

Towards Teaching Purposive Communication in the World Englishes Context: Perspectives of Philippine ESL Educators

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RESEARCH ARTICLE

Abstract

The increasing globalization of communication necessitates a comprehensive understanding of Purposive Communication, particularly within the diverse linguistic landscapes of World Englishes. Also, it determines the suggestions of Purposive Communication lecturers/instructors in integrating World Englishes into the course. The study's participants consist of seventy-two (72) language teachers, all currently teaching the Purposive Communication course in various private and public higher education institutions across the Philippines. The results showed that the respondents are aware of World Englishes concepts and are practicing those concepts in their classrooms. While our findings reveal suggestions for integrating other varieties of Englishes across topics in Purposive Communication, it is important to note that these insights are derived from the analysis of a single textbook. The researcher suggested that other language courses in the Philippines be evaluated to form a holistic paradigm of World Englishes in the Philippine curriculum.

Keywords: World Englishes; Purposive Communication; Language Teaching; Philippine Curriculum

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1 INTRODUCTION

World Englishes is a field of language studies that deals with English varieties worldwide, influenced by the native speakers of the said language. Scholars of this field continuously explore its sociolinguistic contexts, background, influence, and history (Bhatt, 2001; Melchers, Shaw, & Sundkvist, 2019). Bolton and Kachru (2006) designed a paradigm titled the three concentric circles model. The inner circle includes countries where English is their primary language, such as the United States of America and Great Britain. World Englishes (WE) extend beyond the traditional English as a Second Language (ESL) and English as a Foreign Language (EFL) frameworks by recognizing the global diversification and localization of English. While ESL and EFL categorize English usage based on its educational function within specific geographical contexts, WE encompasses the expansive spectrum of English varieties worldwide, including those in the Inner, Outer, and Expanding Circles. This perspective appreciates the distinct linguistic features and cultural significances of Englishes in countries with colonial histories (such as the Philippines, Sri Lanka, and India) and those adopting English in the Expanding Circle as a global lingua franca. By doing so, World Englishes celebrate the pluricentric nature of English, recognizing each variety's uniqueness and legitimacy as part of a global English-speaking community. Widdowson (1994)

posits that no one owns the English language. Each variety has the right to claim its linguistic territory.

To date, linguists and educators continuously explore World Englishes and its implications in language teaching. In the context of language teaching, [Brice and Perkins \(1997\)](#) suggested that code-switching and code-mixing help facilitate the language prowess of the learners, especially in the ESL/EFL context. The learners' English variety helps aid them in their macro skills. Teachers should not expect the learners to speak the English of native speakers. [Eoyang \(2003\)](#) emphasized that intercultural skills are needed in teaching English as a Second/Foreign language. Understanding non-native speakers' cultural backgrounds and varieties correlates with the positive language learning of non-native speakers. Asian countries such as the ASEAN nations are paving the way in institutionalizing the English varieties in their country ([Low & Azirah Hashim, 2012](#)). Language planning and policies are stipulated and are continuously innovating to address the needs of their people. A good example is Singaporean English, which has a rich phonemic inventory. Also, Malaysian English has syntactic and lexical features that could address international intelligibility. In the study of [McKay \(2018\)](#), explicit attention could help students practice their language skills through rephrasing, repetition, and other activities. Further, it is also suggested that the language curriculum should integrate the country's pragmatic norms to enhance the students' intercultural skills.

Some researchers evaluate textbooks and check the conformity of their content to Standard English. [Matsuda and Matsuda \(2011\)](#) [Matsuda and Kei Matsuda \(2011\)](#) examined language reference books and found that the content of the learning material is in U.S. English. Most English books used in the different countries are still anchored in the U.S. or U.K. Englishes. Hence, no studies have been found that conform to the World Englishes/ Englishes variety. In the Philippines, with the implementation of the K-12 curriculum, English courses at the tertiary level are now integrated into the Senior High School level. With this, Tertiary institutions only have one General Education communication course, Purposive Communication. Purposive Communication is a three-unit course that develops students' communicative competence and enhances their cultural and intercultural awareness through multimodal tasks that allow them to communicate effectively and appropriately to a multicultural audience in a local or global context. Students are expected to produce multimodal outputs and submit them to their communities for utilization. Since the course is new in the tertiary level curriculum, authors have developed instructional materials in textbooks, modules, etc. [Barrot \(2018\)](#) authored a book titled Purposive Communication in the 21st Century, which various higher education institutions have adopted.

