

Original Article | **Open Access**

Perceptions of World Englishes by University Students of Bangladesh: A Quantitative Study

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Article History:

Received: 22 November 2024; Accepted: 12 December 2024; Published: 17 December 2024

Abstract

This study examines the perceptions of Bangladeshi university students of world Englishes (WE). Although standard English is taught as a compulsory foreign language at all levels of education, there is an emerging trend of spreading culture-oriented local varieties of English in social and digital platforms, especially by younger generations. In addressing the challenge of sustaining and disseminating the local variety, which indicates a detachment from the norms of the Inner Circle, it is imperative to foster a positive response towards WE within the academic landscape. A cross-sectional quantitative survey was conducted with 100 Bengali native speakers selected through random sampling using a 5-point Likert scale for data collection. The findings indicate a generally high positive perception ($M = 3.64$, $SD = 0.367$), comprising high familiarity, confidence, comfort, promotion and potential adaptation of the emerging local culture-oriented curriculum within academia. However, the association of gender significantly affects perceptions of WE, possibly originating from socio-cultural and economic discrimination against females, resulting in less familiarity with WE among women, which overall leads to less favourable perceptions compared to men.

Keywords

Bangladeshi learners, linguistic identity, linguistic perception, regional variations, World Englishes

Volume 12, 2024

Publisher: The Brooklyn Research and Publishing Institute, 442 Lorimer St, Brooklyn, NY 11206, United States.

DOI: 10.15640/jflcc.v12a8

Reviewers: Opted for Confidentiality

Citation: Awal, A. (2024). Perceptions of World Englishes by University Students of Bangladesh: A Quantitative Study. *Journal of Foreign Languages, Cultures and Civilizations*, 12, 76-88. <https://doi.org/10.15640/jflcc.v12a8>

1. Introduction

In the global network of languages, the rise of English from its local origins to its current status as a global force exemplifies a significant linguistic transformation. This evolution led to the emergence of World Englishes (Kachru, 1985), i.e. distinct forms of English shaped by the interplay of local languages, cultures, and historical contexts. Kachru (1985) introduced the concept of WE, transforming our understanding of English as a global language. The framework recognises the numerous varieties of English that have developed outside the traditional English-speaking countries, such as the United States, United Kingdom, Australia, and New Zealand. The Three-Circle Model classifies English-speaking regions into Inner, Outer, and Expanding Circles, acknowledging the complex sociolinguistic realities in postcolonial and foreign language contexts (Bolton, 2009).

Despite widespread academic acceptance, the practical implementation of WE in educational settings remains inconsistent and often contested. The rapid proliferation of English varieties is a natural consequence of globalisation and interactions between native and non-native speakers (Bhowmik, 2015). These interactions have enriched the language with diverse grammatical, lexical, and phonological features (Rezaei et al., 2019). However, this linguistic diversity is not uniformly valued. In many Expanding Circle countries, such as Japan, Indonesia, and Vietnam, educational practices often prioritise Inner Circle English varieties in teaching materials and classroom instruction (Birkner, 2014). This preference can perpetuate negative perceptions of non-native English varieties, reinforcing misconceptions about linguistic ownership and proficiency (Ferguson, 1992; Amin, 1997; Medgyes, 1992).

Despite efforts to promote the acceptance of WE, significant challenges remain. Non-native speakers frequently view native speakers as superior language users and educators, a perception that persists across various cultural contexts (Medgyes & Kiss, 2019; Phillipson, 1992a, 1992b 1996). In response, scholars have advocated for the inclusion of authentic materials representing diverse English varieties in ESL/EFL classrooms to better reflect the realities of global communication (Marlina, 2013; Matsud a, 2003; Passakornkarn & Vibulphol, 2020).

Studies examining perceptions of WE in regions such as Japan (Yoshikawa, 2005; McKenzie, 2010), South Korea (Kim, 2007), and Saudi Arabia (Almegren, 2018) reveal a persistent preference for Inner Circle English, although some openness to non-native varieties exists.

