

Using Global Englishes to Improve Listening Comprehension in Pre- intermediate English Learners

Utilizando los ingleses globales para
mejorar la comprensión auditiva
en estudiantes de inglés de nivel
preintermedio

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Abstract

This qualitative case study examined the impact of listening to Global Englishes on the development of listening comprehension in pre-intermediate English students at Universidad Nacional, Costa Rica. Using questionnaires, focus groups, and observations, the research explored students' perceptions of various English speakers from different nationalities and their overall experience with exposure to diverse global varieties. The findings indicated that students found English spoken by people from the United States, Mexico, and Venezuela easier to understand due to clarity and familiarity, while British, Australian, and Scottish variants presented the greatest challenges, particularly due to pronunciation. Students stated that the listening activities expanded their vocabulary and improved their comprehension skills by providing real-world exposure to English spoken in different regions. The results indicated the need for a shift in language teaching approaches in Costa Rica, emphasizing the inclusion of Global Englishes in curricula to better prepare students for international communication. Further research is recommended to investigate the long-term impact of this approach and its potential benefits in improving aural and oral skills.

Keywords: Listening comprehension, Global Englishes, case study, lingua franca

Resumen

Este estudio de caso cualitativo examinó el impacto de escuchar variedades de inglés global en el desarrollo de la comprensión auditiva en estudiantes de inglés de nivel preintermedio en la Universidad Nacional, Costa Rica. Utilizando cuestionarios, grupos focales y observaciones, la investigación exploró las percepciones de los estudiantes sobre diversos hablantes de inglés de diferentes nacionalidades y su experiencia general con la exposición a variedades globales del idioma inglés. Los resultados indicaron que los estudiantes encontraron más fácil entender el inglés hablado por personas de Estados Unidos, México y Venezuela debido a la claridad y familiaridad, mientras que las variantes británica, australiana y escocesa presentaron mayores desafíos, particularmente por la pronunciación. Los estudiantes señalaron que las actividades de escucha ampliaron su vocabulario y mejoraron sus habilidades de comprensión al proporcionarles una exposición real al inglés hablado en diferentes regiones. Los hallazgos destacaron la necesidad de un cambio en los enfoques de enseñanza del idioma en Costa Rica, enfatizando la inclusión de variedades globales del inglés en los planes de estudio para preparar mejor a los estudiantes para la comunicación internacional. Se recomienda realizar más investigaciones para analizar el impacto a largo plazo de este enfoque y sus posibles beneficios en la mejora de las habilidades auditivas y orales.

Palabras clave: Comprensión auditiva, inglés global, estudio de caso, lengua franca

Resumo

Este estudo de caso qualitativo examinou o impacto da escuta de variedades do inglês global no desenvolvimento da compreensão auditiva em estudantes de inglês de nível pré-intermediário na Universidade Nacional, Costa Rica. Utilizando questionários, grupos focais e observações, a pesquisa explorou as percepções dos estudantes sobre diversos falantes de inglês de diferentes nacionalidades e sua experiência geral com a exposição a variedades globais da língua inglesa.

Os resultados indicaram que os estudantes acharam mais fácil entender o inglês falado por pessoas dos Estados Unidos, México e Venezuela devido à clareza e familiaridade, enquanto as variantes britânica, australiana e escocesa apresentaram maiores desafios, particularmente em relação à pronúncia. Os estudantes destacaram que as atividades de escuta ampliaram seu vocabulário e melhoraram suas habilidades de compreensão ao proporcionar-lhes uma exposição autêntica ao inglês falado em diferentes regiões.

Os achados ressaltaram a necessidade de uma mudança nos enfoques de ensino da língua na Costa Rica, enfatizando a inclusão de variedades globais do inglês nos currículos para preparar melhor os estudantes para a comunicação internacional. Recomenda-se a realização de mais pesquisas para analisar o impacto a longo prazo dessa abordagem e seus possíveis benefícios na melhoria das habilidades auditivas e orais.