While the proliferation of scholarly studies about World Englishes has significantly enriched our understanding of the global diversification of English, there appears to be limited exploration specifically focusing on English and communication courses' reference materials within the World Englishes context. This study aims to contribute to this area by examining how these materials incorporate and reflect the principles and varieties of World Englishes. While World Englishes offer a framework for recognizing and valuing the diversity of English globally, the concept risks remaining theoretical without its practical integration into educational curriculums. This is particularly relevant in contexts like the Philippines, where Philippine English (PhE) exemplifies the localized evolution of the language. Incorporating both WE and PhE perspectives into the curriculum validates these variations and equips students with a more comprehensive understanding of English's global and local dimensions. Hence, this study will fill the gap of the unexplored dimensions of World Englishes, especially in English Language Teaching. Because of the identified gaps in the previous studies, this paper aims to 1.) Examine the learning outcomes, topics, and assessment methods of Purposive Communication instructional materials from the World Englishes context .; 2.) Determine the suggestions of Purposive Communication lecturers/instructors in integrating the paradigm.

This study utilized the theoretical underpinning of Intercultural Language Learning ([Low & Azirah Hashim, 2012](#)). This pedagogical innovation of language teaching has been so significant in language studies. Through this model, language learning and cultural integration are given emphasis. Learners are expected to reflect on their learning and understand cultural sensitivity

in-depth. This theory is also utilized in World Englishes. Lee (2012) explored classroom activities in one EFL country by teaching World Englishes. Using this framework, he deduced that the language and intercultural skills of the students have developed. The researcher utilized the framework since Purposive Communication deals with the students' intercultural skills.

2 METHODOLOGY

2.1 Research Design

This study utilized a mixed-method type of research – a combination of quantitative and qualitative methods. This study enables a policy researcher to understand complex phenomena qualitatively and explain the phenomena through numbers, charts, and primary statistical analyses. According to Creswell (1999), this approach holds the potential for understanding the complex phenomena of the social world, seeing this world through multiple lenses, and using eclectic methodologies that better respond to the multiple stakeholders of policy issues than a single method or approach research.

2.2 Data Gathering Procedures

Due to the quarantine guidelines and constraints brought by the pandemic, the researcher utilized the Google survey form and phone calls for the duration of the data-gathering procedures. The researcher used a self-made questionnaire to evaluate the course according to the parameters mentioned in the data analysis. The parameters are anchored on the study of Farrell and Martin (2009) regarding the approaches to teaching World Englishes in ESL and EFL contexts. The self-made questionnaire had undergone Cronbach's Alpha reliability test to measure the tool's reliability and validity. The Alpha Cronbach value is 0.92 and interpreted as Excellent. Through the Likert scale, the participant evaluated the composition of the course according to the following scale: 4- World Englishes is strongly evident; 3- World Englishes is evident; 2- World Englishes is not evident; 1- World Englishes is strongly not evident.

Also, in evaluating the Purposive Communication course, if the World Englishes' paradigm is observed, the following scale is used: 4- Strongly Agree; 3- Agree; 2- Disagree; 1- Strongly Disagree.

To triangulate the responses of the participants, the researcher conducted phone interviews with ten participants. A guide question was designed to deeply understand the context of the research's objectives. The responses were thematically analyzed. Gormley, Kearney, Johnston, Calhoun, and Nestel (2019) used the thematic analysis framework used by the researcher. The following process was observed: familiarization of the data, preliminary coding, clustering, template development, and interpretation. The researcher also invited two other interceders to limit the study's biases. Research ethics is strongly observed in the data-gathering procedure. The participant's involvement in the study is voluntary.

2.3 Participants

Seventy - two (72) participants answered the survey form. The researcher sets criteria for the participants. To qualify as an official participant in the study, they should possess the following qualifications: should be handling a Purposive Communication course for at least a year; should have attended at least one seminar regarding World Englishes; should have at least earned M.A. units in Language Studies; should be using more than one reference material in Purposive Communication; and should be an instructor in a State College and University/ Private Higher Education Institution.

Based on the demographic profile of the respondents as shown in Table 1, the majority of the respondents who took the survey are female (n=43), 26-30 years of age (n=24), 6-10 years of teaching experience (n=22), working in a State University/College (n=34), and currently taking doctorate program (n=27).

