

BIBLIOGRAPHY

- Almegren, A. (2018). Saudi Students' Attitude towards World Englishes. *International Journal of Applied Linguistics and English Literature*, 7(4). <https://doi.org/10.7575/aiac.ijalel.v.7n.4p.238>
- Annisa, R. N., & Gusdian, R. I. (2023). World Englishes Representation in English Textbooks of Indonesian Elementary Schools. *English Learning Innovation*, 4(2). <https://doi.org/10.22219/englie.v4i2.25646>
- Boonsuk, Y., Ambele, E. A., & McKinley, J. (2021). Developing awareness of Global Englishes: Moving away from 'native standards' for Thai university ELT. *System*, 99. <https://doi.org/10.1016/j.system.2021.102511>
- Bruthiaux, P. (2003). Squaring the circles: Issues in modeling english worldwide. *International Journal of Applied Linguistics (United Kingdom)*, 13(2). <https://doi.org/10.1111/1473-4192.00042>
- Cenoz, J., & Gorter, D. (2017). Minority languages and sustainable translanguaging: threat or opportunity? *Journal of Multilingual and Multicultural Development*, 38(10). <https://doi.org/10.1080/01434632.2017.1284855>
- Creswell, J. W. (2013). John W. Creswell - Research Design_ Qualitative, Quantitative, and Mixed Methods Approaches. *SAGE Publications, Inc.*
- Donmall, B. G. E. (1984). Language Awareness. *National Congress on Languages in Education Assembly* (4th, York, England, July 1984). NCLE Papers and Reports 6.
- Ekanti, R., Palupi, A., Maghfiroh, A., & Putri, G. E. (2020). Students' perception on e-learning use in fourth and sixth semesters of English department in UMPO. *Journal of Teaching and Learning English in Multicultural Contexts*, 4(2).
- Fidyati, I., Saifullah, & Rizki, D. (2018). Teaching english international lingua franca (Elf) in asean economic community context: Teachers and students perspectives. *In Emerald Reach Proceedings Series* (Vol. 1). <https://doi.org/10.1108/978-1-78756-793-1-00030>
- Franssisca, R. E., & Subekti, A. S. (2022). Indonesian High School Students' Attitudes towards Varieties of English: A Survey Study. *Studies in English Language and Education*, 9(1). <https://doi.org/10.24815/siele.v9i1.21911>

- Galloway, N. (2017). Global Englishes and change in English language teaching: Attitudes and impact. In *Global Englishes and Change in English Language Teaching: Attitudes and Impact*. <https://doi.org/10.4324/9781315158983>
- Galloway, N., & Rose, H. (2015). Introducing global englishes. In *Introducing Global Englishes*. <https://doi.org/10.4324/9781315734347>
- Graddol, D. (1997). *The Future of English? A guide to forecasting the popularity of the English language in the 21st century*. <http://www.britcoun.org/>
- Hariri, A., Munir, A., & Anam, S. (2019). Lecturers' Attitudes towards English Varieties Exposure in Indonesia. *NOBEL: Journal of Literature and Language Teaching*, 10(2), 163–173. <https://doi.org/10.15642/nobel.2019.10.2.163-173>
- Harmanto, B., Anwar, K., Arifani, Y., Basri, H., & Nuruddin, M. (2023). The Relationship Between Attitudes, Motivations and Gender in Learners of English for Academic Purposes. *International Journal of Instruction*, 16(3). <https://doi.org/10.29333/iji.2023.16352a>
- Harsanti, H. G. R., & Nasanius, Y. (2023). Exploring the Relationship between Language Attitude and Language Awareness towards World Englishes: A Case of Indonesian pre-service English Teachers. *Journal of Language and Education*, 9(2). <https://doi.org/10.17323/jle.2023.13057>
- Hernandez, H. P. (2020). Awareness of Filipino Graduate Students towards Philippine English. *The Normal Lights*, 14(2). <https://doi.org/10.56278/tnl.v14i2.1652>
- Humphreys, G. (2022). Short-Term Study Abroad: Developing Global Englishes Awareness. *Englishes in Practice*, 5(1), 133–160. <https://doi.org/10.2478/eip-2022-0006>
- Idriastuti, N. R. (2016). International Seminar on Education “Education Trends for Future Society” THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN ENGLISH LEARNING.
- Irfan Khan, H. (2012). The evolution of Pakistani English (PakE) as a legitimate variety of English. *International Journal of Applied Linguistics and English Literature*, 1(5). <https://doi.org/10.7575/ijalel.v.1n.5p.90>
- James, C., Garrett, P., Garrett, P. (Lecturer I. L., & Candlin, C. N. (2014). *Language Awareness in the Classroom*. Routledge. <https://doi.org/10.4324/9781315845524>
- Jenkins, J. (2012). English as a Lingua Franca from the classroom to the classroom. *ELT Journal*, 66(4), 486–494. <https://doi.org/10.1093/elt/ccs040>