Bangladesh, with its rich linguistic, historical, and cultural heritage, presents an intriguing field for linguistic inquiry. The British colonial legacy deeply imprinted English on the educational, bureaucratic, and societal frameworks of the nation. However, following independence, Bangladesh experienced a significant shift in the social role and perception of English, reflecting a collective change in national consciousness. Investigating the perceptions of Bangladeshi English language learners of WE extends beyond a simple analysis of linguistic preference, delving into the interconnected fabric of identity, globalisation, and cultural esteem. The recognition of the stated WE poses a challenge to the long-standing Anglocentric paradigm prevalent in English language pedagogy.

Literature Review

World Englishes (WE)

The study of WE involves the examination of the historical development and spread of English across different contexts, including its role in education, law, media, and business (Syed & Bibi, 2021; Khan et al., 2019). Scholars have proposed various models to understand the global distribution of English, such as Kachruvian concentric circles model, which categorises English into Inner, Outer, and Expanding Circles based on the historical background and usage (Zhang & Li, 2022). The concept of WE, introduced by Kachru (1985), acknowledges the diverse varieties of English that have developed outside the native English countries. Despite criticisms (Al-Mutairi, 2020; Bruthiaux, 2003; Mollin, 2006) for promoting specific varieties and oversimplifying English use, this classification highlights the global diversity of English (Bolton, 2009).

Emergence and Spread of WE

The historical causes of WE can be traced back to colonisation, which acted as the primary driver for the global spread of English (Mufwene, 2020). Postcolonial settings, shaped by unique historical conditions and contact settings, have given rise to distinct forms of English known as WE, setting the stage for their emergence (Schneider, 2003; Mufwene, 2020). The evolution of English into a global language by the late 20th and early 21st centuries has been a result of historical, political, and economic factors that have led to the differentiation and proliferation of WE

(Zhang & Zeegers, 2010; Bekteshi, 2022). The influence of British English, particularly through settlement colonisation, has played a significant role in shaping various English varieties, such as American English, New Zealand English, and English-based creole languages, contributing to their distinct phonological, lexical, and syntactical features (Liang, 2023). The spread and dominance of English in international communication has led to the development of various forms and manifestations influenced by technical advancements and globalisation (Xue & Zuo, 2013), presenting new challenges in categorising the different types of English (Buschfeld & Kautzsch, 2016).

Despite its growing popularity in the 21st century (Joshi, 2013), the acceptance of WE remains ambiguous, especially in the Expanding Circle contexts (Al-Dosari, 2011; Almegren, 2018; Huong & Hiep, 2010; Muhalim, 2016; Pudystuti & Atma, 2014). Consequently, Inner Circle varieties often dominate classroom instruction, textbooks, and materials in these contexts (Birkner, 2014). Thus, the historical causes and spread of WE, rooted in colonisation and globalisation, have led to the diversification of English varieties and associations with their historical trajectories and technology.

Perceptions of WE

Negative perceptions towards non-native varieties of English have persisted, leading to misunderstandings about the ownership of English (Ferguson, 1992). Many non-native speakers (NNSEs) perceive native speakers (NSEs) as better users of the language and more suitable for English-related professions (Amin, 1997; Medgyes, 1992). However, scholars (Medgyes & Kiss, 2019; Phillips, 2017; Phillipson, 1992, 1996) argue that one's language background does not determine teaching skills. Despite the dominance of Inner Circle Englishes in language courses (Tan, 2005; Ulum & Köksal, 2019), introducing other varieties is essential in a globalised era (Gerritsen & Nickerson, 2009; Mahboob & Elyas, 2014). Efforts to increase awareness and acceptance of WE include the use of authentic materials in ESL/EFL classes (Marlina, 2013; Matsuda, 2003; Passakornkarn & Vibulphol, 2020). Studies in different regions reveal varied perceptions of WE. In Europe, Norman (2017) found that Swedish high school students valued communication over native-like accents. Middle Eastern studies (Al-Dosari, 2011; Almegren, 2018; Rezaei et al., 2019) showed a preference for American and British accents. Korean (Choi, 2007; Lee, 2012) and Japanese (Galloway, 2013) students also favoured Inner Circle varieties.