Table 1. Demographic Profile of the Participants

Sex	N	Percentage
Male	29	40.3
Female	43	59.7
Age	N	Percentage
21-25 years old	5	6.9
26-30 years old	24	33.3
31-35 years old	13	18.1
36-40 years old	13	18.1
41-45 years old	9	12.5
46-50 years old	2	2.8
51 years old and above		
Years of Teaching Experience	N	Percentage
5 years and below	20	27.8
6 -10 years	22	30.6
11-15 years	14	19.4
16-20 years	5	6.9
21 years and above	11	15.3
Affiliated Institution	N	Percentage
Private Higher Education Institution (PHEI)	29	40.3
State University and Colleges (SUC)	34	47.2
Local University and Colleges (LUC)	9	12.5
Educational Qualifications	N	Percentage
Master's Degree (ongoing)	25	34.7
Master's Degree holder	8	11.1
Doctorate (ongoing)	27	37.5
Doctorate holder	12	16.7

2.4 Ethics Consideration

Before proceeding with the interview and answering the survey questionnaire form, participants should understand the terms and conditions set by the researcher related to the Data Privacy Act. They agreed that they would not share the contents of the survey questionnaire form unless it were already published in a refereed journal.

3 RESULTS AND DISCUSSIONS

The data analysis presentation is divided into two parts: first, the results of the survey questionnaire, and second, the thematic presentation is based on the interviews with selected participants for data triangulation.

3.1 Evaluating World Englishes

The respondents were asked to evaluate their perceptions, knowledge, and previous/current experiences regarding World Englishes. There are ten statements wherein they have assessed whether they agree, strongly agree, disagree, or strongly disagree with each statement. The statements are anchored in the framework of the study.

Table 2. World Englishes Evaluation of Respondents

Language Teachers...	Weighted Mean	Verbal Interpretation
1. Should know the difference between L1 standard English varieties and new Englishes in World Englishes paradigm.	3.49	Agree
2. Should have a balanced approach between L1 standard English varieties and new Englishes within World Englishes paradigm.	3.65	Strongly Agree
3. Should carefully consider the teaching context.	3.85	Strongly Agree
4. Should value the learner's current English usage after choosing the target of instruction.	3.83	Strongly Agree
5. Should expose learners to different varieties of English, especially those in media and new media.	3.89	Strongly Agree
6. Should be culturally sensitive to the different contexts in which English is taught and used.	3.92	Strongly Agree
7. Should choose the model of English they will utilize based on context and learners' needs,	3.64	Strongly Agree
8. Should help their learners understand that the chosen variety is just one type of English and that the learners' own English is valuable even though it may differ significantly from what is presented in class.	3.74	Strongly Agree
9. Should be prepared for future encounters with speakers of varieties of English that differ from their own.	3.83	Strongly Agree
10. Should focus on teaching both strategic and intercultural competence skills	3.85	Strongly Agree
Overall Mean	3.77	Strongly Agree

As can be gleaned from Table 2 regarding the evaluation of teachers concerning their practices and beliefs with World Englishes in teaching language courses, especially the Purposive Communication courses, they strongly agree (3.77) that they should be incorporating the parameters of World Englishes in the said course. More importantly, the researcher focused on the item that garnered the lowest mean score (3.49), which indicates agreement with the statement, "Teachers should know the difference between L1 standard English varieties and new Englishes in the World Englishes paradigm." This facet of our analysis probes into the reasons behind this relatively lower level of agreement among respondents.

This may reflect a broader uncertainty or lack of clarity in distinguishing between traditional notions of 'standard' English and the diverse forms of English recognized within the World Englishes framework. Such a distinction is crucial yet complex, implicating factors like teacher education, exposure to varied Englishes, and the prevailing attitudes towards language variation and legitimacy. In the different disciplines, especially in business and health-related programs, it is a must that intercultural sensitivity and skills should be integrated into the curriculum. Teachers should practice this in the classroom, from instruction to evaluation (Barker & Mak, 2013). Teachers should integrate real-life scenarios in the school so that students can grasp the importance of intercultural sensitivity (Messelink et al., 2015). This skill should be integrated into the classroom to achieve students' holistic development in their fields (Süssmuth, 2007).

3.2 Evaluating Instructional Materials in Purposive communication

After evaluating the respondents' beliefs, perceptions, and practices in the World Englishes paradigm in general, the second set of the questionnaire asked the respondents to evaluate the instructional materials, such as books, modules, etc., they are using in the Purposive

Communication course. They should evaluate each topic to see if the learning materials they use align with the concepts of the World English paradigm.