Palavras-chave: Compreensão auditiva, inglês global, estudo de caso, língua franca

In today's globalized world, effective and efficient interactions can bridge cultural gaps, enhance understanding, and boost collaboration in various fields from trade and diplomacy to humanitarian endeavors. Likewise, aspects like economic growth and cultural interchange are also ensured when seamless communication is accomplished. As a result, fostering clear communication may ease agreement, collaboration, and mutual respect while benefiting an interconnected global society. However, in many contexts, language remains a challenge to achieving the goal of effective communication. Hence, sharing a common language and fully using and understanding it becomes essential.

Nowadays, English is a global language and plays a major role when it comes to communication around the world. As Kurtuldu and Ozkan (2022) suggested, "English has become the primary source of [...] interactions over time by possessing the status of *lingua franca*" (p. 50). English use goes beyond geographical boundaries, which makes it essential for comprehension and collaboration among speakers from different language backgrounds. Its prevalence in various fields such as science, technology, and business highlights its indispensable role in shaping our modern society. Therefore, embracing English as a universal language is vital for fostering collaboration, innovation, and mutual understanding in our increasingly connected world.

Traditionally, English spoken by native speakers has been a model to follow, leaving behind Englishes spoken in other contexts, which leads to less exposure and acceptance of non-native varieties of English. However, it is fundamental to stress that English should be taught as a means of communication, and "as English communication situations are becoming diverse, English speakers should be able to understand English spoken not only by L1 speakers but also by other L2 speakers in order to communicate" (Lee, 2022, p. 3). Consequently, non-native English varieties, put on view when learning this language, may become a critical factor in the process and also can promote comprehension among English speakers of other languages.

Becoming a proficient English user takes time and effort, especially when it comes to developing listening skills and, as it is widely known, "foreign language listening comprehension is a complex process and crucial in the development of foreign language competence" (Gilakjani & Ahmadi, 2011, p. 784). Therefore, it is important to emphasize listening skills and expose students to different English varieties to improve their listening comprehension abilities. In this article, we observed how learners reacted when listening to Global Englishes and analyzed it as a possible tool to promote listening comprehension in pre-intermediate English students.

Literature Review

This section presents relevant literature concerning Global Englishes and their implications in the teaching and learning the language in the 21st century.

Beyond an EFL language

English as a foreign language (EFL) is a term used to refer to English taught and learned in contexts where English is not the predominant language (Nunan, 2015, p.1). However, the English language has evolved, as have its learners and their reasons for learning. According to Selvi et al. (2023), “built upon the forces of mercantilism, colonialism, cultural and economic globalization, transnational movement, and technological innovations, the global spread of English has resulted in diverse forms, roles, functions, uses, users, and contexts around the world” (p. 01); such expansion of language use has blurred a somewhat clear division and categories given to learners of English (e.g., ESL, EFL). As humans continue to interact more easily without geographical obstacles through technology and social media, a global use of English demands new ways to understand this phenomenon. In fact, diverse ways to conceptualize English and its uses have emerged, “these include World Englishes (WE), English as a Lingua Franca (ELF), and English as an International Language (EIL), which were later grouped under the umbrella term of Global Englishes (GE)” (Selvi et al., 2023, p.02). The following section presents a more detailed account of these conceptualizations.

Important Concepts

Due to the changes in how English has been used and taught, various concepts and views have appeared in different fields. According to Selvi et al. (2023), this is not new and started in the 1980s with the rise of variations of English. First, World Englishes (WE) can be defined as “the study of the linguistic features of different varieties of English, their history, function, background, and sociolinguistic implications” (p. 25), as per English as an International Language (EIL), they defined it as “the study of the implications of the spread of English as a global language, particularly pedagogy” (p. 25). In terms of English as a Lingua Franca (ELF), they conceived it as “the study of the sociolinguistic use, forms, functions and contexts of English as a lingua franca amongst speakers of different first languages, and the sociolinguistic implications of such usage” (p. 26). Another concept that is of importance for this study is that of Global Englishes, which Rose and Galloway (2019) defined as:

an umbrella term to unite the shared endeavours of these interrelated fields of study in sociolinguistics and applied linguistics. We use it to consolidate research in World Englishes, English as a lingua franca and English as an international language while

drawing on scholarship from translanguaging and multilingualism in second language acquisition. Thus, we define Global Englishes as an inclusive paradigm that embraces a broad spectrum of interrelated research that has come before it and emerged alongside it. (p. 6)