In Southeast Asia, Vietnamese teachers and students (Huong & Hiep, 2010) and Thai university students (Choomthong & Manowong, 2020) showed a preference for native speaker accents, although they found some Expanding Circle varieties easier to understand. In contrast, embracing learners' accents may facilitate not only language learning, but also a sense of belonging to the global community (Yashima, 2009).

Emergence of WE in Bangladesh

The emergence of various forms of English in Bangladesh can be ascribed to several historical, sociolinguistic, and educational factors. The colonial history of Bangladesh under the British rule [approximately 1757–1947] significantly contributed to the initial introduction and spread of English in the region. During this time, English was imposed as an administrative and educational language, which laid the groundwork for continued use after independence (Alam, 2007).

In the Bangladesh period [immediately after 1971], there was a strong political resistance against English in education (Rahman & Mohamed, 2019; Ahmed, 2024) by different governments in decades [e.g. Bengali only medium of education, all government circulation and gazette in only Bengali]. However, after globalisation and internal need and demand, the government dramatically turned over the language educational policy (Chowdhury & Kabir, 2014) and the imposition of English as a compulsory subject in education has contributed to the development of a distinct variety of Bangladeshi English, characterised by its own norms and conventions. The educational system in Bangladesh, with the prevalence of English-medium schools and universities and the shift towards communicative language teaching, has played a crucial role in propagating English due to its perceived global importance (Rahman et al., 2019; Jahan & Hamid, 2019).

Generally, there is a common trend that English has been adapted with the integration with a local-cultural and non-linguistic manner when it becomes a sustainable language in any region. It is said that during the colonial period and following globalisation, English in Bangladesh evolved, leading to the emergence of Bangladeshi English (Suárez-Gómez & Seoane, 2023). However, as Bangladeshi English is still in its emerging stage and not yet fully established institutionally, a positive perception of its local variety is necessary to ensure its compatibility with academic use. This study aims to investigate the perceptions of WE by Bangladeshi university students. By examining these

perceptions, the research seeks to contribute to the ongoing discourse on linguistic diversity and its implications for language teaching and learning.

4. Methods and Procedures

4.1 Participants

This study used a cross-sectional survey approach, enrolling a random sample of 100 English learners from different universities in Bangladesh. The participants, all pursuing bachelor's degrees, were surveyed in December 2023. Their native language is Bengali and English is taught as a compulsory language. The participants were selected using a random sampling method to maintain the privacy of the participants, all responses were kept anonymous. The institutions were selected based on the assumption that university students predominantly receive instruction in English across all levels of academic activities, including classroom communication and pedagogy. Additionally, it was presumed that those studying at higher educational institutions possess knowledge of WE.

4.2 Research Instrument & Data Collection

The primary research instrument was a structured survey questionnaire designed to collect quantitative data by a survey. The perception-related data were collected using a five-point Likert scale for closed-ended questions. The respondents were required to provide demographic information, including age, gender, native language, and the highest level of education, to facilitate the demographic analysis.

The survey instrument assessed the familiarity with WE and gathered data on the respondents' awareness and understanding of these English varieties. Additionally, it measured self-reported comfort and confidence in comprehending and communicating with speakers of various WE, thereby indicating their perceived linguistic competence. The questionnaire further examined the respondents' perceptions of WE, focusing on their openness to incorporating these varieties into English language textbooks and curricula. It also assessed their support for promoting WE to enhance acceptance and understanding in a globalised society and their perspectives on potential curriculum modifications. Accordingly, the research question of the study is: *How do university students in Bangladesh perceive the world English language?*

4.3 Data Analysis

The collected data were processed using the SPSS-25 software for data analysis. Descriptive statistics and frequency distributions were used to analyse the data. Furthermore, a non-parametric test was used to identify the difference in perception between genders.