Table 3 shows the evaluation of respondents with the instructional materials they are using in the Purposive Communication. The data show that among the key major topics in the course, each topic shows an evident rating across the parameters cited: 1.) Balanced approach of World Englishes; 2.) Presence of English varieties in the different activities; 3.) Valuing the learner's use of current English usage; and 4.) Learners' strategic and intercultural competence skills in the learning outcomes. Although each topic has been evaluated as evident, it can be seen that the majority of the topic shows the least ranking in the balanced approach of different varieties of World Englishes (Standard L1 English vs. Other Varieties of Englishes). The results imply that authors of the books should clearly integrate the different varieties of Englishes into the course, especially the distinction of standard L1 English and other varieties of English.

Table 3. Materials Evaluation of the Respondents

Topics	Weighted Mean	Verbal Interpretation
1. Communication processes, principles, and ethics		
a. Content of the topic has a balanced approach in L1 Standard English varieties and New Englishes within the World Englishes paradigm.	3.00	Evident
b. Activities in the book have allowed teachers and students to use varieties of English in different multimodalities.	2.96	Evident
c. Learning outcomes of the topic allow teachers to value their learners' current English usage.	3.14	Evident
d. Learning outcomes of the topic help the learners' strategic and intercultural competence skills in adjusting their speech to be intelligible to interlocutors from various backgrounds.	3.18	Evident
Overall Mean	3.07	Evident
2. Communication and Globalization		
a. Content of the topic has a balanced approach in L1 Standard English varieties and New Englishes within the World Englishes paradigm.	3.03	Evident
b. Activities in the book have allowed teachers and students to use varieties of English in different multimodalities.	3.14	Evident
c. Learning outcomes of the topic allow teachers to value their learners' current English usage.	3.15	Evident
d. Learning outcomes of the topic help the learners' strategic and intercultural competence skills in adjusting their speech to be intelligible to interlocutors from various backgrounds.	3.18	Evident
Overall Mean	3.13	Evident

3. Evaluating Messages

a. Content of the topic has a balanced approach in L1 Standard English varieties and New Englishes within the World Englishes paradigm.	2.93	Evident
b. Activities in the book have allowed teachers and students to use varieties of English in different multimodalities.	3.03	Evident
c. Learning outcomes of the topic allow teachers to value their learners' current English usage.	3.11	Evident
d. Learning outcomes of the topic help the learners' strategic and intercultural competence skills in adjusting their speech to be intelligible to interlocutors from a wide range of backgrounds.	3.13	Evident
Overall Mean	3.05	Evident

4. Communication aids and strategies using tools of technology

a. Content of the topic has a balanced approach in L1 Standard English varieties and New Englishes within the World Englishes paradigm.	3.00	Evident
b. Activities in the book have allowed teachers and students to use varieties of English in different multimodalities.	3.06	Evident
c. Learning outcomes of the topic allow teacher to value their learners' current English usage.	3.21	Evident
d. Learning outcomes of the topic help the learners' strategic and intercultural competence skills in adjusting their speech to be intelligible to interlocutors from a wide range of backgrounds.	3.19	Evident
Overall Mean	3.11	Evident

5. Communication for various purposes

a. Content of the topic has a balanced approach in L1 Standard English varieties and New Englishes within the World Englishes paradigm.	3.06	Evident
b. Activities in the book have allowed teachers and students to use varieties of English in different multimodalities.	3.10	Evident
c. Learning outcomes of the topic allow teachers to value their learners' current English usage.	3.21	Evident
d. Learning outcomes of the topic help the learners' strategic and intercultural competence skills in adjusting their speech to be intelligible to interlocutors from a wide range of backgrounds.	3.18	Evident
Overall Mean	3.14	Evident

6. Communication for work purposes

a. Content of the topic has a balanced approach in L1 Standard English varieties and New Englishes within the World Englishes paradigm.	3.01	Evident
b. Activities in the book have allowed teachers and students to use varieties of English in different multimodalities.	3.06	Evident
c. Learning outcomes of the topic allow teachers to value their learners' current English usage.	3.17	Evident
d. Learning outcomes of the topic help the learners' strategic and intercultural competence skills in adjusting their speech to be intelligible to interlocutors from a wide range of backgrounds.	3.15	Evident
Overall Mean	3.10	Evident

