



## Secondary English Students' Views of Learning WE/ELF and Teachers' Views and Suggestions for Teaching & Assessment in WE/ELF-embedded Classes

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### Abstract

This classroom-based study examines the views of 48 high school English learners on learning about World Englishes (WE) and English as a lingua franca (ELF) over a semester in two regular classes, as well as the views of two female teachers regarding teaching and assessment in WE/ELF-integrated settings. Pre- and post-surveys indicated statistically significant changes in the students' attitudes toward WE/ELF. Their responses to open-ended questions highlighted a positive outlook on learning diverse forms of English and using them for authentic communication. However, they expressed concerns about the increased content and the stress of exams associated with WE/ELF learning. The teachers noted a rise in student interest and active participation but recommended providing additional instructional materials and activities for conceptual topics. One teacher concentrated on linguistic aspects by utilizing web-based pronunciation materials, while the other suggested the use of online tools for post-class reviews, seeking assistance from experienced colleagues, and participating in training for teaching WE/ELF. Both teachers also suggested performance-based assessment, with one providing an example of an essay task. The study also includes a more in-depth discussion on teaching and assessment in WE/ELF-embedded classes, along with implications for future research.

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## INTRODUCTION

One of the most cited work on World Englishes (WE) is Kachru's concentric circles (1985), which showed the existence of different English varieties in the world other than standard English (SE) such as British English (BE) or American English (AmE). There are, at present, more English speakers in the countries, who use English as an official language in the Outer Circle (OC) or as a foreign language in the Expanding Circle (EC). The concept of WE poignantly challenged the unproven, assumed superiority of English in the Inner Circle (IC) countries where it is used as a mother tongue. Reflecting the use of English with globalization in the 1990s and on, scholars such as Seidlhofer (2001) and Jenkins (2006) noted the widespread use of English and used the term, English as a lingua franca (ELF). ELF highlights the role of English as 'a contact language' (p. 157) utilized by those who engage in communication in international contexts regardless of their geographical origins or their status as English speakers from OC, EC, or even IC.

Since the emergence of concepts of WE and ELF and the establishment of the journal of 'World Englishes' in 1985, there has been much research on key issues on WE and ELF along with studies on characteristics and or perceptions of regional varieties and/or utilities or purposes of English as a contact language by speakers of English in diverse social contexts (e.g., Bruthiaux, 2010; Kachru, 1985, 1992, 1994; Kubota, 2018; Lindemann, 2003; Seidlhofer, 2001; Song, 2015; Tokumoto & Shibata, 2011). However, the concepts of WE and ELF were introduced in the early 2000s in Korea with mostly theoretical reviews or instructional suggestions to include diverse Englishes with few studies as noted in earlier work (e.g., Shim, 2020; Sung, 2024, 2025a, b). It is not until the mid-2000s that research on WE and ELF in Korea had examined teachers' and/or learners' perceptions or attitudes toward various Englishes or particular lexical or grammatical features of such varieties (e.g., Hwang & K. Lee, 2015; Kang & S. Lee, 2012; Shim, 2014; Sung, 2018, 2019). However, compared to the number of studies done in university settings, there are few studies conducted in secondary contexts, especially in high school settings and, among the few existing studies, there are more studies which included pre- and inservice teachers rather than learners as reported in earlier studies (Sung, 2024, 2025a, b).

Among the studies which focused on high school learners, M. Kim (2014) included 123 students and 10 teachers to examine their perceptions on British pronunciation. Other than Kim's study published in an academic journal above, few studies exist in the ELT journals included learners' perceptions or attitudes on WE and/or ELF except for a few MA thesis work (e.g., An, 2014; Jeong, 2012; S. Kim, 2008; H. Lee, 2019; Nam, 2017; Yoo, 2015; Yoon, 2019). However, these studies lack rigor in research due to the dominant use of surveys with little theoretical and research background, a limited number of questions, the lack of reliability in data collection and/or superficial analyses using descriptive statistics. Given the real dearth of research on WE and ELF in secondary context involving learners and teachers in real class, this study extends the foci of the previous study by the author as part of a 2-year funded project (Sung, 2025a) and examines both students' and teachers' views on including and teaching and learning about WE/ELF<sup>1</sup> in class and their suggestions for teaching and assessing learning outcomes after class. The specific research questions are as follows.

1. What are the differences in high school English learners' views after learning about WE/ELF?
2. What are high school English learners' and teachers' views in WE/ELF-embedded classes?
3. What are teachers' suggestions for teaching and assessment after teaching WE/ELF-embedded classes?

## LITERATURE REVIEW

### Theoretical Background: WE and ELF

In the late 1970s, scholars such as Kachru (1976) and Smith (1976) proposed the concept of World Englishes (WE), challenging long standing dominance of standard English (SE) in English language Teaching (ELT), which is non-existent in the real world. Grounding his view of English on people and regions, Kachru (1985) proposed three circles of English, the IC, OC, and EC as presented above. Based on Kachru's model, McArthur (1987) proposed the Circle of World English, which considered all the Englishes used at each country or region equal while Modiano (1999) also proposed a model of English in which 'International English' used by fluent native and non-native English speakers is at the center. Furthermore, latching onto Kachru's model, an increasing number of research on WE have been published, especially with the launching

<sup>1</sup> WE/ELF is used in this paper following Jenkins' (2017) view that WE and ELF are complementary concepts with similar genealogical roots in theory and research.

of journals such as *World Englishes*, *English World-Wide*, *English Today*, etc.

With globalization in the 1990s and ensuing technological development in 2000s, English was regarded and promoted more as an indispensable tool for international communication as represented in terms like English as an international or a global language, English as a lingua franca, New Englishes, regional or local English etc. (Crystal, 2003; Graddol, 2006; Yano, 2001). Accordingly, these scholars viewed SE merely reifies an ideal English speaker unrealistically and deemed English in terms of its utility in specific communication settings where interlocutors focus more on meaning transaction rather than pronunciation or language forms. In line with such a view, scholars in Europe such as Seidlhofer (2001) and Jenkins (2006) proposed the term, English as a lingua franca (ELF), noticing multi-faceted the utility of English in international contexts among English users, whether native or not.

Among WE and ELF scholars or researchers, some differing views on each other's work exist. WE scholars focus on researching different varieties or dialects of English used in specific regions while ELF scholars typically research on specific linguistic features in language use related to pronunciation, vocabulary, and grammar, etc. during particular interaction among English speakers (Cogo, 2012). However, the concepts of WE and ELF emphasize the utility of English in actual communication among English users instead of differentiating them based on their origins of place or whether they use English as a native, official, or foreign language. More importantly, both concepts were proposed to challenge the long-standing view of AmE or BE as SE and the native-speakerism in ELT. Accordingly, Jenkins (2017) explained ELF has its genealogical tie to WE and both concepts are complementary despite different foci in research.

## Previous Studies on WE/ELF in Secondary English Teaching

Among the existing studies, there is very little research done on WE/ELF based on the data from high school learners. Kim (2014) examined 123 upper secondary learners' and 10 teachers' perceptions of British pronunciation in listening tests using two different surveys. The results showed the students' anxiety over British pronunciation while the teachers were receptive of including diverse types of English in textbooks despite expected difficulties of teaching such varieties. Other than Kim's study published in an academic journal above, few studies exist in the ELT journals included learners' perceptions or attitudes on WE and/or ELF except for a few MA thesis work (e.g., An, 2015; Jeong, 2012; S. Kim, 2008; H. Lee, 2019; Nam, 2017; Yoo, 2015; Yoon, 2019) as reviewed in the earlier study (2025a). However, these studies are done with little theoretical and research background based mostly on the surveys and superficial analyses using descriptive statistics, which lack both reliability in data collection and validity in the results.