Therefore, for this project, we understand Global Englishes (GE from here on) as our main concept. It is a broad perception of English as it is used and taught and involves different fields of study such as Applied Linguistics and Sociolinguistics.

Teaching and Learning Implications

Given that the uses of English around the world have changed, the way this language is taught and learned should also change. The many contexts in the way English is used as a global language may call for changes in TESOL (Teaching English to Speakers of Other Languages). In fact, “ELF users communicate with people from diverse lingua-cultural backgrounds in transient encounters, utilise their multilingual repertoires, and use the English language in creative ways, going beyond the ‘native’” (Galloway & Numajiri, 2020, p. 118). This reconceptualization may be based upon the premise that learners are now users; errors can be seen as variants, monolingualism is becoming multilingualism (De Costa & Crowther, 2018); without forgetting Larsen-Freeman’s (2015) reconceptualization of language acquisition as language development (as in Crowther, 2021, p. 32). After considering the previous views, “an ideal pedagogical approach to L2 teaching then, would place a focus on intercultural awareness as much as it does linguistic proficiency” (De Costa & Crowther, 2018, p. 29).

In terms of research, there has been a movement where English goes “beyond idealized ‘native speaker’ models to equipping language users with communication/ accommodation skills and strategies to successfully negotiate the fluidity and diversity of language use, users, and interactions (Selvi et al., 2023; Guilherme, 2007; Taguchi, 2014; Pandarangga, 2015; Jindapitak & Teo, 2013; Puri, 2021). In this sense, the teaching and learning of English should be conceived under a broader scope, leaving behind imperialistic views of focusing mostly on English as a global means of communication.

Possible Benefits of Teaching English as a Global Language

Due to the shifts in the use of the English language, teaching English has also changed, giving English as a Global language a more prominent stage. In this sense, “English can no longer be linked exclusively to native English-speaking cultures.

Hence, there is no need, in the teaching of EIL, there is no need to base the content of teaching materials, the choice of teaching methodology, or the ideal teacher on native-speaker models” (McKay, 2003, p. 145). Teaching EIL offers several benefits. It allows for the inclusion of local cultural content and promotes student motivation and cultural awareness (McKay, 2003). Additionally, EIL can foster cosmopolitan citizenship, enabling students to engage responsibly in global contexts without losing their cultural roots (Guilherme, 2007). Thus, teaching EIL responds to the growing demand for English proficiency in an increasingly globalized world (Taguchi, 2014). Therefore, teaching English should consider a wider exposure to the language and its varieties, the materials, the cultural knowledge, and several other aspects, including those of native and non-native speakers, preserving equal importance.

Furthermore, English as a global language may offer several benefits as seen in current global “communication, empowerment, and unification in the global community” (Pandarangga, 2015, p. 90). Exposure to English and its many varieties and the development of proficiency can be a key factor in creating “many opportunities for people in both their personal and professional lives. For example, people proficient in English can travel more easily, work for international companies, and access information and resources from all over the world” (Ngoc Thu, 2023, p. 90). In this sense, the focus of teaching and learning English may be based upon the development of communicative skills to enhance personal and professional growth.

In addition, Puri (2021) argued that “global Englishes perspectives need to be adopted in English language teaching elsewhere because it is supposed to enhance learners’ interpersonal communication, mutual support and respect, multidialectal competence, and analytical skills” (p. 124). Puri (2021) also noted that global Englishes perspectives have positive effects, specifically in the context of Nepal. For instance,

in the context of Nepal are the acceptance of Nepalese variation of English, the focus on teaching English as a means of communication, shifts from native-like pronunciation to comprehensible pronunciation, and the incorporation of English texts written by local authors (p. 125).