7. Communication for academic purposes

a. Content of the topic has a balanced approach in L1 Standard English varieties and New Englishes within the World Englishes paradigm.	2.94	Evident
b. Activities in the book have allowed teachers and students to use varieties of English in different multimodalities.	2.97	Evident
c. Learning outcomes of the topic allow teachers to value their learners' current English usage.	3.19	Evident
d. Learning outcomes of the topic help the learners' strategic and intercultural competence skills in adjusting their speech to be intelligible to interlocutors from a wide range of backgrounds.	3.18	Evident
Overall Mean	3.07	Evident

In primary English textbooks in Vietnam, authors integrate the students' intercultural competence, language varieties, bilingual education concepts, and different teaching approaches. Until now, they have a regular evaluation of textbooks, which are participated by stakeholders to improve the learning contents of the textbooks continuously (Dang & Seals, 2016). This is the reason why some other publishers of the books are integrating the local culture of different places into the lessons of English books to achieve the intercultural competence of the learner Syahri and Susanti (2016). Integrating local culture has shown positive outcomes to the students' learning outcomes in the ESL/EFL context (Mahmud, 2019).

3.3 Interviews with the Participants

Ten respondents agreed to participate in the study's interview to explore further the participants' points of view, stories, and perspectives. The purpose of the interview is to triangulate the responses of the participants in the survey questionnaire. After coding and analyzing the interview transcripts, the researcher identified three key themes: Perspectives about World Englishes; Best Practices of Teachers in the World Englishes Paradigm; Feedback on the Instructional Materials.

3.4 Background of The Participants

Teacher A is a graduate of English Language Education. Currently, he is taking his Master's Degree in Language Studies in Bicol Region, Philippines. He had already attended two webinars regarding World Englishes. The webinars widened his perspective the needs to integrate World Englishes in language courses. Like Teacher A, Teacher B has kept on attending webinars since the start of the pandemic. One of her interests is World Englishes. During her first time attending the webinar, it

is her first time understanding the paradigms of World Englishes. At first, she did not believe in the dimensions of the said field until she realized its needs and necessity in language instruction.

Teacher C is a seasoned teacher in language studies and education. For almost 20 years of teaching experience in secondary, undergraduate, and graduate levels in Southern Luzon, she has already practiced integrating the concepts of World Englishes into her instruction and assessment. Currently, she is also working on an institutional paper regarding the said field. World Englishes has paved the way into understanding the complexity of language teaching and understanding the diversity of her learners. Unlike Teacher C, Teacher D is a newbie in the field, and he just recently passed the licensure examination for teachers in 2021. He is currently employed as a public secondary school teacher in a big school in Camarines Sur, Philippines. Also, he is doing a part-time job as a College Instructor in a private university in his province. He is handling Purposive Communication and other major courses in English Language Education. Teacher E has just recently finished her Master's Degree in Manila, Philippines. Her master's thesis is about World Englishes. She plans to take her doctorate degree in the same university and wants to expand her master's thesis scope.

On the other hand, although Teacher F and G finished a bachelor's degree in language studies, their knowledge about World Englishes is very limited. It was not even discussed to them during their undergraduate courses. However, they have attended one webinar regarding World Englishes. They are currently expanding their horizons in the field by reading articles and reference materials about the field. Teachers H, I, and J are co-teachers in one private university in Albay. These three teachers are batchmates in the undergraduate program. They finished a bachelor's degree in Communication. All of them pursued language studies in their master's program. These three faculty have finished defending their proposal defense this year. They admitted that the curriculum of their program does not have World Englishes course. However, they have heard already that concept in one training program they had attended three years back.

The participants have different educational qualifications, range of teaching experience, and background regarding World Englishes. These ten participants have been interviewed to explore the results of the survey questionnaire in-depth.

3.5 Perspectives About World Englishes

When the researcher asked the participants about World Englishes, Teacher C expounded [Bolton and Kachru \(2006\)](#) paradigm of the three concentric circles model. She clearly expounded the expanding, outer, and inner circles. She also mentioned the differences among the three circles and the distinction of each circle. She is a firm believer that every English community has its features that should be recognized.

"There's no superior English. I don't believe that Philippine English is just a minor English compared with other varieties of Englishes. We should not disregard our variety, and should not feel inferior with other variety, and English teachers should be oriented about that."
(Teacher C)

On the other hand, Teachers H and I admitted that have knowledge regarding World Englishes. They have not provided some scholars who have contributed regarding the said field. This is because their undergraduate program is not language studies and their master's program curriculum does not have this course offering.