5. Results

5.1 Demographic information

The vast majority of the participants (84%) were in the age range of 18 to 25 years ($M = 22.33$, $SD = 1.97$) and were enrolled as bachelor's degree students at the university, and since 55% were male and 45% female, the gender category had a fairly balanced distribution.

Table 1: Demography of participants

Characteristics	Frequency	Percentage	Mean	std. deviation
Gender			-	-
Male	55	55%		
Female	45	45%		
Age group				
19-24	85	85%	22.33	1.97
25-29	15	15%		

Note: n = 100

5.2 Bangladeshi English learners' perception of WE

The study investigated the perception of WE by Bangladeshi English learners. A questionnaire was used to test various aspects including familiarity with WE, confidence in communication, reactions to the incorporation of WE in educational content, and perceived importance of promoting WE.

5.2.1 Knowledge and awareness of WE

WE represent diverse global English varieties influenced by local cultures. Table 2 shows the Bangladeshi English learners' perception of *familiarity and incorporation of WE content in education materials*. The data highlight the learners' familiarity, openness and positive perceptions of integrating diverse English varieties into their learning framework.

Table 2: Familiarity and incorporation in educational content

Statement		Frequency	Percentage	Mini	Max	Mean	SD
Familiarity with different varieties of English or the concept of WE	Extremely familiar	15	15%	1	5	3.62	1.042
	Moderately familiar	54	54%				
	Somewhat familiar	14	14%				
	Slightly familiar	12	12%				
	Not at all familiar	5	5%				
For more diverse varieties WE should incorporate in educational content	Very positive	2	2%	1	5	3.47	.893
	Positive	64	64%				
	Neutral	17	17%				
	Negative	13	13%				
	Very Negative	4	4%				

Note: n = 100

Table 2 shows strong familiarity with WE and positive perception of incorporating them into educational content. Most participants showed awareness of WE, with a significant portion favouring their inclusion.

The mean familiarity and reaction scores indicate a high level of familiarity among the participants based on the five-point Likert rating scale with the mean range and verbal interpretation for KAP analysis by Burdeos et al. (2022), where a mean score between 3.01 and 4.00 represents a high level (n = 100). The results suggest growing acceptance of linguistic diversity in education, with only minimum resistance.

These findings indicate that educators and policymakers have a clear opportunity to integrate WE into curricula, aligning with global trends toward linguistic inclusivity.

While many Bangladeshi university students are familiar with WE, efforts are still needed to increase awareness of language diversity. Curriculum improvements and greater exposure to different English varieties can address this gap (McKenzie, 2008). These changes aim to build a more inclusive linguistic understanding (Monfared & Khatib, 2018), although some students remain unfamiliar with WE (Franssisca & Subekti, 2022). The positive reaction from the students indicates their openness to incorporating WE in the curriculum, reflecting a progressive attitude toward linguistic diversity. Raising awareness of various English varieties in curricula is crucial for promoting global communication (Monfared & Khatib, 2018). Additionally, integrating diverse forms of English supports anti-racist education and promotes linguistic diversity (Yunhua, 2024).

5.2.2 Perception of Correctness and Diversity

The significance of correct English and promoting WE is a pivotal topic in contemporary language studies. Table 3 shows the perceived importance of this promotion and its correctness among the respondents, including statistical measures.

Table 3: Correctness and promotion of WE

Statement		Frequency	Percentage	Mini	Max	Mean	SD
Some varieties are not more correct than others	Strongly agree	14	14%	2	5	3.82	.770
	Agree	62	62%				
	Neutral	16	16%				
	Disagree	14	14%				
	Strongly disagree	0	0%				
It is important to promote acceptance and understanding of WE	Very important	8	8%	2	5	3.68	.803
	Important	65	65%				
	Neutral	14	14%				
	Slightly important	13	13%				
	Not important at all	0	0%				

Note: n = 100

Table 3 shows strong disagreement with the idea of a single “correct” variety of English ($M=3.82$, $SD=0.770$) and highlights the importance of promoting WE ($M=3.68$, $SD=0.803$). These results suggest that the participants rejected the notion of one correct form, recognising the legitimacy of diverse varieties. The emphasis on promoting WE reflects a growing awareness of the value of non-native English varieties. This shift challenges the dominance of standard English and supports the need for inclusive language practices that enhance global communication and intercultural understanding.