Likewise, Sifakis and Sougari (2003) highlighted the benefits of teaching English through a global lens. They emphasized “the need for reinforcing all speakers’ (native and non-native alike) sense as communicators at a global level by adding an extra dimension (i.e. cultural awareness) to our ‘communicative competence’” (p. 66). Also, “exposure to varieties of English is believed to help facilitate learners’ communication abilities when being confronted with diverse types of English uses and users” (Jindapitak & Teo, 2013, p. 195). These arguments not only support moving beyond traditional English standards but also highlight the importance of prioritizing communication

Principles, Practices, and Proposals

Changing the way English teaching is done around the world takes some reconceptualization of principles and practices. In this sense, Selvi et al. (2023) presented a table of principles and practices for teachers to increase linguistic plurality norms. As a summary, they address the need for:

Increasing exposure to (a) diverse forms of English, (b) situation- and usage-based uses of English that demonstrate flexible use of norms. Modelling pluralisation of linguistic norms through instructional choices, practices as well as interactions with students. Equipping language users with communication and accommodation strategies necessary in/for ELF interactions. Redefining norms and aligning instruction in the light of broader constructs of intelligibility, comprehensibility, and interpretability from EIL. Strategic designing that promotes the utilisation of all resources in one's multilingual repertoire. (pp. 51-52)

This first proposal can be seen as a pivotal one because it all starts when teachers “expose students to the diversity of English used around the world and in different contexts to ensure that they are better prepared to use English in international contexts” (Selvi et al., 2023, p. 29). The exposure to Global Englishes requires teachers to take action and explore new ways to teach and assess students in preparation for a globalized world outside.

Moreover, Puri (2021) explained that many researchers encourage the integration of GE-informed pedagogy into language teaching, emphasizing its potential to enrich classroom materials and practices. As Fang and Ren (2018), and Rose and Galloway (2017) contend, “GE-informed pedagogy contains a complete package of knowledge, skills, and attitudes,” making it a comprehensive approach to English language education. Puri (2021) continued to elaborate that such pedagogy “seems to impart the knowledge of English expansion, its varieties, nature of diversification, and changes” (p. 123). Likewise, Jindapitak and Teo (2013) highlighted the need for a shift in teaching practices, asserting that “in order to make educational practices more realistic, up-to-date, and supportive of globalization, there is an urgent need to engage learners in a pedagogy that goes beyond the idea of nativeness” (p. 195). However, they also noted a significant challenge, observing that “the implementation of World Englishes into language pedagogy seems to be the difficulty in searching for and developing materials for the teaching of world Englishes” (p. 196). These perspectives support a shift in teaching practices and propose changes in the way English teaching has been done.

In this sense, Selvi et al. (2023) also proposed increasing WE and ELF exposure in language curricula, emphasizing respect for multilingualism in ELT, raising awareness of GE in ELT and of ELF strategies in language curricula, among other changes. The emphasis that Selvi et al. (2023) give to awareness is a fundamental factor when talking about learning and teaching a language that focuses on communication, knowledge

of new cultures, and the respect that must be had towards them while leaving behind native speakerism idealizations.

Methodology

Research Design

This research project made use of a qualitative case study methodology where “the investigator explores a real-life contemporary bounded system (the case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information” (Creswell & Poth, 2018, p. 153). Yin (2018) also explained that “a case study is an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 15). Thus, we chose a qualitative case study approach to closely examine the two student groups in their everyday settings. This method allowed us to gather detailed information from various sources, such as observations, focus groups, and questionnaires, to gain a full understanding of their experiences while being exposed to Global Englishes. By focusing on their natural contexts, we were able to document and interpret the data in a way that reflected the unique characteristics the groups in their unique environment. This approach helped us explore their behaviors and interactions in a meaningful and practical way.