"I have only heard this like twice? I am not quite sure about World Englishes. I am not even very aware that this exists. Although I know Philippine English a little, the whole concept of World Englishes is still vague. How I wish this has been discussed in our MA level."
(Teacher H)

"I am so sorry if I cannot provide scholars with this field. It was not discussed in the graduate school. We have been oriented regarding teaching pedagogy in language education. But as I was answering the survey questionnaire, it became clear on my mind what World Englishes is all about." (Teacher I)

Lastly, since Teacher D's master thesis is about teachers' language ideologies regarding World Englishes, he found out that most of his papers have positive perspectives regarding World Englishes.

"Interesting, since, majority of the participants in my study has shown optimism in this field. Although some of them are not fully abreast with the concept, they are unaware that they are practicing this concept ever since."(Teacher D)

The participants' responses have shown that although some of them are not fully engrossed with the field, they are doing some mechanisms like self-reading and attending webinars to be oriented on the paradigms of World Englishes. Seasoned teachers and those who are studying this field could explain thoroughly the contents of purposive communication, even the scholars and experts who have shown remarkable contributions in World Englishes. At least, Filipino language teachers are already oriented about the paradigms, perspectives, and aims of World Englishes. This field aims to correct the pedagogy that have been practiced by other teachers who do not subscribe to the importance of English varieties. Also, experts have proven that integrating World Englishes in the curriculum strengthens the language and communicative skills of the learners (Bhatt, 2001; Matsuda, 2019).

3.6 Best Practices of Teachers in The World Englishes Paradigm

Since the respondents evaluated their perspectives in World Englishes, the researcher explored the participants' best practices in the Purposive Communication course integrating the World Englishes paradigm.

Teacher C, the seasoned teacher, admits that she recalibrates the course's learning outcomes and ensures the integration of World Englishes in every topic of the course.

"I am the driver of my car, and I am the classroom manager. I do not heavily rely on the book. If I know that I have to adjust and integrate some concepts, I am never afraid of doing so. As an advocate of World Englishes for so many years now, I have witnessed how my students grow and learn. At the end of the course, I do not want to see them mocking and belittling other English varieties. My students are not afraid of speaking in my class. No one is allowed to laugh at them. I help them grow." (Teacher C)

It is clearly shown that with the integration of World Englishes in Teacher C's class, students become proactive and learn with fun and enjoyment. English varieties are introduced to the students, and this is to show full awareness of other Englishes. English is a language and should be used accordingly in different contexts. Although Teacher D is a novice teacher, he remembered specific communication and globalization activity when asked about specific strategy. He played various accents of different nationalities across the globe and asked his students to identify which nationality it portrayed. Also, at the end of the lesson, he asked his students to roleplay conversations of different nationalities, showing their accents.

"At first, students are laughing regarding the accents of other nationalities. Although they are enjoying the activities, I could see their disappointments hearing other accents. When I integrated the lesson about communication and globalization and when they portrayed different nationalities' conversational plays, I am happy that they have reflected that it is not good to belittle other nationalities, especially with their accents. One of my students raised that no English variety is superior than the others." (Teacher D)

Mair, 2007 posited that English varieties are of equal importance and there should be no superiority of one variety over another. That is one of the goals of World Englishes. Teacher D's activity is a clear manifestation of the aims of World Englishes. In one of the shared stories of other participants, Teacher G said that in Communication in Academic Contexts, she asked her students to compare and contrast three journals' writing styles from different authors from different countries.

"Since Communication in Academic Contexts deals with writing a research paper, as a preliminary activity, I asked my students to identify the writing styles of other papers compared to the other. I was very happy with the results. Since they are language studies students, they could identify the paper's rhetorical patterns and other linguistic repertoires. They have understood the conventions of writing a paper deeply. They have spotted differences in writing style, especially the introduction/background of the study section."
(Teacher G)

The activity that Teacher G gave is a Contrastive Rhetoric methodology. Through Contrastive Rhetoric, learners and scholars could expand their multidimensional perspective, especially the similarities and differences of writing conventions of one culture. This is a way to strengthen the multicultural and intercultural skills of the learners and scholars (Kaplan, 2005). Lastly, Teacher I shared his best practices in teaching speeches as part of the lesson in Purposive Communication. Since most of his students are not good English speakers, he let them talk in *Taglish* (combination of Tagalog and English languages). At the end of the activity, he one-on-one gave his feedback to the sentence the students uttered in a *Taglish* form.

