MENGENALKAN RAGAM BAHASA INGGRIS KEPADA SISWA-SISWA SMA KRISTEN KALAM KUDUS SURAKARTA MELALUI *ENGLISH CONVERSATION CLUB*

INTRODUCING VARIETIES OF ENGLISHES TO HIGH SCHOOL STUDENTS AT SMA KRISTEN KALAM KUDUS SURAKARTA THROUGH ENGLISH CONVERSATION CLUB

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ABSTRAK

Artikel ini melaporkan kegiatan pengabdian masyarakat (PkM) berupa English Conversation Club (ECC) untuk siswa SMA Kalam Kudus, Surakarta, Jawa Tengah. Kegiatan dibagi menjadi delapan sesi daring Google Meet berdurasi masing-masing 40-50 menit dan berlangsung dari Januari 2022 hingga Mei 2022. Total 3 siswa berpartisipasi dalam kegiatan ini. Kegiatan ini terutama dirancang untuk memperkenalkan para peserta dengan ragam Bahasa Inggris seperti Bahasa Inggris orang Filipina, Korea, Jepang, Australia, dan Singapura dan untuk mendeskripsikan berbagai tempat di Indonesia maupun di luar negeri. Memperkenalkan ragam Bahasa Inggris dimaksudkan untuk menumbuhkan sikap positif terhadap variasi Bahasa Inggris yang ada di dunia dan aksen lokal dengan berbicara Bahasa Inggris, termasuk aksen Indonesia. Pada akhirnya, hal ini dapat memotivasi para peserta untuk berbicara dengan percaya diri dengan atau tanpa aksen. Secara umum, kegiatan PkM dinilai positif oleh sebagian besar peserta meskipun beberapa peserta masih menganggap belajar Bahasa Inggris Amerika atau Britania jauh lebih penting. Hal ini mungkin disebabkan peserta belum diajarkan pemahaman tentang ragam Bahasa Inggris sebelumnya. Selain itu, durasi pertemuan yang terbatas, jumlah peserta yang relatif besar, dan ECC yang dilaksanakan secara daring juga dapat mengurangi efektivitas kegiatan dan penyampaian materi. Supaya kegiatan serupa di masa mendatang dapat berjalan lebih efektif, kegiatan dapat dirancang sedemikian rupa dengan mempertimbangkan lebih cermat durasi setiap pertemuan, jumlah peserta, serta tingkat kemampuan peserta dan latar belakang pengetahuan mereka.

Kata kunci: Pengabdian kepada Masyarakat (PkM), English Conversation Club (ECC), ragam Bahasa Inggris

ABSTRACT

The article reports a community service programme in the form of the English Conversation Club (ECC) for students of Kalam Kudus Senior High School, Surakarta, Central Java. It was conducted in the form of eight 40-50-minute online sessions via *Google Meet* from January 2022 up to May 2022. 30 students participated in the programme. The programme was mainly designed to introduce the participants to varieties of English such as Tagalog, Korean, Japanese, Australian, and Singaporean Englishes and to describe various places in Indonesia or abroad. Introducing varieties of English, more specifically, was intended to nurture positive attitudes towards varieties of English around the world and local accents with speaking English, including Indonesian accents, which in turn could motivate them to speak English confidently regardless of their accents. The participants reported generally positive attitudes towards the programme even though some participants still saw little relevance as to why they should learn varieties of English other than British and American. This slightly negative attitude may be attributed to the participants' limited previous exposure to varieties of Englishes. The combination of limited duration, a big number of participants, and the online mode of the programme may also lessen the effectiveness and how well the materials on varieties of Englishes were delivered. Based on the limitations, it is suggested that to be more effective, future programmes were designed considering more carefully the duration of each meeting, the number of participants, as well as the participants' level of proficiency and previous background knowledge.

Keywords: community service, English Conversation Club (ECC), varieties of English

INTRODUCTION

Nowadays, English has been widely used as a means of communication among people from various first languages or mother tongues (L1) (Bhowmik, 2015). Consequently, the number of people speaking English as a second language (L2) is now far greater than that of people speaking in English as L1 or generally known as native speakers (Franssisca & Subekti, 2022b). Despite this, many L2 learners and teachers of English are still inclined to Englishes spoken by native speakers such as British or Americans (Ahn, 2017; Almegren, 2018; Huong & Hiep, 2010; Muhalim, 2016). Unfortunately, considering native speakers' ability as the benchmark of language proficiency may lead to language anxiety, frustration, and demotivation among L2 learners as it is unlikely that they can attain the native speakers' level of proficiency (Timmis, 2002). Regarding this, Matsuda (2020) suggested that comparing the L2 competence of bilingual or multilingual learners with the L1 competence of monolingual native speakers may "not capture the linguistic resourcefulness of these multilingual users of English" (p. 691). Timmis (2002) also mentioned that aiming for intelligibility in communication is a more feasible target than attaining native speakers' proficiency. L2 learners of English, including Indonesian learners, may need to embrace themselves as multilingual learners who speak English differently from that native speakers do as this could give a positive impact on their learning as they may have positive attitudes toward learning the language leading to motivation (Tokumoto & Shibata, 2011).