Research Participants

The participants in this study involved two groups of pre-intermediate English students enrolled in the English Associate program at a regional branch of the Universidad Nacional in Costa Rica. The sample included a total of 46 first-year students from two distinct integrated English courses. The participants’ ages ranged from 18 to 45, with the majority having attended public high schools in various regions of Southern Costa Rica. Notably, most of these students were recipients of scholarships due to their socio-economic statuses. These participants were selected due to their linguistic level, diverse backgrounds, and opportunity to benefit from the activity application.

To guarantee ethical practices, participants were fully informed about the purpose of the study and the steps involved. They gave their consent before taking part in the research. Confidentiality was carefully protected by keeping participants’ identities anonymous and presenting the results in a way that ensured their privacy.

Activity Application Process

We employed the website www.elllo.org to select audio tracks tailored to the students' proficiency levels and aligned with the topics covered in the course. These audio tracks and accompanying exercises were assigned as homework following the completion of each unit throughout a 17-week semester. The objective was to encourage independent learning and utilization of various website features, including scripts, quizzes, and vocabulary reviews while exposing them to audio tracks with native and non-native speakers of English of many different nationalities. Afterward, we facilitated a class discussion to provide students with an opportunity to share their experiences with the website and its audio tracks.

We selected specific tracks for three main reasons. First, the tracks were chosen to match the students' current proficiency level. Second, the audio tracks included a mix of English varieties, both native and non-native, to support the main objective of exposing students to Global Englishes. Finally, the tracks were aligned with the course content, ensuring that their topics directly complemented the themes covered in the syllabus.

Data Collection Process

Our data collection involved the implementation of three different instruments, each chosen to address specific aspects of the research questions and ensure a comprehensive understanding of the students' experiences. First, learners completed a questionnaire to gather insights into their perceptions of improvements in their comprehension of spoken English, their strengths and weaknesses, and their overall views on the effectiveness of exposure to Global Englishes. Questionnaires are widely regarded as efficient tools for collecting large amounts of self-reported data, particularly in educational research, as they allow for the identification of trends and patterns (Dörnyei & Taguchi, 2010). We selected this tool for its efficiency in collecting large amounts of data, allowing for the identification of trends and patterns in student responses. Also, we documented class discussions and recorded students' opinions regarding the usefulness of audio tracks and any challenges encountered during the activities. Observation and documentation during class discussions are valuable methods for collecting authentic feedback in natural settings (Cohen et al., 2017). Observational data provided contextualized insights into student engagement and interactions, which complemented the findings from the questionnaires and helped answer the research questions. Finally, we conducted two focus groups, each comprising students from different classes. Focus groups are recognized as an effective way to explore participants' experiences and clarify ambiguous questionnaire responses through group discussions (Krueger & Casey, 2015). These sessions aimed to gather qualitative data that emphasized key experiences and addressed aspects of the

questionnaire requiring further exploration. Focus groups were particularly effective for highlighting collective experiences and drawing attention to shared challenges or successes. By combining these instruments, we intended to ensure a general understanding of the learners' experiences while triangulating the data collected. In this sense, triangulation was achieved by cross-referencing the results, such as using questionnaire trends to guide the focus group discussions and validating observational insights through analysis of the students' responses. For instance, feedback from focus groups helped clarify trends identified in the questionnaires, ensuring the reliability and depth of the findings.

Results

The following section aims to summarize the findings we gathered after applying three different instruments to collect information about the impact of listening to Global Englishes and how it may promote listening comprehension in pre-intermediate English students.