The global spread of English has produced many varieties, each legitimate on its own (Jenkins, 2010; Lee, 2020). WE theories support the idea that all English varieties are valid. For example, Pandharipande (2019) called for a shift to a pluralised understanding of English, incorporating new forms that reflect the diverse realities of speakers worldwide. Students’ attitudes are evolving with the increasing recognition of the value of localised varieties (Almegren, 2018). The emergence of these varieties, each with its own norms (McKay, 2018), challenges the traditional belief that only native forms are “correct”. Positive perceptions among the university students highlight the promotion of local varieties in academia. Most students acknowledge the importance of WE, recognising the role of English as a global lingua franca, and the need to understand diverse accents and forms (Pradana, 2019). This exposure enriches their learning and fosters mutual understanding across linguistic and cultural boundaries (Kaur 2010).

5.2.3 Confidence and Comfort in Using WE

Table 4 shows the confidence levels of Bangladeshi English learners and the extent to which learners understand, communicate and feel comfortable with speakers of various WE. This analysis is crucial for evaluating the effectiveness of the current educational practices in fostering linguistic competence in academic communication and provides insights into learners’ adaptability and acceptance of diverse linguistic variations in their communication.

Table 4: Confidence and Comfort level with different kinds of varieties

Statement		Frequency	Percentage	Mini	Max	Mean	SD
Confident in the ability to understand and communicate with different varieties of speakers	Very confident	3	3%	2	5	3.60	.778
	Confident	69	69%				
	Neutral	13	13%				
	Not so confident	15	11%				
	Not confident at all	0	0%				
Comfort level with different kind of varieties	Very comfortable	10	10%				

Comfortable	59	59%	2	5	3.63	.872
Neutral	15	15%				
Uncomfortable	16	16%				
Very uncomfortable	0	0%				

Note: n = 100

Table 4 shows positive perception of understanding and communicating with speakers of various WE (M=3.60, SD=0.778) and comfort with non-native accents (M=3.63, SD=0.872). These results indicate the participants' confidence and ease with linguistic diversity, reflecting growing acceptance of different English varieties. The moderate scores suggest progress in reducing the preference for native accents and highlight the need for more exposure to WE in education. This shift emphasises the importance of inclusive language practices that enhance adaptability and intercultural competence for global communication.

Confidence in using WE can greatly promote the local culture in academic settings. When students feel confident in using WE, they are more likely to share and integrate their cultural perspectives into discussions and presentations. This fosters diverse and enriching academic environments. WE also enable students to present their culture and promotes cross-cultural understanding in English language teaching (Galloway & Numajiri, 2019). An analysis of English-medium university students' comfort with non-native accents viewed through the WE framework shows a positive stance. This comfort suggests that students are more accepting of diverse linguistic backgrounds, enhancing collaboration and inclusivity in academic settings (Patria, 2021; Choi, 2007).

5.2.4 Overall perception of WE by Bangladeshi learners

Table 5 below presents the aggregate scores of descriptive analysis, comprising familiarity, confidence in communication, correct varieties, reactions to the incorporation of WE in educational content, and perceived importance of promoting WE. The data provide insights into the learners' perceptions and openness towards different variations of English used globally.

Table 5: Comprehensive perception of Bangladeshi learners on WE

	Item	Mean	SD
Overall perception	6	3.64	.367

Note: n = 100

Table 5 shows a generally positive perception of WE by Bangladeshi learners (M=3.60, SD=0.445). These results suggest that the learners are open to diverse English varieties and recognise their legitimacy. The overall positive perception highlights an increasing awareness of the value of non-native English varieties in both the educational and social contexts. This shift challenges the traditional preference for standard English, and supports the need for inclusive language practices that foster global communication and intercultural understanding.