Regarding the aforementioned issues in English learning and the important position of English in the globalised world, Indonesian High School learners of English need to improve their mastery of the language (Haidar & Fang, 2019) as well as awareness of the current reality that English is now mostly spoken by L2 speakers rather than native speakers. High School learners' awareness of varieties of English spoken across the world may open their minds that in today's globalised socialisation, they may need to converse in English with, for example, Singaporean, Thai, Chinese, Japanese, and Korean people rather than with native speakers such as British or American people. Furthermore, the Englishes of these non-native speakers may be 'different' from each other signalling their identity and cultural backgrounds (Yule, 2014). In the 21st century emphasising, among others, collaboration among people from different nations (Menggo et al., 2019), the younger generation's ability to accept and embrace such differences could be paramount.

With this purpose in mind, higher education institutions such as universities especially through English Language Education Departments (ELED) play a role in

facilitating such learners to learn. A way to play this role is through community service activities. First, this is mandated by the Indonesian government through the Three Pillars of Higher Education Institutions known as *Tridharma*. Secondly, specific for the authors of this article, such activities are in line with one of the core values of Universitas Kristen Duta Wacana (UKDW), "service to the world" (Universitas Kristen Duta Wacana, 2017). A community service training activity conducted at high schools is not a first for the authors who have, several times, conducted generally successful training for high school learners (Subekti et al., 2021; Subekti & Wati, 2019) and high school teachers as well (Subekti & Kurniawati, 2020; Subekti & Susyetina, 2019). A community service activity at a high school by Subekti and Wati (2019), for example, reported that the high school learner participants were very engaged in the training dubbed as an English club and reported positive changes in confidence to use English and English proficiency. A recent community service activity by Subekti et al. (2021) albeit the possible lacking, also successfully trained high school learners to be more persistent in their study amidst the Covid-19 pandemic. With a history of successful programmes conducted in the past, there is a confidence that slightly similar programmes can be successfully conducted at a different partnering high school institution, empowering high school learners to be more proficient in English and at the same time be more open to and understanding towards varieties of English spoken by various peoples across the globe as one of the globalisation realities.

MATERIALS AND METHODS

The partner of the present community service activity was SMA Kristen Kalam Kudus (Christian High School of Kalam Kudus), Surakarta, Central Java. The school is a part of Sekolah Kristen Kalam Kudus Surakarta now hosting several education levels from playgroup up to high school levels (Sekolah Kristen Kalam Kudus Surakarta, 2021). It was founded in 1997 and carries a vision of educating students to be whole persons who fear God, are independent and are useful to the world. Among its six missions, the school aims to provide high quality and up-to-date knowledge according to the ever-changing world and their potentials (Sekolah Kristen Kalam Kudus Surakarta, 2021). Accordingly, the school always strive to provide the possible best education for their students, one of which was through the partnership with the ELED of UKDW in conducting an English extracurricular programme under the scheme of community service activity.

The extracurricular programme was named English Conversation Club (ECC). It was conducted online through *the Google Meet* platform on Fridays from 21 January 2022 up to 20 May 2022 for a total of eight online meetings, each of which lasted for 40-50 minutes, and one on-site meeting intended for closure and handing gifts to several high performing student participants. A total of 30 students registered to participate in the programme. At the end of the programme, the participants were required to make videos whose topics could be drawn from the materials covered during the programme. The facilitators of the programme were ELED lecturers, the authors of this article, and several ELED students. Involving ELED students as the facilitators intended to provide them with additional hands-on teaching experiences before they embarked on their English teaching journey. The details of the meetings can be observed in Table 1.

Table 1. English Conversation Club: Time and Materials

No	Time	Materials
1.	Friday, 21 January 2022	Fascinating places
2.	Friday, 4 February 2022	Virtual tour
3.	Friday, 18 February 2022	Tagalog English
4.	Friday, 4 March 2022	Englishes in Japan and Korea
5.	Friday, 25 March 2022	Singaporean English
6.	Friday, 8 April 2022	Australian English
7.	Friday, 22 April 2022	Reviews and final project preparation
8.	Friday, 13 May 2022	Celebration of learning
9.	Friday, 20 May 2022	Closure: Games and gift-handing-in

By the end of the training, a set of evaluative questionnaires in *Google Form* was distributed. The questionnaire consisted of several close-ended statements where the participants could respond "Strongly agree", "Agree", "Disagree", and "Strongly disagree", and several open-ended questions on things that had gone well, their general comments about the programme, and things that needed improvements. 27 out of 30 students participating in the programme completed the questionnaire. The results are presented in detail in the next section. The initials of the participants' names were used to indicate the sources of their respective comments or testimonies about the programme.