Several studies published since 2010s looked into secondary English in-service teachers' perceptions on WE/ ELF. Kang and Lee (2012) utilized both a survey and check-up tests to examine 112 English teachers' perceptions and attitudes on errors in 9 lexical and grammatical features of ELF based on Seidlhofer's (2007) research on such features (avoidance of using 3<sup>rd</sup> person singular regardless of persons or tenses, adding or deleting articles or prepositions, use of 'who', 'which' or 'that' irrespective of animate or inanimate antecedents, use of tag questions without considering the types of verbs, adding plural 's' for uncountable nouns or words where unnecessary, etc.). They reported the teachers' neutral attitudes on errors and correcting them though they thought such errors were problematic. However, the study was done with the data from a few pre-service teachers as well as elementary and middle school teachers while only 31 high school English teachers participated. Ahn (2014) also surveyed 165 Korean high school and 37 foreign teachers and interviewed 25 teachers and reported their cognitively positive attitude toward Korean English and also somewhat conflicting attitudes when teaching it as they preferred for AmE, mostly due to the pressure for test preparation in school. Ahn (2014) suggest more research on attitudinal changes toward other types of English as well as Korean English and also on learners' attitudes on such varieties. This study, however, relied on the survey with descriptive statistics and qualitative analyses only.

Shim (2015) reported that 69 high school English teachers among 78 teachers who completed the survey were receptive of diverse Englishes and teaching them but still appeared to favor AmE or BE. These teachers expressed such concerns as their limited knowledge on WE, the lack of helpful instructional materials and guidelines, and learners' burden of learning WE. Accordingly, Shim (2015) suggested some practical ideas such as using movies or news to expose Korean English learners to diverse Englishes other than AmE or BE. Park (2017) interviewed 22 high school and 17 middle school teachers and investigated their perceptions of British pronunciation in two listening exams used in school. The teachers were positive of including BE and other varieties in such exams but thought that students could feel burdensome in learning different types of English other than AmE.

Based on the survey from 106 Korean English teachers, which included 42 high school teachers and the interviews with 8 teachers, Shin and Walkinshaw (2023) reported the teachers accepted the idea of English as a tool for global communication and teaching WE in class. However, these teachers were still in favor of English varieties used in English-

speaking countries and mentioned such difficulties as dominance of exams focusing only on AmE or BE, the pressure of teaching AmE, their lack of knowledge on WE, and the lack of appropriate materials or instructional methods to teach WE in class.

Hwang and Lee (2015) examined 87 pre-service English teachers' attitudes on WE and lexical and grammatical features of ELF. Like in Shin and Walkinshaw' (2023) study, the teachers were also open-minded toward WE but still preferred English used in English speaking countries. However, Hwang and Lee (2015)' study included 22 inservice teachers. In addition, there are a few studies which included secondary pre-service teachers at teachers' colleges at undergraduate or graduate schools (e.g., Hwang, 2022; J. Lee, 2023; Sung, 2018) and examined their perceptions of WE, different pronunciation in English, or grammatical features of ELF.

Unlike the studies above, Sung (2025a) conducted classroom-based research involving 5 high school teachers and learners at five different schools. The teachers had taught 8 key topics on WE/ELF using the PPTs and activities developed and prepared by the researcher for 15~20 minutes in their regular classes for a semester. The students in four schools, which had both control (n=92) and experimental groups (n=94) and those in another school with no control group completed both pre- and post-surveys. The statistically significant differences in students' views after learning WE/ELF were found at one school with 22 students in the control and 29 in the experimental group and another school with no control group, respectively. The focus group data and all the participating students' responses for open-ended questions at five schools showed that they valued their experiences in learning about WE/ELF and wanted to learn more and use their own English with more confidence and pride. However, they also mentioned the burden due to the increase in learning content and the inclusion of such content in exams. That is, the teachers thought it important to include WE/ELF but experienced some occasional difficulties in teaching it in class due to their teaching schedules, the use of the mandated textbooks, and preparing their students for high stake tests at their senior year.

In sum, the subjects or participants in the studies reviewed above were receptive of diverse Englishes despite their preference for AmE or Englishes used in English speaking countries. These studies, regardless of the subjects and methods used, also suggested the inclusion of WE or ELF in teaching and called for provision of helpful materials, specific teaching guidelines or teacher training or workshops for teachers. Such results warrant more classroom-based research in order to overcome current limitations such as argument of conceptual differences between WE and ELF and a heavy reliance on survey-based quantitative research without considering a real context of teaching diverse Englishes in class.

## METHOD

### Participants

#### Students

In this study, there were one 10<sup>th</sup> grade class (referred to C1 hereafter) and one 11<sup>th</sup> grade class (referred to C2 hereafter) at one high school. For the pre-survey, 32 students in C1 and 21 students in C2 participated. However, 5 students in C1 did not complete the final survey and their data were excluded. Table 1 shows the detailed information of students in the surveys.

**TABLE 1**

*Students Participated in the Classes & Surveys*

Class	Grade	Pre-survey	Post-survey
C1	10 <sup>th</sup>	32	27
C2	11 <sup>th</sup>	21	21
Totals		53	48

*Note.* C1: all males, C2: 17 females, 4 males

#### Teachers

Two English teachers, Ms. Kang and Ms. Lee (All names are pseudonyms) at a school located at the southern part of Gyeonggi province agreed to join the study in the fall of 2024. Ms. Kang taught C1 after graduating at a teachers' college

where she said she learned about WE and ELF. She had been teaching mostly 10<sup>th</sup> graders for 4 years and said that she was very knowledgeable of linguistics and emphasized phonetic and phonological elements in class. Ms. Lee graduated from a teacher's college and had basic knowledge of about WE and ELF. She had been teaching 17 years including 2 years at a middle school. She had also been involved in digital textbook training offered by the provincial educational office and had also conducted special sessions for other teachers for several years.

## Research Procedure

In July, 2024, the two teachers at a high school joined the study and the first online meetings were held individually, which lasted for about 50 minutes. They were informed of the research purposes, the details of conducting the WE/ELF-embedded classes, and specific protocol related to data collections. As for instructional procedures, like in the previous studies conducted by the author (Sung, 2024, 2025a, b), the teachers were guided to use the materials such as PPTs and worksheets and cover 8 topics (i.e., 1. Dialects, accents, pronunciation, & intonation, 2. Understanding WE & ELF, 3. Experiences of using & learning diverse Englishes, 4. Listening to regional Englishes: Bingo activity, 5. Native & non-native speakers of English, 6. Konglish & Korean English, 7. Identities of English users & ownership of English, 8. Becoming a proud English user). For example, the teachers were provided with the activity sheet for Topic 3, 'My Experience in Learning & Using English' so that the students could think about their past experiences of learning and using English in real contexts, share what they had found out in group, and write about their past learning and experiences of English use. As for Topic 4, the teachers were guided to use a Dialects Bingo sheet with audio files which contain speakers from 16 countries uttering the same content for about 32 seconds.

The researcher sought for any question and feedback during the zoom sessions and written feedback or suggestions on the study after the meetings and during the study. The teachers were also told to contact the researcher by phone, texting, or email if they had any issue over the study. Ms. Kang liked the content and the flexibility of covering the topics according to her class schedule. She said she would adjust the difficulties and time for each topic accordingly, for example, by preparing for students' lack of experiences on Topic 3. She also suggested an experimental design, upon which the researcher explained that such research was done in the previous year in other schools and that the foci of this study was to examine learners' and teachers' views on teaching and learning and assessment related to WE/ELF. Ms. Lee thought the topics were very compatible with her course and would flexibly cover all of them by changing or adding instructional content. She worried a bit about collecting the students' work and the small number of students in class but the researcher confirmed that she could do as much as she could.