This high level of positive perception indicates that Bangladeshi learners are generally receptive to and supportive of the diversity of English language forms. Overall, the majority of learners show a positive view towards WE. This trend highlights the importance of promoting linguistic inclusivity and recognising the global nature of English in educational contexts.

5.2.5 The affiliation of gender and overall perceptions towards WE

Since the Kolmogorov-Smirnov and Shapiro-Wilk tests showed that the dependent variable "overall mean of perception" is not normally distributed, a non-parametric test was conducted to test gender differences.

Figure 1 presents the results of the Independent-Samples Mann-Whitney U Test, a non-parametric test comparing the mean of the overall perception of WE between males and females. The Y-axis represents the dependent variable, "overall mean perception," ranging from 1 to 5. The X-axis shows the frequency of participants in each score range

for both groups. The horizontal bars indicate how many participants fall into each score. Males had a higher mean rank (61.65) than females (36.87), suggesting that males had a more positive perception of WE.

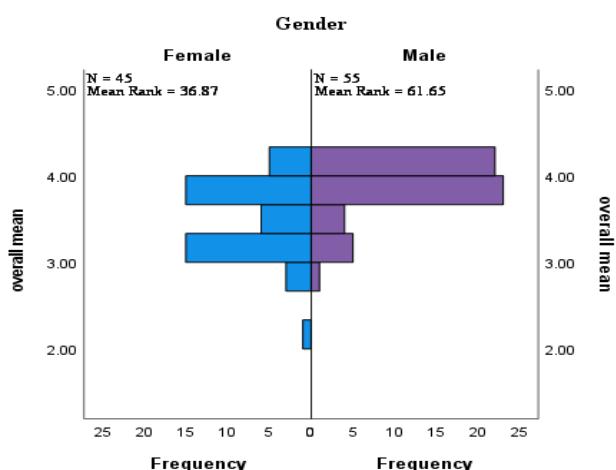


Figure 1: Male and Female frequency on overall perception

Table 6 shows a comprehensive overview of the perceptions of WE by Bangladeshi English learners across genders. In this analysis, the association between gender and the participants' overall perceptions was examined, and a difference test was conducted. The result indicates a significant association between gender and the perception of WE.

Table 6: Independent samples Mann-Whitney U test

Group	N	Mean rank	Mann-Whitney U	Standardised test statistic	Asymptotic Sig (2-sided test)
Male	55	61.65	624.00	- 4.139	< .001
Female	45	36.85			

Note: n = 100

Table 6 shows a significant gender difference in perceptions of WE ($U = 624.00$, $Z = 4.139$, $p < .001$), with males ($M = 61.65$, $n = 55$) having more positive perceptions than females ($M = 36.85$, $n = 45$).

These findings suggest that gender influenced perceptions across several aspects, including familiarity with WE, incorporation into educational content, comfort with non-native varieties, confidence in using WE, and views on promoting WE and correct varieties. Thus, the significant differences highlight the need for more inclusive perspectives on linguistic diversity in both education and social contexts.

6. Discussion

The findings of this study provide significant insights into the perceptions of WE by Bangladeshi English learners. The data reveal varying levels of familiarity with WE among learners, suggesting that while some learners are well-versed in the diversity of English, others may lack this familiarity (Morrison & White, 2005). Nonetheless, the overall perception of the multitude of English expressions worldwide is predominantly positive. This positive stance extends to the academic context, with learners displaying a mildly positive perception of the integration of WE into educational materials (Xuan & Yi-hong, 2017). This openness reflects an evolving understanding of the crucial role of linguistic diversity in a globalised society. Awareness of WE in education is crucial for preparing learners to

communicate effectively in English (Lee, 2020). Educators must raise awareness of the importance of different English varieties in curricula to promote international communication (Monfared & Khatib, 2018). Despite the traditional focus on Inner Circle varieties like British and American English, there is a growing recognition of the need to expose learners to a variety of Englishes (Lindqvist & Soler, 2022). Exposure to diverse forms of English throughout education aligns with anti-racist education principles and promotes linguistic diversity (Yunhua, 2024).