Furthermore, upon the submission of the final projects by the participants, the facilitators conducted a virtual meeting on Wednesday, 20 May 2022 to grade the participants' final projects. The results were then forwarded to the school to be recorded in the participants' academic reports as their extracurricular grades in the second semester of the 2021/2022 academic year.

RESULTS AND DISCUSSION

The first meeting on Friday, 21 January 2022 discussed fascinating places. The facilitators brought a topic that was popular amongst the participants: South Korea. 25 participants showed their interest when showed the picture of one kind of traditional food, *topokki*. Being asked what came to the participants' minds when mentioning South Korea, the participants were well-engaged in expressing ideas in English by responding to the word cloud in *Menti.com*. The discussion ran well, and thus another question was assigned once again on *Menti.com* asking the participants what activities they might do if they were visiting South Korea. After that, the facilitators invited the participants to have a warming up activity before they did a listening activity. The participants were then asked to watch a *YouTube* video whilst doing a task of finding what activities could be done in the ten fascinating places in South Korea. After the video was played twice, the participants were invited to present some detailed information about the places such as the names of the places, what they looked like, what was special about the places, what the history behind was, what the functions of the places were for South Koreans, and what people could do in those places.

The second meeting on Friday, 4 February 2022 facilitated the participants to prepare for making a virtual tour video. 26 out of 30 students attended the meeting. At the beginning of the session, the facilitators invited the participants to go to *Quizizz.com* and review their understanding of the effective presentation dos and don'ts and what they already knew about the components of a virtual tour video. After that, the facilitators discussed the steps which consisted of a mind map - planning - execution, the five-sense optimisation including eyesight, hearing, touch, smell, taste, and the language focus/expressions commonly used in a virtual tour video on giving descriptions and recommendations. After that, the participants were given opportunities to read the expressions and to practice making sentences that they could use in the virtual video. To give clearer ideas about the expected virtual tour video, the facilitators played some trending virtual tour videos as references and asked the participants to mention the name of the cities, what they could do there, what to see, what to eat, and where to go to enjoy the city. They were then asked to present their results.

In the third meeting on Friday, 18 February 2022, the facilitators introduced the participants to Tagalog English, largely spoken in the Philippines. 18 students attended the meeting. At the opening, the facilitators asked the participants to answer the following question: If you could visit any country in the world, which country would you like to visit

and why? After a few minutes, the facilitators invited some participants to share their answers. One of the facilitators then shared his experiences in living in the Philippines whilst pursuing his Master's Degree. He explained that in addition to speaking Tagalog, the Filipinos use a variety of English called Taglish (Tagalog English). To give the participants a clearer picture of Tagalog English, a video about Tagalog English was played. After watching the video, the participants were invited to discuss unique vocabularies in Tagalog English. For example, the participants found out many Filipinos say "comfort room" to refer to "toilet", "rep" to refer to "refrigerator", "McDo" to refer to "McDonald's" and "tasty" to refer to "a loaf of bread". To conclude the meeting, the facilitators encouraged the participants to respect all varieties of English including their various accents.

Furthermore, the fourth meeting on Friday, 4 March 2022 introduced Englishes spoken by Japanese and Korean people. To prepare the participants for the topic of the day, the facilitators invited them to brainstorm anything they knew about South Korea and Japan by providing pictures of the two countries on *Menti.com*. Then, through the *Kahoot* game, the participants' knowledge about the two countries was once again assessed. This was intended to make them focus their mind more on them. After that, the participants were asked to watch videos on Korean and Japanese speaking in English. Then, in-class discussions, they were invited to respond to such questions as "Which one is more understandable to you Japanese or Korean speaking English?" "Which one will happen more likely in your future – speaking in English with people from Asia (Japan, Korea, China, India, others) or speaking English with British/American people?" and "Is it okay or not okay to speak English with your country's accents? Why?" After that, the facilitators concluded the meeting by motivating students to speak confidently regardless of local accents. Likewise, if they preferred to speak mirroring British or American people, as long as it was good for their learning, they could as well do that.