"I know and my students admit that students are not fluent in English. That is why during my speech activities for them, I allowed them to do codeswitching. And there, they were able to speak confidently. I have just made a one-on-one feedbacking to them for them to improve. If I will impose a straight English policy, majority of them will not dare speak that time." (Teacher I)

What Teacher I did in his class is an example of translanguaging; students are allowed to use their most comfortable language in the class. In the end, the teacher gave feedback to the students to improve their language prowess. Translanguaging is an emerging method in World Englishes. Cenoz and Gorter (2020) proved that through translanguaging, the multilingual repertoire of the learners could be improved. Overall, each teacher has shown their best practices in language teaching integrating the concepts of World Englishes. Recognizing the diversity of the learners, recalibrating the learning outcomes, and integrating activities that will help students engage in the language class could help empower students to become effective and holistic learners.

3.7 Feedback on The Instructional Materials

To further intensify the instructional materials used in the course, the participants shared their suggestions to improve the instructional materials they are using.

Teachers A-J agreed that somehow, even if it is not directly implied, the instructional materials they use in the course integrate World Englishes concepts. However, Teacher C said that it should be more effective if the author directly implied the World Englishes concepts to the learning outcomes down to the assessment of each lesson.

"Yes, it is implied. However, it lacks on how it is stated and the activities somehow still emphasize on the American and British Englishes. It would be better if we, teachers, could early spot the integration of World Englishes from the start of the lesson, which is the learning outcome, That's why I am recalibrating some of which. I wish to see activities that would emphasize the English varieties, especially on the Communication and Globalization topic" (Teacher C)

Contrary to Teacher C's claims, Teacher J is dissatisfied with the course contents of the book that he is using in the course. He said that the book has no so much emphasis on other varieties in the learning outcomes of each topic. That is why in the Google form, he evaluated not evident in each parameter.

"When I was asked to evaluate the book in Purposive Comm, I re-scanned the contents to verify. Based on the book that we're using, the author has not given emphasis on the other English varieties. Example is the Communication and Workplace context, there's a part in the job interview lesson that the dos and don'ts in job interview is Americanized in form."

I am pondering, how about if the student will be applying in other countries? I think the publisher should modify this."

The responses of Teacher C and Teacher J implied that authors and publishers should be integrating the other World Englishes concepts heavily if the Philippines wants this field to be fully recognized. Other teachers and students will not recognize other English varieties if this is not embedded in the curriculum and learning materials. In South Korea, the curriculum leaders and school administrators are already recognizing World Englishes paradigm, and they integrate various concepts of this field into their curriculum and learning materials (Tanghe, 2014).

4 CONCLUSIONS AND RECOMMENDATIONS

Linguists and other scholars have contributed to the emerging language trend called World Englishes. Bolton and Kachru (2006) paradigm regarding the three concentric models has been the main basis of these studies. However, since there are no attempts yet in exploring a specific language course in the World Englishes context, this study bridged the gap of existing studies. Despite the government protocols and restrictions in data gathering, the researcher collected the responses of some Filipino language teachers handling Purposive Communication. This course is the only language/communication course at the tertiary level, since other language courses are now integrated into the Senior High School level. Through the mixed method of research, the participants attested that they are aware with regard to the pedagogy highlighted in the World Englishes paradigm, such as recognizing learners' diversity, integrating pedagogical practices that will allow students to differentiate and appreciate other English varieties, carefully planning the learning context, and responsive to the learner's needs.

This shows the student-centeredness of the teachers handling the said course, wherein each learner's outcome is based on the needs of the language learners. Gone were the days wherein teachers became traditional in approach and heavily focused on the language's grammar. Going back to the framework of the study, the results proved that the intercultural communication skills of the learners could be achieved once the course outcomes and the World Englishes concepts and paradigms are intertwined. Since this study has limited participants, future researchers could use other sampling techniques and add more participants to the study to be more conclusive. It will be better if each region in the country is well represented. Also, other language courses can be explored using the World Englishes paradigm, especially at the junior and high school levels. Having more subjects to be evaluated will give a holistic paradigm concerning World Englishes integration in the Philippine curriculum.

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