A notable finding is the high level of confidence the learners report in their ability to communicate using WE, indicating an educational environment that fosters engagement with diverse English-speaking cultures (Ghonsooly et al., 2012). This confidence can further emphasise the effectiveness of educational practices with multiple varieties of English. Additionally, the survey responses indicate minimum to no discrimination based on the variety of English spoken, suggesting a trend toward greater linguistic inclusion. This strong recognition of the importance of promoting WE underscores the learners' perception of linguistic diversity in a global context (Saraceni, 2014).

The findings indicate a high positive perception of WE among the university-level participants, with recognising and valuing the equal prestige of all English varieties. This positive position is complemented by a significant detachment from domination of Inner Circle countries. This resistance to the entrenched supremacy of core English varieties underscores a broader trend among these students to advocate for a more equal and representative approach to English language education, reflecting an emergent shift towards inclusivity and diversity in linguistic standards and practices. Incorporating WE in academic institutions can promote new varieties and respect for multilingualism and diverse cultures in ELT (Matsuda, 2003; Galloway & Numajiri, 2019).

Moreover, the significantly more positive perceptions of WE exhibited by male Bangladeshi English learners, in terms of familiarity, comfort, confidence, incorporation, and promotion, compared to their female counterparts, can be attributed to a few interrelated factors. Firstly, socio-cultural norms and traditional gender roles in Bangladeshi society often prioritise educational and professional advancement for males (Ahmed et al., 2022; Shafiq, 2008), resulting in greater exposure to diverse English varieties. Secondly, males are more likely to engage with global media and technological platforms, increasing their exposure to and incorporation of different English varieties. Further research strongly emphasises the importance of exposing learners to various English varieties to cultivate better perceptions and enhance intelligibility (Çeçen & Tülüce, 2019; Doloricon & Langga, 2022).

As English continues to serve as a global lingua franca, it becomes essential for students to be exposed to and appreciate the different accents and forms of English spoken worldwide (Pradana, 2019). This exposure enriches students' language learning experiences and fosters mutual understanding among individuals from diverse linguistic and cultural backgrounds (Kaur, 2010). While some studies have indicated that certain groups of students may still be unfamiliar with WE (Franssica & Subekti, 2022), the overall trend suggests a positive shift towards acknowledging and accepting linguistic diversity in university settings. By incorporating WE into language education curricula and challenging traditional notions of standard English (Rose & Galloway, 2017), universities can play a pivotal role in promoting inclusivity and preparing students to communicate effectively in a globalised world.

7. Conclusion

This study highlights the positive perception of World Englishes (WE) and the development of Bangladeshi English. Bangladeshi complex geo-historical and political contexts challenge its classification within Kachru's model (1982). The research highlights Bangladeshi university students' high familiarity, confidence in diverse English varieties, and positive reactions to their inclusion in educational content, indicating their readiness to adopt inclusive English teaching. However, addressing gender, economic, and social discrimination is essential as these factors reduce familiarity and increase positive perceptions of WE in Bangladesh. I acknowledge that there are limitations to this study, primarily due to its cross-sectional nature, as the reliance on self-reported data and the specific context of a private university in Bangladesh, should be acknowledged. These factors may limit the generalisability of the findings to other contexts. I propose that future research should explore these perceptions over longer periods to understand their development and changes more deeply. Future research should also examine WE perceptions in different educational contexts, focusing on gender, economic class, and regional differences, and include comparative studies between students' and teachers' views on WE as well as qualitative research. Promoting linguistic inclusivity and recognising the diversity of English varieties worldwide are crucial for equipping students to communicate globally and fostering intercultural competence.

Conflict of Interest: The author affirms that the research was conducted without any conflicts of interest.

Ethical Approval: Not applicable.

Funding: None.

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