Next, the fifth meeting on Friday, 25 March 2022 discussed Singaporean English or largely known as Singlish and 19 participants attended the meeting. To achieve the objective of the meeting i.e. to introduce Singlish as one of the English varieties, the class activities consisted of brainstorming about Singapore and Singlish, watching a short video about the use of Singlish in daily conversation among Singaporeans, and discussing the video contents. To assess the participants' understanding of Singapore and Singlish, the facilitators invited them to answer some questions provided in *Kahoot*. The participants were invited to mention things, activities, or places they could do and find in Singapore

after they finished playing the *Kahoot* game. This activity was intended to lead a discussion on Singlish, the English Singaporeans speak. The participants were asked to watch a short video on the use of Singlish in a daily conversation. As a follow-up activity, the participants were invited to respond to and discuss questions related to the video, such as "Is Singlish understandable for you? Why or why not?" and "What are Singlish words or phrases you heard in the video? Mention some of them." The participants showed their enthusiasm by volunteering themselves in responding to the questions and practising Singlish words, phrases, as well as accents. To conclude the meeting, the facilitators echoed a quote from Cesar Chavez, an American civil rights activist, about language as a reflection of the characters and growth of the speakers. Speakers of a language expose their identity and culture by using the language they speak. It was conveyed to the participants that Singlish is Singaporeans' expression of identity and culture.

In the sixth meeting on 8 April 2022, furthermore, the participants were introduced to Australian English. Students attending this meeting were 25 out of 30. The meeting started with a brief introduction of both the facilitators and the participants. In this activity, the facilitators and the students should mention their nicknames and describe what came to their minds when they heard "Australia". Some mentioned the unique animals; others described the native Australian, and some others hinted at the landmarks in Australia. After the introduction, the facilitators related the students' answers, in the introduction session, to the unique English in Australia. The short discussion was followed by watching a short video about Australian slang. The closing activity, to encourage everyone to speak, was a one minute talk. Each student should continue a sentence "If I were an Australian, I would be proud of my Australian English because …" Through this activity, all participants had the opportunity to speak up.

Furthermore, the seventh meeting on 22 April 2022 was intended for the review of meetings 1-6 and preparation for the final project videos. It began with an introduction activity followed by a review game via *Quizwhizzer*. After logging in to the game, the students raced against each other by answering ten questions they saw on the screen. Those questions were posed to remind the students of the topics pertinent to the previous six meetings, namely "Fascinating Places", "Virtual Tour", "Tagalog English", "English in Japan and Korea", "Singaporean English", and "Australian English". The game ran quite effectively despite a couple of students who could not join the activity due to some technical issues. Both the facilitators and students then discussed the questions together and had a question and answer session to elaborate on several points worth further

exploration. In the second half of the meeting, the students watched three examples of videos as the models for their final project videos. They were later assigned to form ten groups using *Padlet* and, in those groups, they planned and brainstormed some ideas for the project. The students were asked to make a *Tiktok*, *Instagram*, or *YouTube* video on a selected topic based on what they had previously learned. Some typical topics were "favourite places to visit", "interesting vocabulary in a certain variety of English" and "accent challenge". The videos had to be submitted by Wednesday, May 4, 2022, at 10 p.m. This project was part of the summative assessment meant to be showcased or discussed in the last meeting.

Furthermore, the last online meeting on Friday, 13 May 2022 was dedicated to the celebration of learning, where the students' submitted works were shared and appreciated. Students were directed to *Menti.com* to share one word that described the semester's ECC with ELED of UKDW. Many positive words from the 18 attending students appeared, such as "fine", "interesting", "very good", but there was "enough" as well. Then, for the sake of efficiency in making use of the 45-minute meeting, the students' videos were shared in different ways: screen captures of two videos, puzzle pieces of two screen captures of two other videos, and video clips of three favourite videos nominated by the facilitators. In between, announcements about the merchandise winners in every meeting were made. When the videos were shown, the student creators were also encouraged to share their reason for choosing the topics of the videos, the complexity they faced or the fun they had in creating their videos, or the lesson learned. Seven satisfactory videos were submitted within the deadline, and four others were submitted later on after the last online meeting, covering places to visit in Korea, Solo, and Bali as well as different English accents. At the end of this meeting, the principal of SMA Kalam Kudus appreciated all the students and thanked the facilitators for the ECC programme. The screenshot of this meeting can be seen in Figure 1.
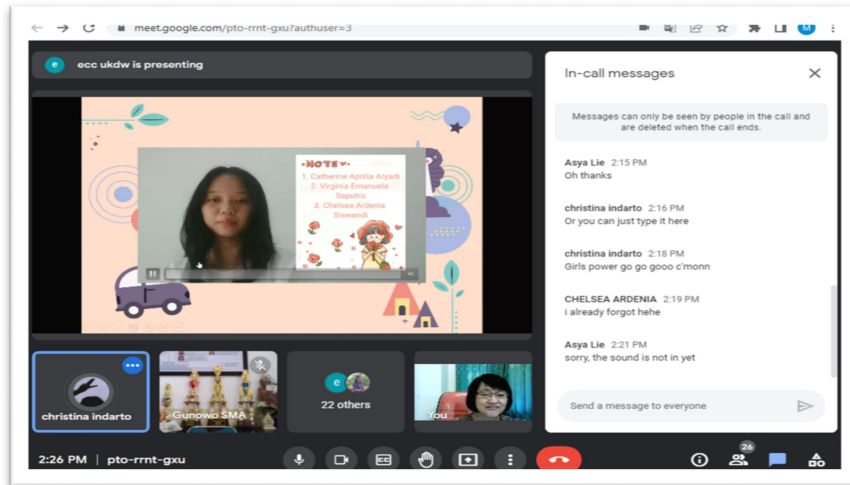
Figure 1. The Last Online Meeting: Celebration of Learning

