

CHAPTER I INTRODUCTION

This section focuses on introduction part which consists of background of the study, research questions, purposes of the study, significance of the study, definition of terms, scope of the study and organization of the thesis.

1.1 Background of the Study

The shift of English status as a Lingua Franca (ELF) has directed many scholars (e.g., Brown, 2012; Floris, 2014; McKay, 2003; 2012; Matsuda, 2003) to incorporate ELF into ELT practices. Traditional assumption of teaching and learning English which eminently emphasizes native-speakerism should move beyond traditional limits of pedagogy and the assumption that all English learners desire to speak one variety of English (Brown, 2006; Floris, 2014). This claim is driven by the increasing number of nonnative speakers which constitutes 80% speaking population in the world and the emerging variety of English (Ates, Eslami, & Wright, 2015; Crystal, 2003; 2008; Kusumaningputri, 2020; Sangnok & Jaturapittakul, 2019; Qiong, 2004). With the increasing number of nonnative speakers, learners should be prepared to be proficient and resourceful English users rather than strongly attached to native-speakerism. Dealing with this issue, it is important to promote learners' awareness of ELF to establish an ELF-aware mindset from early stage, especially to pre-service teachers of English (Soruç & Griffiths, 2021).

Studies regarding pre-service teachers' awareness of ELF have been carried out by many ELF scholars across the globe. In mainland China and Taiwan, Ren, Chen, and Lin (2016) reported that university students demonstrated strong desire of achieving native speaker competences, especially their accents. Portraying the same finding, İnceçay and Akyel (2014), Soruç (2015) and Tosuncuoğlu and Kırmızı (2019) discovered that Turkish pre-service teachers wanted to speak native-like English and believed that having phonological or syntactic local variety of English would not be productive. They revealed that

speaking native-like English enables nonnative speakers to get respect and better opportunities in many aspects such as education and jobs. The solid favoritism of native speakers is understandable because nonnative speaking countries, such as China, Taiwan and Turkey, adopt Standard English (SE) in their ELT practices. It means that inner circle varieties, especially American English (AE) and British English (BrE), are perceived as the proper and correct English varieties. Despite of strong preferences of native speaker, some studies found that pre-service teachers have been aware of ELF. It is found in Mairi's (2016) study that Japanese and Indonesian university students appreciatively perceived ELF and showed interest in incorporating ELF into ELT. The finding is also depicted by Ambele and Boonsuk (2020) who explored Thai students' perception. The students mentioned that overemphasizing on native speakers and a single variety of English did not seem to be relevant because English users can use English as they wish. Therefore, it can be indicated that there is growing receptivity of ELF even though preferences of native speakers remain exist.

In order to promote awareness of ELF, some scholars tried to involve pre-service teachers in ELF-related activities in different classroom settings (e.g., Ates, Eslami, and Wright, 2015; Biricik Deniz, Kemaloglu-Er and Ozkan , 2020; Dewey and Pineda , 2020; Galloway and Rose, 2014; Ören, Öztüfekçi, Kapçık, Kaplan, and Uzunkaya, 2017; Sung, 2015; Tanghe,2014). In an ESL classroom, Ates, Eslami and Wright (2015) tried to promote pre-service teachers' awareness of English variation and found that the pre-service teachers changed their perception after involving some ELF-related activities. Following the similar activities, Eslami, Moody and Pashmforosh (2019) discovered that the activities allowed pre-service teachers to have a forum which encourage them to challenge their awareness of English varieties. Furthermore, in a conversation class, Tanghe (2014) promoted Korean students to English variation and revealed positive attitude towards different English varieties. In another case, Sung (2015) involed university students in activities which promoted ELF and China English in an elective course called variety of English. He accentuated that the students seemed to be more accepting their own accent and the existence of non-native features in

their English. The findings are also supported by Dewey and Pineda (2020) and Biricik Deniz, Kemaloglu-Er and Ozkan (2020) who underlined a tendency of ELF acceptance in ELT practices. According to the previous studies, an exploration of ELF-related activities in a listening class seems to be insufficient. Therefore, further exploration of ELF in this area needs to be addressed.

English as a lingua franca (ELF) is defined as the use of English as common language of choice among speakers who have different linguistic background (Jenkins, 2009). It is considered as a contact language between people whose mother tongue is not English (Seidlhofer, 2004; Ur, 2010). It is used for diverse purposes such as academic purposes, political negotiation, tourism, business and finance, entertainment and interpersonal relationships. Further, ELF can be perceived as a perspective based on the idea that nonnative speakers outnumber the native speakers of English and embracing all varieties of English (Jenkins, Cogo, & Dewey, 2011). It implies that ELF proposes encouraging language learners with multilingual ideas to communicate with each other (Ceyhan-Bingöl & Özkan, 2019). Therefore, ELF is defined as the function of English as a language that accommodates people who speak different first languages to communicate in multicultural settings with various purposes.

The concept of ELF goes beyond the traditional native norm and nation-bounded varieties (Seidlhofer, 2001). In an ELF context, English from inner circle countries cannot be used as a linguistic reference point because the majority of those who use English are non-native English speakers (Seidlhofer, 2011). With the increasing number of non-native speakers, the ownership of English no longer belongs to the inner circle countries, such as America, yet it belongs to everyone who speaks it (Kirkpatrick, 2008; Rajagopalan, 2004). Therefore, the status of English cannot be seen merely as a property of inner circle countries yet it has become a language that facilitates communication between people from different linguistic and cultural backgrounds. Consequently, the model of native English speakers may no longer be sufficient in some contexts especially for people who use English as a second language or a foreign language. For example, in ASEAN countries where people are mostly non-native English speakers, English has been

accepted as the official working language for the purpose of trade and tourism (Baker, 2009; Kirkpatrick, 2017). As a result, ASEAN countries very concern on the production of skilled laborers for the expanding market within ASEAN Economic Community (Musthafa, Hamied, & Zein, 2019). In this case, focusing communicative strategies such as ‘paraphrase’ and ‘let it pass’ would be more relevant than achieving native speaker competences in order to reach communication goals and prevent communication breakdown.