As for teaching in classes, the teachers were guided to cover the 8 topics as time allowed given that they had to use designated textbooks according to their specific instructional contexts. Ms. Kang had taught C1 and used a designated textbook, *High School English* (Choi, 2015), and covered 2 topics at once, for 4 times, which lasted about 30 minutes, respectively, between in late October and early November. Ms. Lee taught C2 for an elective subject, *World Culture and English* with the textbook, *Culture of English Speaking Countries* (J. Kim, 2024). She spread out 8 topics in the semester and each topic was covered for about 15-20 minutes, respectively. Lastly, the teachers were informed of the types of data to be collected (e.g., online surveys, reflection notes, interviews) and the timelines of data collection. In addition, five external professors majoring in the field of ELT and one secondary English teachers reviewed the topics, teaching materials, and survey questions and provided their own opinions or suggestions for teaching and assessment in an WE/ELF-embedded class.

## Data Collection

### Pre- and Post-surveys

The students completed both a pre-survey and a post-survey<sup>2</sup> online at the beginning and the end of the semester, respectively. The survey questions were developed according to related studies on WE and ELF (e.g., Ahn, 2014; Shim, 2015; Sung, 2018, 2019) with some modifications based on the previous studies the author had conducted (i.e., Sung, 2024, 2025a, b). The reliability for the survey was high enough, which ranged Cronbach Alpha=0.874 for C1 and .0826 for C2, respectively. For the pre-survey, there were 25 five-point Likert type questions, which were given to examine the extent of the students' disagreement to the statements as in Table 2 below.

<sup>2</sup> The surveys could not be attached in the appendix due to the page limit. Contact the author if necessary.

**TABLE 2**  
*Categories of Survey Questions (Pre-survey)*

Questions	Item No.
Extent of interest in and using diverse Englishes materials	Q1
Interest in communicating with English users	Q2
Experience of communicating speakers from (non-) English countries	Q3, 4
Experience of learning diverse Englishes in class	Q5, 6, 7
Experience of taking listening exams with diverse Englishes other than AmE	Q8
Possibility of communicating with others despite pronunciation and grammatical errors	Q9~12
Inclusion of diverse Englishes in listening and speaking materials	Q13~14
Inclusion of English from English speaking countries other than U.S.	Q15
Inclusion of English from non-English speaking countries other than U.S.	Q16
Helpfulness of learning diverse Englishes in English learning and communication	Q17~18
Inclusion of diverse Englishes in speaking and listening exams	Q19~20
Inclusion of diverse Englishes in learning activities	Q21
Learning U.S. English first in class	Q22
Willingness to learn English from the IC	Q23
Willingness to learn English used in the OC	Q24
Willingness to learn English used in the EC	Q25

Besides the Likert type questions, there were one open-ended question on their experiences of using English with other foreigners and reasons of communication and another question on gender in the pre-survey. In the post-survey, the extent of changes in the students' views in the questions after class was examined. In addition, there were 3 five-point Likert-type questions in order to collect their views on including WE/ELF in learning content and activities (Q26), in listening exams (Q27) and speaking exams (Q28). Two open-ended questions were included to examine advantages (Q29) and shortcomings of including WE/ELF in English class (Q. 30). In this research, students' views refer to their opinions or thoughts, which came from their learning experiences in the WE/ELF-embedded classes and may have reflected their emotional and attitudinal changes due to such learning (Kachru, 1992, 1994; Sung, 2024, 2025a). Lastly, the research consent from the students was secured in the post-survey to make sure they did not guess reasons of learning about WE/ELF in advance.

### *Teacher Interviews and Reflection Notes*

Other than the preliminary online meetings mentioned above, the teachers were also asked to provide the reflective notes after covering the topics, which were collected at the end of the study. After the semester, there was an informal face-to-face meeting with two teachers for over an hour and another round of online meetings, which lasted about a little over a half hour for each teacher. During these meetings, the researcher asked their general feelings on their experiences and their post-hoc thoughts on teaching WE/ELF-related topics in class. In addition, they were also asked to provide a final write-up on their suggestions for teaching WE/ELF and assessing learners afterward.

### *Data Analysis*

Given that this study focuses more on students' views of learning and teachers' views on teaching WE/ELF and assessing learning outcomes, the pre- and post-survey data were analyzed through dependent t-tests using SPSS 29. Then, students' answers for 3 additional items on the inclusion of WE/ELF in learning contents and activities, in listening exams, and in speaking exams in the post-survey were also analyzed along with students' responses on advantages and shortcomings. After careful readings and examination of key ideas and issues in the students answers through open coding, they were classified into categories according to recurring patterns such as similarities, differences, or uniqueness of their responses based on

the identified codes (Saldaña, 2021; Strauss & Corbin, 1998). Such processes of qualitative analyses were also conducted for teacher reflections and interview data. In doing so, the teachers' main views were extracted by keeping their phrases and ideas intact as much as possible in order to capture their vivid and lived experiences in teaching WE/ELF in class. One thing to note is that the students' responses were analyzed in a separate manner given that their grades and the course aims for 10<sup>th</sup> and 11<sup>th</sup> graders were different. That is, the required course in C1 focused on covering key linguistic knowledge and skills related to the English language while the elective course in C2 purported to cover diverse topics on culture and English. In addition, some representative excerpts are also presented along with the results of qualitative analyses of the data from the students and teachers. Last but not least, the sample coding results for students' views were shared with two external reviewers to seek appropriateness and transparency in the sub-categories and categories.

## FINDINGS

### Differences in Students' Views after Learning about WE/ELF

For the pre- and post-surveys collected from both classes, dependent t-tests were done as in Table 3 and 4 below.

**TABLE 3**

*Descriptive Statistics for Pre- and Post -surveys (C1)*

		Paired Samples Statistics			
		m	n	s.d.	sem
Pair 1	Pre Score	72.41	27	15.06	2.90
	Post Score	82.26	27	12.96	2.49

**TABLE 4**

*Results of Paired Sample T-test (C1)*

		Paired Differences					t	df	Sig (2-tailed)
		M	SD	SEM	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Score – Post Score	-9.851	20.648	3.589	-17.229	-2.475	-2.745	26	.011

A dependent t-test based on pre- and post-survey data for C1 revealed a statistical difference in their views on WE and ELF before and after the class;  $t(26)=-2.745$ ,  $p=.011$ , indicating less than a small effect size with Cohen's  $d=18.6$ . That is, the students were more positive of experiencing and learning diverse Englishes, agreed more on including WE/ELF-related materials and activities and were more willing to learn diverse Englishes other than AmE or English from the IC countries.

Table 5 and 6 below shows the descriptive statistics and the statistical results for C2.

**TABLE 5**

*Descriptive Statistics for Pre- and Post -surveys (C2)*

		Paired Samples Statistics			
		m	n	s.d.	sem
Pair 1	Pre Score	90.00	21	12.22	2.67
	Post Score	97.52	21	11.23	2.45

**TABLE 6**  
*Results of Paired Sample T-test (C2)*

		Paired Differences					t	df	Sig (2-tailed)
		M	SD	SEM	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre Score – Post Score	-7.524	16.210	3.537	-14.902	-.145	-2.127	20	.046

As for C2, a dependent t-test based on pre- and post-survey data showed that there was a statistical difference in students' views on WE and ELF before and after the class;  $t(20) = -2.127$ ,  $p = .046$ , indicating a small effective size with Cohen's  $d = 20.7$ . Like those students in C1, the students seemed positive about learning diverse Englishes in class, inclusion of WE/ELF related materials and activities, and experiencing diverse Englishes other than AmE. However, given the small sample size and a lower effective size, the result should be interpreted with caution.