- Jindapitak, N., & Teo, A. (2012). Thai tertiary English majors' attitudes towards and awareness of world Englishes. *Journal of English Studies*, 7.
- Kachru, B. B. (1990). World Englishes and Applied Linguistics. In Learning, Keeping and Using Language. <https://doi.org/10.1075/z.lkul2.19kac>
- Kato, C. T., & カトウ・タラム. (2016). World Englishes CourseELF.
- Kirkpatrick, A. (2011). World Englishes: Implications for International Communication and English Language Teaching. In World Englishes.
- Kothari, C. R. (1985). C.R. Kothari - Research Methodology_ Methods and Techniques. *New Age Publications (Academic)* (1985).
- Maghfiroh, A. (2018). Meaningful habit for EFL learners. *Seminar Nasional Pendidikan*.
- Maghfiroh, A., Robba, R. B., & Indriastuti, N. R. (2023). Project-Based Learning in Developing Student-Teacher Professional Skills.
- Maghfiroh, A., Styati, E. W., Fachriza, A., Khoiriyah, K., Simpol, W., Syaputra, R. A., & Lathifah, L. (2023). Future-Ready Educators: Assessing Digital Competence and Teaching Preparedness Among Prospective Teachers in the 21st Century. *Indonesian Journal on Learning and Advanced Education (IJOLAE)*, 6(1). <https://doi.org/10.23917/ijolae.v6i1.23081>
- Miles, M. B., & Huberman, A. M. (1994). Miles and Huberman 1994.pdf. In *Qualitative Data Analysis: An Expanded Sourcebook*.
- Monfared, A. (2022). Equity or equality: outer and expanding circle teachers' awareness of and attitudes towards World Englishes and international proficiency tests. *Journal of Multilingual and Multicultural Development*, 43(10), 922–934. <https://doi.org/10.1080/01434632.2020.1783542>
- Monfared, A., & Khatib, M. (2018). English or englishes? Outer and expanding circle teachers' awareness of and attitudes towards their own variants of english in ESL/EFL teaching contexts. *Australian Journal of Teacher Education*, 43(2). <https://doi.org/10.14221/ajte.2018v43n2.4>
- Nishanthi, R. (2018). The Importance of Learning English in Today World. <https://doi.org/https://dx.doi.org/10.31142/ijtsrd19061>
- Öztürk, S. Y. (2021). An Investigation of Pre-Service English Teachers' Awareness of English as a Lingua Franca and World Englishes. *Mus Alparslan University Faculty of Education Journal* (Vol. 1, Issue 1).

- Pan, H., Liu, C., Fang, F., & Elyas, T. (2021). "How Is My English?": Chinese University Students' Attitudes Toward China English and Their Identity Construction. *SAGE Open*, 11(3). <https://doi.org/10.1177/21582440211038271>
- Prabjandee, D., Kewara, P., & Zhu, R. (2020). Language Attitudes Toward Global Englishes Among Thai Undergraduate Students. *Journal of Education and Practice*. <https://doi.org/10.7176/JEP/11-33-04>
- Rajprasit, K. (2022). Design and Development of an English as a Global Language MOOC to Increase Global Englishes Awareness: Evaluation in a Thai University. *3L: Language, Linguistics, Literature*, 28(1), 121–138. <https://doi.org/10.17576/3L-2022-2801-09>
- Rajprasit, K., & Marlina, R. (2019). An attempt to raise Thai students' awareness of World Englishes in a General English Program. *Indonesian Journal of English Language Teaching* (Vol. 14, Issue 1).
- Saito, A. (2021). Factors Influencing EFL Learners' Attitudes toward English Varieties. *International Journal of Language and Literary Studies*, 3(2). <https://doi.org/10.36892/ijlls.v3i2.623>
- Seidlhofer, B. (2013). *Understanding English as a Lingua Franca*. Oxford University Press.
- Sugiyono. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.
- Terrell, T. D., & Brown, H. D. (1981). Principles of Language Learning and Teaching. *Language*, 57(3). <https://doi.org/10.2307/414380>
- Vettorel, P., & Corrizato, S. (2016). Fostering awareness of the pedagogical implications of World Englishes and ELF in teacher education in Italy. *Studies in Second Language Learning and Teaching*, 6(3). <https://doi.org/10.14746/sslts.2016.6.3.6>
- Walker, R. (2019). Teaching English as a Lingua Franca: The Journey from EFL to ELF. *ELT Journal*, 73(4). <https://doi.org/10.1093/elt/ccz033>
- Wijayanti, N., Bowo, T. A., & Wulansari, D. (2023). Using Addressing Terms to Promote World-Englishes in Indonesia. *Lingua Cultura*, 17(1). <https://doi.org/10.21512/lc.v17i1.7782>
- Wiyono, B. B., Wedi, A., Wahyuni, S., & Valdez, A. V. (2020). Use of Online Communication Media as A Student Learning Tool in College and its Effect on the Achievement of Students. *Proceedings - 2020 6th International*

Conference on Education and Technology, ICET 2020.
<https://doi.org/10.1109/ICET51153.2020.9276562>

Zacharias, N. T. (2003). A survey of tertiary teachers' beliefs about English language teaching in Indonesia with regard to the role of English as a global language. *Unpublished MA Thesis, Thailand University.*