The week after, on Friday, 20 May 2022, the closure for ECC was held onsite at school. One lecturer facilitator and two ELED student facilitators were invited to hand in the gifts to several ECC student participants. In this meeting, 28 students were present, eager to play offline language games as well as to receive the promised gifts. Unlike in the usually-passive online ECC meetings in general, in this meeting, all the students were actively engaged in a game called 'Tell Me!' where they needed to shout instructions from a distance to their group member so that he/she could draw shapes in different positions exactly as expected. All in all, tens of gifts were presented to the creators of three favourite videos, to two shining stars of the class, to eleven active participants in the ECC meetings, and to three teachers who had made the collaboration happen via the online meetings of the ECC programme. The activities in this only onsite meeting can be observed in Figures 2 and 3.

Figure 2. Preparation for an onsite game: 'Tell Me!'

Figure 3. Smiling Faces upon Receiving Gifts in Onsite Closure of the ECC Programme

All in all, the participants' level of participants seen from the attendance rate was quite satisfactory. On average, 23-24 students out of the total 30 attended the ECC meetings. The detailed dynamics of the number of attendees in each meeting can be observed in Figure 4.
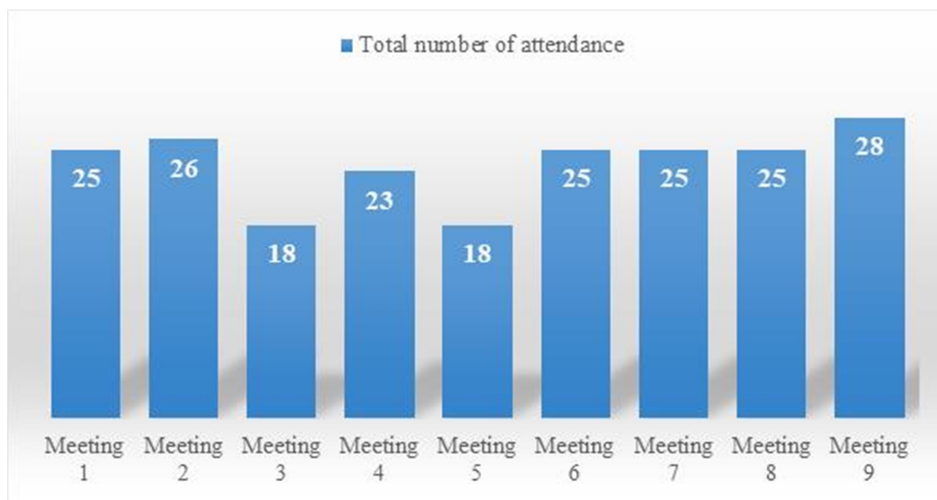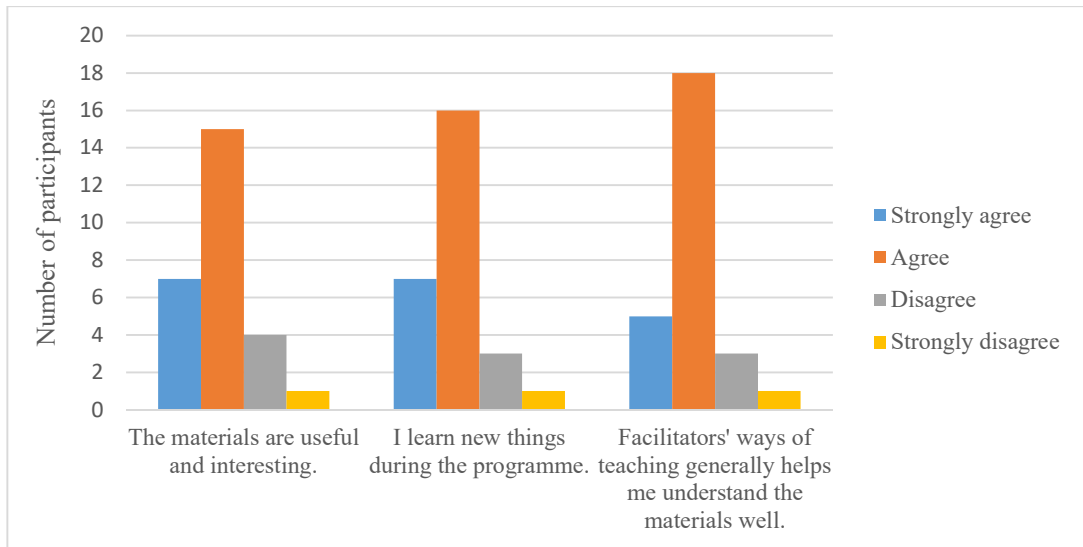