As for 3 additional questions (Q26, Q27, Q28), there was a statistical difference only in one item (Q26);  $t(46) = -2.076$ ,  $p = .004$ . More specifically, those who were in C2 ( $m = 4.29$ ) agreed more on the inclusion of WE/ELF in class than those in C1 ( $m = 3.74$ ). However, though not significant statistically, the means in C1 were lower in the two questions (Q27:  $m = 2.93$ , Q28:  $m = 2.85$ ), which indicated their disagreement in including WE/ELF in listening and speaking exams compared to those in C2 (Q27:  $m = 3.57$ , Q28:  $m = 3.57$ ), whose views remained neutral. Such differences may have been due to the courses given that the 10<sup>th</sup> graders in C1 focused more on four skills in English while the 11<sup>th</sup> graders in C2 were exposed to diverse topics on culture and English.

## Students' Views on Advantages of Learning WE/ELF

The 28 students at C1 provided diverse views on both advantages and shortcomings of learning WE/ELF after the class as in Table 7 below.

**TABLE 7**  
*Students' Views on Advantages of Learning WE/ELF (C1)*

Student Responses	Category
Can communicate with diverse people (n=8) Can use diverse Englishes in actual situations (n=6)	Helpful for communication (n=14)
Can understand the diversity of English (n=3) Can accumulate a lot of background knowledge (n=2) Can understand AmE better as well	Gaining knowledge and better understanding of English (n=6)
Can learn English in a diverse and vibrant way Can learn correct and universal usages of English. Can learn English better	Better learning of English (n=3)
Can learn about different cultures Can learn about national cultures Can enhance cultural understanding	Good for culture learning (n=3)
Can be exposed to various forms of English (n=2)	Exposure to diverse Englishes (n=2)
Respecting the unique English of other countries Not feeling awkward wherever you go Diversifying standardized English teaching in school Can further develop one's own identity	Others (n=4)

*Note.* The numbers in the parentheses in the Student responses column indicate the frequency of students' answers that were identical or similar in meanings.

The students mentioned 14 times that their learning will be helpful when communicating with diverse people from various countries or when going abroad and could enhance their ability to use any English practically or use WE/ELF in real situations. Next frequent answers were knowing or understanding more about the English language (n=6) such as understanding diversity in English, accumulating and broadening knowledge about English, or understanding AmE better. They also replied that they could learn different Englishes, learn more correct use of English, and learn it better in WE/ELF-based class. Then, Interestingly, three students also mentioned learning WE/ELF contributed to learning different national cultures and enhancing cultural understanding. They mentioned twice regarding the advantage of the exposure to diverse Englishes in class. Lastly, though mentioned once, there were comments such as respecting unique Englishes of other countries, not feeling awkward when you go some places, offering different style of teaching, etc. The followings are some examples of students' comments.

*Even when I become an adult, I can handle hearing English from other countries without being embarrassed. (C1-S8)*

*Instead of only studying Korea-specific college entrance exam English, by learning other types of English, one can further develop their own English identity. (C1-S17)*

*In today's globalized world, knowing about English from various cultures can enhance cultural understanding and practical application. (C1-S18)*

*By comparing the evolutionary process of English along with the principles and methods of English pronunciation, one can learn better. (C1-S22)*

Table 8 shows students' views of shortcomings in C1, which were analyzed into two major categories, Teaching & Learning, and Assessment.

**TABLE 8**

*Students' Views on Shortcomings of Learning WE/ELF(C1)*

Student Responses	Sub-category	Category
Possibility of confusion in learning (n=7) Mixed use of various types of English (n=2) Cause confusion in developing basic English skills Might confuse between AmE and other varieties	Confusion in learning (n=11)	
Vast content to be learned (n=4) Increasing work load(n=2)	Excessive content & workload (n=6)	Teaching & Learning
Difficult to learn new content Difficult content	Difficulty of learning & content (n=2)	
Will take more time. Reduce learning effectiveness due to too rigid & standardized learning Less time for reading comprehension	Others (n=3)	
Could cause confusion during exams (n=3) Too difficult if tested (n=2) Can cause confusion due to evaluation methods Excessive focus on exams Easier for teachers to grade	Confusion & difficulty due to exams (n=8)	Assessment

*Note.* The numbers in the parentheses in the Student responses column indicate the frequency of students' answers that were identical or similar in meanings.

The students in C1 mentioned three major shortcomings in teaching and learning about WE/ELF. First, they mentioned most the confusion in learning (n=11), which includes possibility of confusion (n=7), the mixed use of various types of English (n=2) along with the comments mentioned only once (i.e., confusion in developing basic English skills and between AmE and other varieties. Next, there were 6 answers regarding the burden due to the increase in content and workload. A few students thought adding WE/ELF would put more pressure on students and one even worried that textbooks would be thicker due to increase in content. Third, two comments were related to difficulty of learning about WE/ELF and of the content itself. In addition, three different views were mentioned such as taking more time in class, reducing learning

effectiveness due to too rigid and standardized learning, and less time for reading comprehension.

Regarding shortcomings in the category of assessment, eight comments were made. More specifically, three comments were related to confusion due to exams. They said confusion may occur in listening exams, for example, when students were to distinguish subtle differences in pronunciation in various types of English or in listening or other mock exams. Two students just wrote it would be difficult if they would be tested after learning about WE/ELF. Among three comments, mentioned only once, one said it would be confusing if evaluation methods are different while another said there might be too much focus on exams after learning about WE/ELF. Another interesting comment was that teachers could grade easily because students would be confused with different varieties of English. Some representative excerpts on shortcomings shared by the students at C1 are as follows.

*Different pronunciations of various types of English could cause confusion during listening evaluations or learning. (C1-S17)*

*Learning multiple types increases the workload, potentially burdening students. (C1-S18)*

*There might be confusion between the English commonly learned from the U.S. and English from other countries. (C1-S25)*

*There might be confusion between the English commonly learned from the U.S. and English from other countries. (C1-S26)*

Table 9 shows the advantages the 22 students in C2 provided after learning about WE/ELF.

**TABLE 9**

*Students' Views on Advantages of Learning WE/ELF (C2)*

Student Responses	Category
Become familiar with diverse Englishes and its use (n=5) Engage in smooth communication with diverse people (n=5) Prevent confusion when meeting people in real life Can apply knowledge in many English-speaking countries	Helpful for communication (n=12)
Can gain broader & diverse perspectives on English and use (n=4) Understand and experience English in different countries (n=3) Acknowledging differences in word usage	Gaining knowledge and better understanding of English (n=8)
Increased interest in learning English (n=2) Help improve the misconception of AmE as the standard (n=2) Can understand the purpose of using English clearly Approach and study English in various ways Can learn naturally if included in textbooks Can feel the unique charm of English	Better learning of English (n=8)
Helpful in understanding multicultural aspects in our country Provides experiences of diverse cultures Broadens perspectives on diverse cultures	Good for culture learning (n=3)
Can eliminate narrow perspectives & prejudices about English (n=2)	Accepting diverse Englishes (n=2)
Would be practical to solely converse in AmE	Other (n=1)

*Note.* The numbers in the parentheses in the Student responses column indicate the frequency of students' answers that were identical or similar in meanings.

The students made 12 comments on helpfulness learning WE/ELF such as becoming familiar with diverse Englishes and using them instead of SE (n=5) and engaging in communication with diverse people (n=5) along with the comment mentioned only once such as preventing confusion and applying learned knowledge in using English. Next, there were also 8 comments for the category of gaining knowledge and better understanding of English such as gaining broader, diverse perspectives on various English forms and use (n=4), understanding and experiencing diverse Englishes in different countries (n=3), and acknowledging differences in word usage, which was mentioned once. In the category of better learning of English, they made 8 comments such as increased interest in learning English (n=2) and dispelling misconception of AmE as SE (n=2). Then, there were four comments mentioned only once such as understanding the purpose of using English

clearly, approaching and studying English in various ways, natural learning of English when WE/ELF is included in textbooks instead of searching for information on their own, and feeling unique charm of English after learning. Like the students in C1, there were three comments in the category of good for culture learning (i.e., better understanding of multicultural aspects in one's own country, experiencing and broadening one's perspectives on diverse cultures). Two students mentioned they could discard the narrow view of AmE as SE or its superiority. However, unlike such a view, one student maintained that using AmE solely in conversation would be more practical. The followings are advantages mentioned by the students at C2.

