammar and vocabulary. It is concluded from the top five results that stated mostly about WE in general, international English proficiency, and if they are a test rater would you give high scores to WE speakers. Meanwhile, the bottom five discussed what if WE speakers create new words and there are grammarly and structurally incorrect sentences that are produced by non-native English speakers then the participants are asked if it is considered as acceptable English or not. Participants also believed that native speakers are the best oral test raters. This marked that nativespeakerism is still remains in Indonesian student teachers attitudes towards the test raters of oral English tests. Based on the recent study, qualitative research in the topic is needed to gain a better understanding of the participants' underlying beliefs on the use of WE in International English proficiency tests.

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