Figure 4. The Participants' Attendance

Of 30 participants, 26 submitted the final project videos to be graded, four students did not. Of the 26 students submitting, 21 students obtained an A *(>=91)* and five students received a B *(81<=B<91),* suggesting generally satisfactory results for those submitting the final projects. The detailed results of the participants' final grades can be observed in Figure 5.
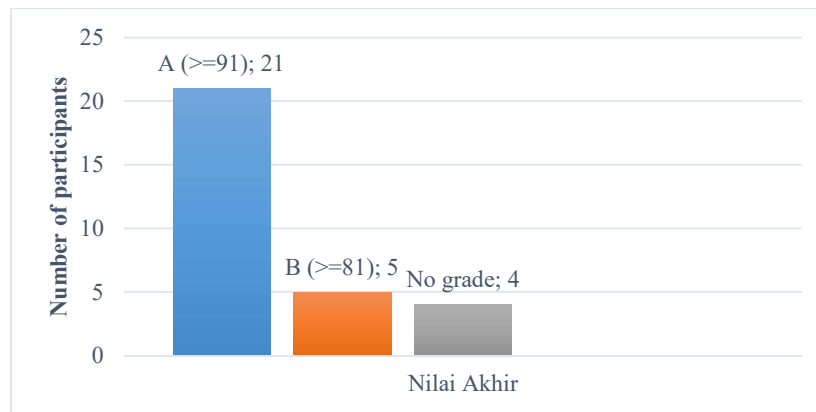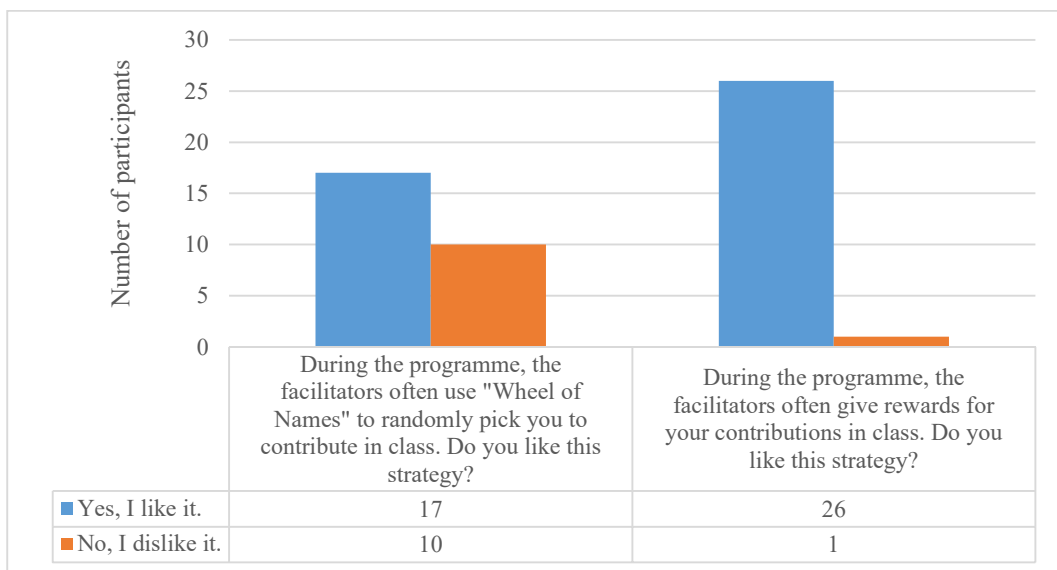
Figure 5. The Participants' Final Grades

Regarding the materials on varieties of English in the ECC programme, from 26 students doing the final project videos, 12 students (46%) worked on varieties of English, accounting for four videos out of eleven videos submitted, suggesting that materials on varieties of English were appealing for some of the participants. The other six videos were about fascinating places they like in Indonesia or abroad such as Solo and South Korea. On a positive note, this result suggested that the ECC programme was quite successful in introducing varieties of English to the participants, albeit only 46% of the participants selected this topic for their final projects. This may be quite normal as studies suggested that introducing varieties of English may need process due to the already extensive exposure to native speakers' norms. Besides, as varieties of English may be very new for the participants, some of them did not feel confident in working on the video projects on these.