*Since English is used worldwide, it's easier to communicate with people globally and contribute to eliminating discriminatory perceptions of English from non-English speaking countries. (C2-S4)*

*As our country faces a declining population, there are more incoming foreigners, and understanding multicultural aspects would be helpful. It's challenging to solely converse in American English in situations requiring English use, so learning English from various countries would be practical. (C2-S12)*

*I learned things that were not taught in regular English classes, which can eliminate narrow perspectives, prejudices, and stereotypes about English. Besides grammar and reading comprehension, English can be approached and studied in various ways, increasing interest in learning English. This would be the same if included in textbook learning content. (C2-S15)*

*Previously, English was thought to be the domain of countries like the U.S. and the U.K., without even imagining of learning English from other countries. It's a great opportunity for students to renew their biases and perceptions about English. (C2-S20)*

Table 10 shows the shortcomings the students in C2 provided after learning about WE/ELF.

**TABLE 10**

*Students' Views on Shortcomings of Learning WE/ELF(C2)*

Student Responses	Subcategory	Category
Shallow learning of each country's English (n=4) Impossible to learn all countries' English properly Could lead to ambiguous pronunciation Think of incorrect pronunciation as unique	Incomplete or incorrect learning (n=7)	
Difficult to learn due to awkward feeling Challenging to study in depth Feel difficult because it's new Difficult in retaining what is learned Struggle to understand different intonation Hard to encounter diverse Englishes cultures	Difficulty in learning (n=6)	Teaching & Learning
Confusion due to learning different Englishes (n=5)	Confusion in learning (n=5)	
Increase in content to be learned (n=5)	Excessive content & workload (n=5)	
Confusion over own identity Minimal learning effect in learning due to time constraint Include WE/ELF as a supplementary element.	Others (n=3)	
Excessively broad coverage in exams Learning unfamiliar content due to exams Unclear criteria in assessing learning	Difficulty in exams (n=3)	Assessment

*Note.* The numbers in the parentheses in the Student responses column indicate the frequency of students' answers that were identical or similar in meanings.

Regarding shortcomings of learning WE/ELF class, seven comments were concerned with incomplete or incorrect learning and four students mentioned shallow or superficial learning of diverse Englishes. There were also three responses such as impossibility of learning each variety in-depth, a danger of thinking incorrect pronunciations as unique, and acquisition of ambiguous pronunciation, which were mentioned once. Next, there were six comments of difficulty of

learning WE/ELF such as awkward feelings that students may have, lack of in-depth learning, introduction of new content, or difficulty of retaining content learned. Two comments were particularly unique among the answers; one said a student may struggle to understand the intonation before grasping the essence or meaning of the talk despite her awareness of the inclusion of different varieties other than AmE in English proficiency tests as in the excerpt below. Another commented that it could become hard to encounter diverse cultures of English countries, which seems contradictory to the advantage of learning diverse cultures that the other students in both classes mentioned. The students made five comments on confusion in learning and on the increase of content, respectively. That is, students worried the confusion due to learning diverse Englishes and also burden of added content and workload in class. In addition, there were comments mentioned once such as a student’s confusion over own identity due to the mix of diverse Englishes, minimal learning effect in learning WE/ELF as there was not enough time in learning even AmE in school, and need for including WE/ELF as a supplementary element. Concerning assessment, they thought it burdensome because exams could become too broad by including WE/ELF, learning unfamiliar content due to exams, and unclear criteria in assessing learning outcomes. The following excerpts are representative comments they made.

*There is a lot to learn; even when teaching only American English from elementary to high school, learning might be insufficient. If bits of English from various parts of the world are learned, the learning effect might be too minimal. (C2-S8)*

*It seems that various types of English should not be the main focus of education but rather a supplementary element, and this is necessary. (C2-S14)*

*As of now, in the current College Scholastic Ability Test-style English exams, if English from countries other than the U.S. is included in listening, it might be counterproductive. Before grasping the essence of the talk or meaning, one might struggle to understand the intonation but I understand that TOEFL already uses English from various countries for listening. (C2-S20)*

## High School Teachers’ Views on Including WE/ELF in Teaching & Assessment

As noted earlier, the two teachers were interviewed and also asked to keep reflective notes during and after the study, which were used to examine 1) their views after teaching, 2) suggestions for teaching WE/ELF, and 3) suggestions for assessing learners afterwards. As explained earlier, the words and phrases in their comments were kept intact as much as possible. Table 11 shows the teachers’ views in their interviews and reflective notes after teaching WE/ELF-embedded classes.

**TABLE 11**  
*Teachers’ Views after Teaching WE/ELF*

Teachers	Views after Teaching WE and ELF
Ms. Kang	<ul style="list-style-type: none"> <li>- Showed higher interests and participation for Topic 1 (Dialects, accents, pronunciation, &amp; Intonation), Topic 4 (Listening to regional Englishes: Bingo Activity), and Topic 6 (Konglish &amp; Korean English)</li> <li>- Students’ understanding of own English as part of WE despite their lack of confidence in pronunciation and wrong use</li> <li>- Increase in confidence in using English</li> <li>- Better concentration when taught differences in pronouncing words in English and Korean accents, and different use of words as nouns or verbs depending on stress</li> <li>- Thought of students having more interest in teaching theory-driven phonological aspects</li> </ul>
Ms. Lee	<ul style="list-style-type: none"> <li>- Showed higher interests and participation for Topic 1 (Dialects, accents, pronunciation, &amp; Intonation) and Topic 4 (Listening to regional Englishes: Bingo Activity)</li> <li>- Less interests on Topic 7. Identities of English users &amp; ownership of English, 8. Becoming a proud English user</li> <li>- Students understanding and accepting the view of English as a tool for global communication rather than the language of English speaking countries through listening to diverse Englishes and activities of applying them in speaking in class</li> <li>- Meaningful for students to experience diverse Englishes firsthand</li> <li>- Students becoming more confident by realizing ‘they can communicate despite not being perfect’</li> <li>- Felt time constraints in covering each topic in breadth and depth</li> <li>- Some improvements needed to narrow the gaps in learning effects due to learners’ preference to English subject and levels of understanding</li> <li>- A big help for them to develop broader, global perspectives and for me to realize the limitation of exams-based teaching</li> </ul>

Ms. Kang said that her students showed higher interests and participation for Topic 1 (Dialects, accents, pronunciation, & intonation), Topic 4 (Listening to regional Englishes: Bingo activity), and Topic 6 (Konglish & Korean English). She noted that they seemed to understand their own English as part of WE and become more confident in using English despite their lack of confidence in pronunciation and wrong use. However, her comments focused more on pronunciation as she said she felt students liked Topic 1 on pronunciation and showed better concentration in learning differences between Korean and English accents or stress-timed differences in words despite their interests in listening to diverse Englishes. As a matter of fact, she thought teaching theory-driven phonological aspects would be good in class. Ms. Kang shared her views after teaching the class as follows.