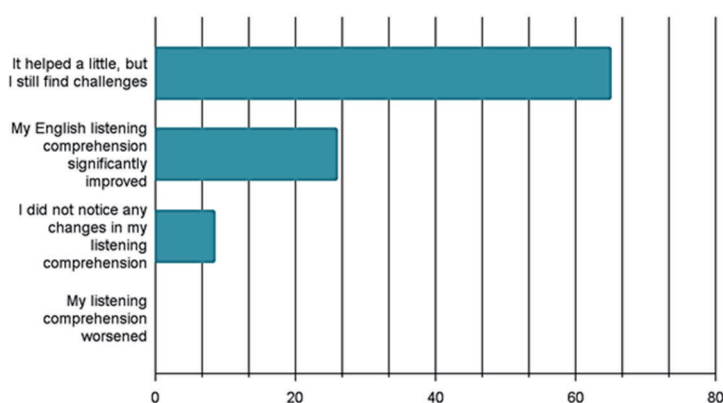
Based on the answers we obtained from the questionnaire, the groups expressed that when listening to different variations of English they highlight the ease of understanding vocabulary due to the clarity of the speakers' voice and the speed of the tracks. Regarding the main difficulties encountered, students stated that pronunciation was the biggest challenge to overcome. We also requested them to point out which variations of English were easier for them to understand. Among these variants, the groups considered that English spoken by people from the United States, Venezuela, Japan, and Mexico was easier to understand. On the other hand, the answers revealed that Australian, British, and Scottish variations were the most challenging ones when listening to the conversations. We also focused the questions on the usefulness of the exercises for students and they suggested that the tracks helped them improve their listening skills since they learned new vocabulary and could experience English spoken in different parts of the world.

In terms of the findings derived from the focus groups, a majority of the students agreed that when listening to global Englishes, they encountered difficulty with understanding pronunciation, since it varies from country to country. In terms of their perceptions, British English was the most demanding English variant while American English seemed to be the less difficult one for them. Interestingly, students also mentioned that those Englishes in which speakers have Spanish as their native language were also less challenging for them. Based on students' opinions, listening to speakers from around the world helped them become aware of how important understanding English is, since this skill may help them achieve goals like traveling or working abroad. Similarly, students mentioned that listening to the conversations

benefited them because it worked as extra practice for the listening evaluations in the course they were taking at the time.

Taking account of the entries obtained in the third instrument, the overall students' views on their improvement in their listening skill seem positive. Most of the interviewees expressed that their progress was optimal, and none believed that their listening skill worsened (Figure 1). On the other hand, almost 9% of them considered that no changes in their listening comprehension were observed after having completed the activities.

Figure 1. Overall Experience Listening to Different Varieties of English



Note. Data gathered from Instrument 3: Questionnaire

Regarding the easiest aspects that students found when hearing different varieties of English, the slower speech rate and the use of simple familiar vocabulary stand out among the options provided. Likewise, the results showed that English speakers from Mexico, Japan, the United States, and Venezuela were easier to understand than those from the other regions. On the contrary, the most difficult aspects to understand for the groups were pronunciation and the use of unfamiliar or regional vocabulary. Likewise, the English spoken in London, Australia, and Wales resulted to be the most difficult ones to comprehend for the groups.

Discussion

This study intended to elucidate the impact that the exposure to English containing language samples from many varieties can have on students' development of listening skills. The findings uncovered aspects such as strengths and weaknesses in terms of

comprehension of different language varieties and provided insights into what was helpful and not during the implementation of the activities.

As stated in the previous analysis, students reported that certain varieties of English are easier to understand due to their “clarity,” particularly highlighting the English pronunciation of other Spanish speakers and people from the United States. This may be attributed to the high level of exposure to English varieties that are geographically close to Costa Rica and economically significant. Traditionally, English education in Costa Rica has focused on communication with native speakers (Nunan, 2015) from the United States, largely due to economic reasons. This approach has often overlooked the importance of increasing exposure to global varieties of English and incorporating this element into language curricula (Selvi et al., 2023).

Besides, students reported that pronunciation, particularly that of British, Welsh, and Australian English, significantly affected their comprehension. This issue may derive from a lack of exposure to diverse English varieties, limiting their ability to engage with a more global context of English use (Guilherme, 2007; Jindapitak & Teo, 2013), limiting a unification of English users within a global community (Pandarangga, 2015).