Furthermore, per the participants' general attitudes towards the programme, the participants reported their agreement that the materials were useful and interesting and that they learned new things during the programme. They also reported their approval of the facilitators' ways of teaching. The more detailed results can be observed in Figure 6.

Figure 6. The Participants' Attitudes towards the Programme

Furthermore, the participants were also asked whether they liked the use of the *Wheel of Names* and rewards during the programme. The participants' attitudes toward these could be observed in Figure 7.

	During the programme, the facilitators often use "Wheel of Names" to randomly pick you to contribute in class. Do you like this strategy?	During the programme, the facilitators often give rewards for your contributions in class. Do you like this strategy?
■ Yes, I like it.	17	26
■ No, I dislike it.	10	1

Figure 7. The Participants' Attitudes towards the Uses of *Wheel of Names* and Rewards

Due to the limited time in each session and the relatively big number of participants, *for* the sake of time efficiency, the facilitators used the *Wheel of Name* application to randomly call out students to respond to certain questions or express opinions. As seen in Figure 7, 17 participants liked it whilst the other ten disliked it. Some students also expressed their dislike in the open-ended questionnaire. IKK (a participant's initials), for example, stated: *"I don't like it when the facilitators use Wheel of Name to call us" (IKK)*.

In comparison, several students acknowledged that the use of *Wheel of Names* compelled them to speak, which for them was good. VES and KT stated:

> *"Students who contribute in class are given rewards and this makes me braver to start being active in class." (VES)*
> *"I like it when the facilitators ask us to speak (using Wheel of Names) as it trains me to speak in English better. When seeing them and my friends talk, I can also from them and correct the way I talk." (KT)*

Several students' opposition to being randomly picked to express opinions may be caused by speaking anxiety. Studies suggested that students generally preferred having preparation time before speaking in English (Mak, 2011; Subekti, 2019a; Zarrinabadi, 2014) and that being asked to make a spontaneous speech in English made them anxious (Subekti, 2019a). This was attributed to fear of making mistakes leading to embarrassment in front of peers and teachers (Subekti, 2019b).

Moreover, rewards were often offered to those who volunteered themselves to answer certain questions or express their opinions. As seen in Figure 7, the participants reported relatively favourable attitudes towards the use of rewards, with 26 out of 27 participant respondents expressing their support. This finding was in line with the findings of several previous studies suggesting the use of rewards in English class motivates students to perform better (Alizadeh, 2013; Mahadi & Jafari, 2012).

Furthermore, related to the perceived effectiveness of the ECC programme to boost the participants' confidence in speaking English, the participants provided quite heterogeneous responses as could be observed in Figure 8.
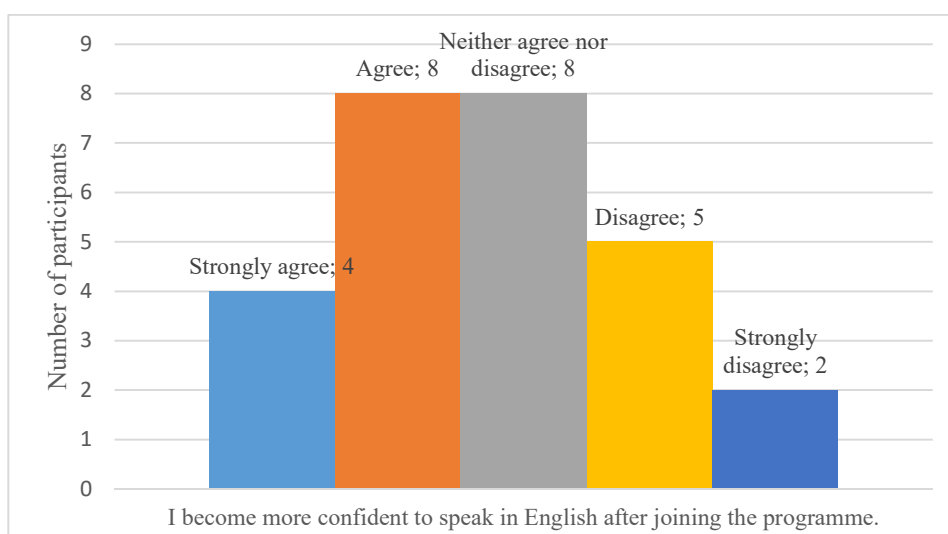
Figure 8. The Perceived Effectiveness of the Programme to Boost Speaking Confidence