*Most of the students seemed less confident in their own pronunciation at first but as the classes progressed they realized that their English is part of diverse WE and is not a wrong one. It seemed that they enhanced their confidence on their own in using English. (Ms. Kang's views after teaching)*

Ms. Lee said her students showed higher interests and participation for Topic 1. Dialects, accents, pronunciation, & intonation and Topic 4. Listening to regional Englishes: Bingo activity but less on Topic 7. Identities of English users & ownership of English and 8. Becoming a proud English user due to the repeated content and the lack of activity for the topics. She said that it was meaningful for students to experience diverse Englishes firsthand in class and they seemed to understand and accept the view of English as a tool for global communication rather than the language of English speaking countries. She said they seemed more confident after realizing they could communicate despite not being perfect' and became positive on the idea of being a proud English user. However, she felt some time constraints in covering each topic in breadth and depth and suggested improvements needed to narrow the gaps in learning effects due to differing levels of learners' preference to the English subject and understanding of content in class. In sum, she said it was a big help for her students to develop broader, global perspectives and for her to realize that English teaching should not be exam-oriented but focus more on communication.

*The materials were structured 8 topics linearly from pronunciation and dialects to becoming a proud English user, which helped students to learn about WE in a systematic way. They participated actively in class and showed a high level of interest in pronunciation and intonation. Through the activity in which they listened to intonation of Englishes used in different countries and applying it to real communicative situations, the students seemed to naturally understand and accept that English is not a limited language for English-speaking countries but a communicative tool in a global context. (Ms. Lee's view after teaching)*

Table 12 presents the teachers' suggestions for teaching WE/ELF in high school.

**TABLE 12**

*Teachers' Suggestions for Teaching WE/ELF*

Ms. Kang	<ul style="list-style-type: none"> <li>- Include more interesting activities or materials for less interesting or abstract topics</li> <li>- Offer opportunity to compare &amp; contrast accents in Korean &amp; English (e.g., [프리] vs [free] /fii:/ 와 [포토그래프] vs [photograph] /'foʊtəgræf/) and understand differences in stress-timed and syllable-timed languages</li> <li>- Provide videos for students' interest and teach differences in pronunciation and expressions in BE &amp; AmE (e.g., <a href="https://www.youtube.com/watch?v=1S2i7A35e9Y">https://www.youtube.com/watch?v=1S2i7A35e9Y</a>)</li> <li>- Provide videos on Konglish and English for students to realize awkwardness of expressions and also to naturally understand intuitiveness of Konglish(<a href="https://www.youtube.com/watch?v=IYVikHTGDBg">https://www.youtube.com/watch?v=IYVikHTGDBg</a> - [콩글리쉬 to 영어])</li> </ul>
Ms. Lee	<ul style="list-style-type: none"> <li>- Other than PPTs, conduct each lesson with teaching plans and worksheets</li> <li>- Provide some post work to review or check what they had learned by using interesting quizzes or games based on <i>Blooket</i> or <i>Quizizz</i></li> <li>- Develop learning materials on WE/ELF by grade levels</li> <li>- Find ways to share good contents or materials on WE/ELF and know-hows used by other English teachers</li> <li>- Provide teacher training on WE/ELF should be done in pre-service teachers' programs, teacher development programs for novice and experienced teachers</li> </ul>

Ms. Kang suggested that there should be more interesting activities or materials for less interesting or abstract topics (i.e., 5. Native & non-native speakers of English, 7. Identities of English users & ownership of English, 8. Becoming a proud English user). Then she suggested an activity on comparing and contrasting accents in Korean & English along with the use

of videos on pronunciation and expressions in AmE and B.E. and provided web links. The following shows her thoughts on three topics included.

*Regarding the topics 5. Native & non-native speakers of English, 7. Identities of English users & ownership of English, and 8. Becoming a proud English user, students' interests tended to decrease due to ethical and abstract content on language use and understanding. Therefore, it is necessary to include some activity materials for such prescriptive contents related to being users of appropriate English. (Ms. Kang in C1 on teaching WE/ELF)*

Ms. Lee suggested several ideas on teaching in an WE/ELF-embedded class. She stated that a teacher should conduct each lesson with specific plans and worksheets other than using PPTs and help students review the work through quizzes or games based on *Blooket* or *Quizizz* website. She also mentioned holding contests on teaching WE/ELF, developing learning materials by grade levels to be used during the orientation periods or after the second official exams period for maximum learning effects. She emphasized that a teacher's own effort is necessary in finding good contents or materials and seeking for know-hows used by other excellent English teachers. Relatedly, she also proposed offering of teacher training on WE/ELF in pre-service teachers' programs, teacher development programs for novice and experienced teachers so that they can acquire key information and knowledge on WE/ELF and also realize its importance and include them in class.

*The use of diverse edutech tools can be of great help in raising students' interests and guide them for active participation. For example, students will concentrate more if a teacher utilize Blooket or Quizizz and offer fun quizzes or games for review or check-up of the content learned. Furthermore, a best teaching practice contest on WE/ELF can be helpful for teachers to share good materials or activity ideas in designing more meaningful class materials based on good, experienced teachers' know-hows. (Ms. Lee in C2 on teaching WE/ELF)*

## High School Teachers' Suggestions for Assessing WE/ELF-embedded Learning

Likewise, two upper secondary English teachers also provided their suggestions for assessment after teaching WE/ELF as follows.

**TABLE 13**

*Teachers' Suggestions for Assessing after Teaching WE/ELF*

Ms. Kang	<ul style="list-style-type: none"> <li>- Give some reliable questions such as marking stress after listening to audio files, counting the number of syllables, marking intonation after listening to sentences</li> <li>- Give some essay questions to examine learners' understanding of the concept of WE</li> </ul>
Ms. Lee	<ul style="list-style-type: none"> <li>- Possible to utilize diverse evaluation tools such as performance-based assessment (PBA), observational or reflective assessment</li> <li>- Possible to expect positive outcomes by synchronizing evaluation with learning with activity-based assessment in which learners apply what they understand about WE/ELF</li> </ul>

Ms. Kang presented the idea of developing reliable questions such as marking stress after listening to audio files, counting the number of syllables, marking intonation after listening to sentences or giving an essay questions to examine learners' understanding of the concept of WE. However, she also said it is "realistically difficult to give a paper-and-pencil test instead of performance-based assessment", on which she did not elaborate on. Ms. Lee commented that with the use of diverse evaluation tools such as PBA, observational or reflective assessment, teachers could expect positive outcomes by synchronizing evaluation with learning in class with activity-based assessment in which learners apply what they understand about WE/ELF. As a matter of fact, she guided to her students to keep a learning log three times a week for a semester in which students included their thoughts on learning about WE/ELF as well as other learning activities in class. Ms. Lee also shared a sample of PBA evaluation rubric on an essay task (See Appendix).

## DISCUSSION

In this study, the analyses of the pre- and post-surveys showed statistical differences in their views after learning about WE/ELF, though the effect size for each class was small or less. However, such results should be interpreted carefully given

the small sample size and effect size and with more students in an experimental design as in the previous study (2025a), the results could also have been different if the timing and procedures in teaching the topics were consistent for the teachers. As for advantages in WE/ELF-embedded classes, the students at both classes mentioned most that learning about WE/ELF would be helpful for actual communication with diverse speakers of English. The next frequent answer was gaining knowledge and better understanding of English (C1= 6 times, C2=8 times). Those in C2 also mentioned learning English better 8 times but those in C1 mentioned it only three times. Five students from both classes commented that learning about WE/ELF was good for culture learning while exposure to diverse Englishes and eliminating prejudice against them were also mentioned twice, respectively, at both classes. Though some answers were less frequent as presented earlier, the students thought that learning about diverse Englishes is conducive to using it in real situations, understanding and learning more about different English varieties, and learning cultures of diverse English speakers. In fact, very few students insisted learning AmE or SE only in class.