To address this, there should be a paradigm shift in teaching materials and methodologies to make them more available and to move away from native speaker models (McKay, 2003; Selvi et al., 2023; Sifakis & Sougari, 2003). By pluralizing linguistic norms and making instructional choices (Selvi et al., 2023; Puri, 2021) that incorporate a wide range of English varieties, educators may enhance students’ comprehension of less common English varieties.

Students also shared information about what was beneficial for them following the implementation of the activities. They perceived that the audio tracks enhanced their listening skills, as they were introduced to new vocabulary while being exposed to English spoken in various parts of the world. This finding aligns with Selvi et al. (2023), who supported a redefinition of instructional norms to improve intelligibility, comprehensibility, and interpretability through increased exposure to Global English.

Conclusions

After analyzing the results and discussion sections, we have drawn some conclusions. First, there is a need for exposure to GE to enhance comprehension. If exposure to American English varieties has proven to be beneficial in promoting comprehension, thus an exposure to global English varieties may enhance general comprehension by providing familiarity with different pronunciation, pace, and vocabulary. We want to highlight the importance of including a wider range of GE varieties in the curriculum to help increase overall listening comprehension skills.

Moreover, English pronunciations that stray away from that of American English, specifically those of British, Australian, Welsh, and Scottish English, were considered as a challenge for the students. This issue also calls for an increment in the exposure to various English varieties in favor of an improvement in comprehension.

In the discussion section, we emphasized a need to move away from native-speaker models of English and promote exposure to GE, especially when it comes to listening. By integrating diverse native and non-native speakers and English varieties into language teaching, students can be better prepared for real-world communication, where English is spoken by individuals from different cultural and linguistic backgrounds. Such an approach could enhance not only their listening comprehension but also in generating an appreciation for the linguistic diversity of English as a global language.

The most relevant conclusion drawn from the results revealed that there was a positive impact on listening skills. The students' feedback showed that the listening tracks and activities from ELLLO helped them to expand their vocabulary and to further develop their listening skills. They expressed positive remarks about the progress they made in listening comprehension, which may suggest that exposing them to global Englishes could be an asset to improving their learning process.

Recommendations

We suggest that Costa Rica's English curricula incorporate audio and video materials containing speakers from many countries and cultures. Including native and non-native speaker samples can help students broaden their comprehension of English as a global language. Also, we recommend that English be given a global status, away from the idea of native-speakers that may limit students' progress: that is, teachers should promote the development of linguistic skills that allow for global communication and not emphasize native-speaker varieties as the goal.

Furthermore, we advise an increase in listening strategies focused on GE. Besides the exposure to different English varieties, there needs to be a focus on teaching strategies to overcome comprehension difficulties. Students should be exposed to different methods such as top-down and bottom-up listening to include both listening for details and for meaning, which can come in handy when dealing with unfamiliar pronunciations.

Finally, this case study has provided some insights into the benefits that Global Englishes can bring to aid listening comprehension in English students from this specific context. Nonetheless, we consider that further investigation is essential for a better understanding of the topic. We consider that more research on the long-term effects of the exposure to GE can yield valuable information not only about the students' listening comprehension but also about the students' ability to communicate.

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Appendices

Appendix 1: Activity Application Protocol

Topics: Academic Life, Weather and Nature, Food and Diets, In the Community, Home, Cultures, Health, Entertainment and Media, Social Life, and Sports.

Goal: Students will be able to improve their listening comprehension skills by being exposed to speakers of English from different parts of the world.

Target Nationalities: Mongolia, The USA, Portugal, South Africa, Japan, The USA (Hawaii), England, The USA, Australia, Scotland, Venezuela, The UK, Japan, Mexico, Wales

Directions:

Pre-Listening:

The students review the key vocabulary from each track by listening to extracts of the track.

While-Listening

Students are asked to listen attentively to the conversation while taking notes of main ideas and details. The students are asked to pay attention to pronunciation features they find different among speakers.

Post-Listening

In class, the students share their thoughts on the content of the conversation and their understanding of it. The class discusses any challenges encountered in understanding the English varieties and the strategies they used to overcome them.