Information in Figure 8 indicates that twelve participants reported their agreement on the effectiveness of the programme in boosting their confidence, seven expressed their disagreement, and the other eight expressed their doubt. This quantitative finding was confirmed through some of the participants' comments about some lacking in the programme. MR, GPS, and RS commented that the technical problems in the online meetings negatively affected the effectiveness of the programme, with MR adding that limited duration also played a role. They stated:

> "It is such a shame that the duration is very limited. One hour is barely sufficient because at times there are technical difficulties in Google Meet such as delayed voices." (MR)
> "Sometimes there is connectivity issue; the facilitators' voices or video contents are not well-received." (GPS)
> "I dislike it when the facilitators present videos because the presentation is of poor quality." (RES)

Regarding the aforementioned finding, studies on the implementation of online learning during the pandemic also reported challenges such as poor connectivity (Lancker & Parolin, 2020) and students' limited engagement (Subekti, 2020). Connectivity issues may even be more prevalent as the ECC was conducted through *Google Meet*, which may necessitate stable connectivity. Changing the teleconference application to the lighter ones may slightly mitigate the connectivity issue.

Furthermore, generally, the participants expressed a positive attitude towards the materials about varieties of English. CA, VES, and KT commented that the materials broadened their perspectives about English and learning English. KT, for example, stated:

> "I am delighted to be able to learn together with the ELED of UKDW. I learn about various cultures abroad and various English accents in the world. I used to only know American and British accents. It turns out that (people from) different countries have different accents when speaking in English." (KT)

However, it should be noted that some participants may not like such materials as much. ADC, for example, stated that when learning English, rather than learning about other countries, the participants should learn about Britain (or the United States). She commented:

> "I don't like discussing Korea or other countries (places, accents) when learning English. It should be about Britain." (ADC)

This negative attitude towards varieties of English may be attributed to the participants' limited previous exposure to this concept. They may not have been taught about it and as such may not have sufficient background knowledge to accept it. Nevertheless, even such strong support towards 'Standard English' from L2 learners should be respected as long as it can drive learners to learn (Franssisca & Subekti, 2022a). After all, embracing varieties of English is also intended to give learners freedom on "which Englishes" they prefer to learn and emphasise more on intelligibility in communication among English users (Galloway, 2013).

Despite the possible limitations and lacks especially attributed to the mode of the programme prone to technical difficulties and the limited duration of each meeting, the community service activity could be regarded as a success considering several criteria. First, the attendance rate was quite high. Secondly, the participants' final project videos generally demonstrated their respective best performances. They also generally reported positive attitudes towards the programme. Many reported that the materials gave new knowledge about varieties of English outside British and American ones and this could be the first step towards their acceptance of varieties of English in the future when they socialise in the ever-changing and globalised world. MR, one of the participants, commented, *"I enjoy joining this extracurricular activity… This is the only one I always wait for on Fridays… The topics are interesting… I hope this programme continues in the future"* (MR). In line with this, community service activities introducing young generations to more open and inclusive paradigms in the globalised world should be encouraged to prepare them to be readier in facing the era of borderless society. As far as English learning is concerned, in this case, being more open to and understanding towards varieties of English spoken by people all over the world could better prepare young generations to build cooperation and socialise with people from various nations using English as the introductory language.

CONCLUSION AND SUGGESTION

Several conclusions could be drawn. First, the *Google-Meet*-mediated mode of the programme was susceptible to technical challenges associated with poor or unstable connectivity. This, to a certain extent, lessens the effectiveness of the programme and compromises how well materials were delivered to the participants. In addition, the limited duration of each meeting coupled with the technical difficulties mentioned earlier made it difficult for some participants to effectively grasp the learning materials well. Albeit the

challenges, the programme was considered successful seen from the participants' generally positive attitudes towards the programme. Though some disliked some aspects of it, for instance, the use of *the Wheel of Names* to randomly select students to talk, they generally agreed that the materials were useful and gave them insights about varieties of English besides British and American Englishes.

Considering some aspects that still needed improvement in this programme, future programmes could be conducted more successfully. First, future programmes could be designed in such a way that technical issues could be minimised, for instance, by using a lighter or smaller teleconference application. Secondly, the duration of each meeting could be lengthened, into 90-minute each, for example. Furthermore, future programmes could also introduce varieties of English in a more meaningful way, for example, through more intensive project-based learning.

ACKNOWLEDGEMENT

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