Given the results above, it is clear that offering an WE/ELF-embedded class can help learners understand better the importance of English for communication rather than forcing them continuously to test-driven English learning (Sung, 2024, 2025a). WE/ELF-embedded teaching can certainly help learners to be well aware of the existence of diverse Englishes and respect WE/ELF users. That is, instead of favoring AmE or native speakers of English, both teachers and learners should realize that even those who speak English as a mother tongue are also WE/ELF speakers as they are. Therefore, English teachers should challenge the unfounded superiority of SE by first checking their assumptions on AmE or native-speakerism that they had learned about during their school years and also critically rethink their own identity formation as Korean users of English by themselves (H. Park, 2012; Sung, 2025a, b). In other words, learners will not accept WE/ELF users without a teacher's awareness on its importance and enactment of WE/ELF-embedded teaching.

Concerning shortcomings in learning WE/ELF in class, the most frequent comment in C1 was the confusion in learning different varieties (n=11). Next frequent answers in C1 was excessive content and workload (n=6) followed by the difficulty of learning and that of such content itself (n=2). In comparison, the most frequent answer from C2 was incomplete or incorrect learning (n=7), which was not mentioned in C1. Then, those in C2 mentioned difficulty in learning (n=6) followed by confusion in learning (n=5), which was mentioned most in C1, and excessive content & workload (n=5). In sum, those in C1 were more concerned about confusion due to learning different varieties compared to those in C2, who worried about incomplete or incorrect learning of English, which was not mentioned at all by those in C1. However, it is not unsure the reasons for such different views, which may have been due to their differences in terms of school grades and courses enrolled in school, which warrants further investigation. In addition, though mentioned only once, some interesting comments were made such as more time consuming, reducing learning effectiveness due to too rigid and standardized learning, and less time for reading comprehension by those in C1. Those in C2 mentioned only once confusion over own identity, minimal learning effect in learning, which was mentioned in C1, too. One commented that WE/ELF should be included as a supplementary element.

In order to alleviate students' concerns over the increase of learning content and difficulty of learning diverse Englishes, teachers can utilize some micro-level strategies mentioned by the teachers in this study and other studies (M. Kim, 2014; Shim, 2015; Sung, 2025a, b). For instance, they can use interesting online and/or offline materials or activities for less interesting or abstract topics, making specific lesson plans and worksheets other than PPTs, reviewing lessons through quizzes or games on the web or using interesting apps. Using videos, audios, podcasts, or website, teachers can show examples of diverse WE/ELF speakers interacting in different communicative settings or guide them to speaking corpus or movies or dramas in which Korean or other international cast's use of diverse Englishes is included (Shim, 2015; Sung, 2024, 2025a, b). Teachers can also use many AI tools nowadays, which allow multi-faceted use of existing audios, videos, web materials related to WE/ELF, and help learners do individual or group projects to produce and share on- and offline (e.g., making posters or shortforms, conducting surveys, doing discussion activities, making portfolios) as suggested by one teacher, another expert in this study, and the earlier studies (Sung, 2025a, b).

After teaching, Ms. Kang in C1 attested that her students showed higher interests and participation for the topics on pronunciation and Konglish & Korean English. She suggested more interesting activities or materials for less interesting or abstract topics but continued to maintain preference on teaching linguistic elements, suggesting an activity on pronunciation and expressions in AmE and BE using a video on the web. It appears that despite her acknowledgement of students' understanding of existence of diverse Englishes and increase confidence in their own English as the semester progressed, her unwavering emphasis on the importance of phonological aspects seemed to stem from her undergraduate major, linguistics, as stated during the pre-interview and also in her reflections. Ms. Lee in C2 said that her students were highly interested in and participated more on the topics related to pronunciation and regional dialects but were less interest in the abstract topics such as ownership of English and becoming a proud English user. She said that her students experienced diverse Englishes firsthand, which helped them understand English as a tool for communication and become more confident

in their own English. She also mentioned constraints such as the lack of time to cover the topics in breadth and depth and narrowing the gap in learning effects due to differing levels of learners' preference to English and of understanding content in class. She said it was a big help for her to realize that English teaching should not be exams-based but focus more on communication.

Ms. Lee in C2 suggested both macro- and micro-level ideas such as developing with specific lesson plans and worksheets other than PPTs, reviewing lessons through quizzes or games, and contests on WE/ELF-embedded teaching. She mentioned a teacher's own effort to find good contents or materials and to gain know-hows from other excellent English teachers, offering teacher training on teaching WE/ELF for pre-service and inservice teachers, which are well in line with previous studies reviewed above (e.g., Kang & S. Lee, 2012; M. Kim, 2014; Shim, 2015, 2020; Sung, 2025a). She also suggested grade-specific learning materials related to WE/ELF could be made but both national and local educational offices or boards, which deal with curricular and materials development, should first seek policy wise pursuit of such inclusion, though such macro-level changes are difficult and time-consuming in reality.

In sum, some differences in the two teachers' views after teaching were noted. Ms. Kang appeared to have put more emphasis on linguistic elements such as pronunciation and dialects. Ms. Lee shared more in-depth reflections on learners' engagements, changes noticed in class, her thoughts on the topics covered, and her realization of the role of English for communication after teaching. Such differences may be due to the fact that while Ms. Kang taught a required course for the 10<sup>th</sup> graders, Ms. Lee taught the 11<sup>th</sup> graders for an elective course, *World Culture and English*, which was more compatible in covering the topics on WE/ELF. In a similar vein, the analyses of 3 additional Likert type questions on the inclusion of WE/ELF in listening and speaking exams as well as in learning content and activities in the post-surveys showed that those in C2 were more positive in their answers compared to their counterparts in C1.

As for assessment, the students in C1 mentioned confusion and difficulty if WE/ELF were to be included exams (n=8). Those in C2 also mentioned difficulty in exams three times due to excessively broad coverage on diverse Englishes, unfamiliar content, and unclear criteria in assessing in exams. Thus, it is quite clear that the students worried about learning WE/ELF due to the burden of increase in learning content, potential inclusion of such content in exams, and confusion and difficulty in learning different Englishes as in the previous studies (M. Kim, 2014; Sung, 2025b). When asked about the issues about assessing learning outcomes in class, Ms. Kang in C1 mentioned the ideas such as developing questions on marking stresses or intonation after listening to audio files and counting the number of syllables. She also proposed giving an essay question to examine learners' understanding of the concept of WE but also thought it realistically difficult and mentioned using PBA. Ms. Lee in C2 mentioned using diverse evaluation tools (e.g., PBA, observational or reflective assessment), integrating assessment with learning in class, and doing activity-based assessment in order to measure to what extent learners could apply what they learned about WE/ELF to the learning task given. She seemed to have made some genuine efforts to reflect such ideas in her class as she asked her students to write learning journals for her course and also shared a sample of PBA rubric for an essay task as in Appendix. Accordingly, though time-consuming, a teacher can certainly utilize diverse methods and tools for teaching and assessment in an WE/ELF-embedded class (Sung, 2024, 2025a, b)

As for the students' anxieties over the inclusion of WE/ELF-related content in exams, it is impractical to give a paper-and-pencil test or focus on minor differences in speaking or linguistic features in a particular form of English as one teacher noted. At present, few exams or tests include items on culture though culture and related projects or activities are included in textbooks. Likewise, instead of giving traditional standardized exams after teaching WE/ELF, teachers can utilize more process-oriented, alternative assessment such as PBA mentioned by two teachers. For example, as one teacher shared her rubric on an essay task as in Appendix, a teacher with higher willingness and determination can certainly employ diverse on-and-offline resources for teaching and assessment in an WE/ELF-embedded class. A teacher can also provide helpful feedback during the entire process of teaching and assessment in a WE/ELF-embedded class and encourage learners to develop positive identities and self-esteem as legitimate users of their own English as one expert for this study firmly stated.

For another practical assessment, it may be possible to document students' learning behaviors and outcomes in the student record book, which was not mentioned by the teachers in this study but by middle school teachers in the previous studies (Sung, 2024, 2025a). That is, a teacher can include qualitative comments in the sections of Creative experiential activity involvements, Subject-specific learning development in English, and Overall evaluative comments in the student record book. The two experts who were asked about possible assessment methods also suggested PBA by guiding students to compile portfolios or making videos related to WE/ELF topics. They also mentioned using alternative, outcome-based assessment while doing group work or team projects or self-assessment on changing levels of awareness on WE/ELF, etc. Another pedagogically possible way is not to bother about giving any exams after teaching WE/ELF given that knowing the existence of different varieties in English and enhancing confidence in using their own English are indispensable learning outcomes by themselves. In so doing, students' anxieties over exams can be alleviated while a teacher can just expose learners to diverse Englishes without worrying about giving exams to learners.

Another important issue is when or what grade the integration of WE/ELF should be done in high school since the current national English curriculum is ambivalent about its integration. Considering the importance and urgent necessity of integrating WE/ELF-related content and activities in class as early as possible (Ahn, 2014; Kang & S. Lee, 2012; M. Kim, 2014; Shin & Walkinshaw, 2023; Shim, 2015, 2020; Sung, 2024, 2025a, b), it is better and ideal to teach about WE/ELF during the 10<sup>th</sup> or no later than 11<sup>th</sup> grade given that there is an increasing amount of pressure for school or college entrance exams for the 12<sup>th</sup> graders. Especially, in an elective course, *World Culture and English*, which is offered in the 11<sup>th</sup> grade, a teacher can easily embed topics and activities related to WE/ELF throughout the semester or in the lesson unit on the English language instead of presenting types of English only from the IC or occasional inclusion of regional varieties as mere information. As previous studies recommended (Lee et al., 2015; K. Y. Lee, 2012; Song, 2015; Sung, 2024, 2025a, b) and five positive comments were made on better cultural understanding through learning about WE/ELF in this study, a teacher can link WE/ELF-related topics to diverse cultures of English and non-English speaking countries in the world.

An English teacher's open-minded and willingness to integrate diverse Englishes in regular class matters most in English class. Without the teacher's awareness on the importance on WE/ELF, it is highly unlikely that their learners could think about issues related to WE/ELF (Shim, 2015, 2020; Sung, 2024, 2025a, b; Yoo, 2015). Therefore, as suggested by one teacher in this study and other researchers (e.g., Ahn, 2014; Kang & S. Lee, 2012; Hwang, 2022; Shin & Walkinshaw, 2023; Shim, 2015, 2020; Sung, 2024, 2025a,b), it is imperative that some awareness-raising or teacher development sessions on WE/ELF should be offered for in-service teachers and, more proactively, during the pre-service teacher education program where they not only learn about the concepts of WE/ELF but ways of dealing with topics and issues on WE/ELF in class. As a matter of fact, a teacher's realization of the importance of teaching WE/ELF on and willingness to integrate it in class is a priori in high school given that it could be the last chance for learners to learn about WE/ELF and to become proud users of their own English in communicating with diverse WE/ELF speakers with whom they have to interact in and outside school at present and also in future.

## CONCLUSION

In this study, the findings suggest that while the students valued their learning experiences of topics and issues on WE/ELF, some also felt the burden of content increase and of exams if such content are to be included. The teachers also attested differing levels of students' engagements depending on each topic and activity and importance of including diverse Englishes in class with the provision of more helpful materials and interactive activities, especially, in covering abstract topics on WE/ELF. They also provided informative suggestions for teaching and assessment for WE/ELF-embedded class that were grounded in their actual experiences such as using videos or many available resources on the web and performance-based tasks and assessment.

Despite the contributions of this classroom-based study on WE/ELF, some limitations which necessitates further research should be noted. First, there were only two intact classes at one school, which means the results of this classroom-based research are not generalizable to other contexts due to its foci on learners' and teachers' views and suggestions for teaching and assessments in WE/ELF-embedded classes. Therefore, more classes and schools can be included in future research. Second, more qualitative data through students' interviews and classroom observations, which were not possible due to issues of securing consent for such work, could be collected in order to provide more emic views of their experiences and thoughts on their learning. Third, more longitudinal studies can be done in order to look into effects or changes occurred during and after learning WE/ELF on the part of learners and also for teachers. Fourth, more teachers, curricular, materials developers, and evaluation experts can be added to examine their suggestions for diverse ways of teaching and assessment in further studies. Lastly, more classroom-based studies on secondary English learners' perceptions should be done and published in major ELT journals given that several existing studies were done as part of graduate theses and lacked rigor in research design and analyses.

As previous studies (e.g., Ahn, 2012; Kang & S. Lee, 2012; T. Park, 2017; Shim 2015; 2020, Sung, 2024, 2025a, b; Yoo, 2015) and this study reported, many learners and teachers accept diverse Englishes and users of such varieties as legitimate owners of English though some of them still view AmE as superior and keep focusing on school exams. Many teachers still do not actually engage in exposing learners to different Englishes in class despite many repeated calls for the need of more inclusive practices of teaching diverse Englishes over the years. In fact, the continuing dominance of AmE in English teaching and learning is also well noted in the listening exam items in the College Scholastic Aptitude Test(CSAT) since 2015 (Shim, 2022). Accordingly, it is an English teacher's solemn duty to make sure that WE/ELF should be reflected in class whether or not it is included in the national curriculum or textbooks given that real peoples in real contexts do use

many different varieties of English instead of blindly accepting the native speaker model or the superiority of AmE. To be more emphatic, maintaining the status quo of teaching only AmE or SE without problematizing long-standing hegemonic practices of teaching English for tests instead of enhancing learners' communication abilities with others is no longer viable in the world where many varieties of WE/ELF are used, even in the English speaking countries.<sup>3</sup>

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## Appendix

## &lt;World culture &amp; English&gt; Example of PBA

Domain	WE/ELF Essay	Points	30	Semester	2 <sup>nd</sup>
Task	Essay writing to present own position with evidence in appropriate organization and form				
2022 Revised English Curriculum Achievement Standards					
[12WC&E01-08] Participate in communication with appropriate strategies and attitudes based on one's understanding of WE/ELF					
Assessment elements	Criteria of performance				
Taking a position on WE/ELF & writing an essay based on evidence	1. Construct paragraphs & content in introduction-body-conclusion				
	2. Writing appropriate restatement of the position in conclusion				
	3. Present persuasive evidence (facts, statistics, examples, expert opinions, etc.) that are directly related to the position				
	4. Provide logical connections (interpretations) between evidence & position				
	5. Include counterarguments possible & present rebuttals again them to strengthen own position				
	6. Write logical sentences & paragraphs using adequate connections cogently				
	7. Use concise & clear sentences while avoiding complicated structure or difficult vocabulary				
	8. Use appropriate and diverse vocabulary				
	9. Almost no error in grammar				
Grade	Rubric			Points	
A	Meet all the criteria			30	
B	Meet 8 criteria in the above			28	
C	Meet 7 criteria in the above			26	
D	Meet 6 criteria in the above			24	
E	Meet 5 criteria in the above			22	
F	Meet 4 criteria in the above			20	
G	Meet 3 criteria in the above			18	
H	Meet 2 criteria in the above			16	
I	Meet 1 criteria in the above			14	
J	Meet 0 criteria in the above			12	
Baseline Score				12	
No submission or no completion				11	
Long-term absence				10	

**Q. Choose one topic below and write an essay on one's position on WE/ELF with evidence.**

1. Do you agree to the claim, 'one can communicate better when s/he uses correct pronunciation'?
2. Should school require students to learn other foreign languages other than English?
3. Discuss whether you agree or not on the statement, 'English must be a must language to be taught in the world.'
4. Discuss whether you agree or not on the statement, 'English used by native speakers should not be a standard in English learning.'
5. Write pros or cons after choosing one of the statements; 'Konglish interferes with learning English for Koreans.' or 'Konglish' should be respected as an important part of Korean culture.'