In relation to the need of incorporating ELF to ELT practice, it is worth pointing that teaching and learning English in Indonesia has been oriented to inner circle varieties, especially American and British English. It can be seen from teaching materials, such as textbooks, are mostly developed based on the native speaker norms. The conversation in the textbooks prevalently takes place between native speaker and native speaker (Mukminatien, 2012). Foreign stories are also dominantly included in the textbooks (Muslim, Nafisah, & Damayanti, 2009). Therefore, teaching English in Indonesia mainly focuses on achieving native-like competences. As a country situated in ASEAN context where English used as a lingua franca (ELF), teaching English in Indonesia should be emphasized on the varieties that are mostly used by the people in the ASEAN countries, so it does not emphasize the inner circle varieties (Mukminatien, 2012). Given to this fact, there should be an attempt to expose nonnative English varieties in the classroom so that teaching English in Indonesia can improve Indonesia’s global competition (Hamied, 2011; 2012; Zein, 2018; 2019).

The previous studies confirmed insufficient attention has been paid to the exposure of ELF in a listening class (Hariri, 2018). Therefore, this study attempted to fill the gap among the previous studies by exposing ELF to students in a listening class. The rationale of choosing the listening class was listening class allows students to do various listening activities and tasks so that the students can experience different accents, grammar and vocabularies. It is supported by Hariri (2018) and Kaowiwattanukul (2018) that listening activities are suggested activities for incorporating ELF and English variations because the students are expected to pay attention toward the different accents and

pronunciation among different English variety speaker. Furthermore, it is a fact that ELF perspective embraces native and non-native English varieties. This study attempted to explore non-native varieties along with the exposure of ELF in listening class. The previous studies indicated that the exploration of Asian English varieties remains limited (Sangnok & Jaturapittakul, 2019). It is necessary to introduce Asian Englishes since Asian English users represent the largest number of English users in the world (Kachru & Nelson, 2006). It means that interacting with Asian English speakers is highly inevitable. By getting exposed to Asian English varieties, it is assumed that students will not get difficulty confronting different types of English users or uses and they can promote awareness of English varieties (Ahn, 2015; Coskun, 2010; Pudyastuti & Atma, 2014). In terms of Asian varieties, this study focuses on Indian English and China English since both of them are the two largest blocks of English speakers in Asia (Kirkpatrick & Sussex, 2012). In short, this study aimed at exposing English as a Lingua Franca (ELF) to students in listening class.

1.2 Research Questions

According to the background of the study, this study attempted to answer three questions, as follows:

1. What are students' perceptions toward ELF exposed in the listening class?
2. How do listening activities contribute to students' awareness of English varieties?
3. What are challenges encountered by students regarding their listening comprehension of Asian Englishes (Indian English and China English)?

1.3 Purposes of the Study

Referring to the research questions, this study tried to investigate students' perception toward ELF exposed in the listening class, to picture how listening activities contribute to students' awareness of English varieties and to explore challenges encountered by students regarding their listening comprehension of Indian English and China English.

1.4 Scope of the Study

This study focused on exposing ELF to university students in the listening class. This study also embraced Indian English and China English. Additionally, this study aimed at picturing students' perception of both varieties and how the listening activities contribute to students' awareness of English varieties. Further, this study intended to explore challenges that the students faced regarding their listening comprehension of Asian Englishes.

1.5 Significance of the Study

This study intended to provide some contributions both theoretically and practically. Theoretically, this study filled the gap among the previous studies and supported theories related to ELF. In the same way, this study could be a reference for further researchers who are interested in exploring ELF, especially in Indonesian context. Practically, the findings of this study are expected to provide references and suggestions for integrating Englishes into the curriculum, specifically the English curriculum of the university where this study was conducted. Additionally, this study was expected to promote new insight to the teachers regarding the integration of variety of English in their classes.

1.6 Definition of Terms

In order to prevent any misconception of the terms which are found in this study, the definition of each term is presented, as follows:

1. English as a lingua franca (ELF) is defined as the use of English as preferred language for communicative purposes spoken by people with variety of mother tongue (Seidlhofer, 2011).
2. Asian Englishes refers to variety of indigenous models of English throughout Asian region (Bolton, 2012). The varieties that are used in this study focus only Indian English (IE) and China English (CE) since the speakers of both varieties hold the largest number in Asia.
3. Perception is an understanding constructed from information obtained by means of the senses (Shaver, 1981 as cited in Lewis, 2001). In this study, the perception referred to how the students view ELF exposed in listening class.

4. Listening is an act of receiving images, impressions, thoughts, beliefs, attitudes and emotions delivered by the speaker (Rost, 2011). In this study, listening refers to listening activities that take place in the classroom as a way of exposing ELF in the listening class.

1.7 Organization of the Study

This thesis is organized in five different chapters. The explanation of each chapter is presented, as follow:

Chapter 1 : Introduction

This chapter consists of the background of the study, research questions, purpose of the study, scope of the study, significance of the study, clarification of terms used in this study and organization of the study.

Chapter 2 : Literature Review

This chapter elaborates literature review regarding English as a Lingua Franca (ELF), listening and previous related studies.

Chapter 3 : Research Methodology

This study presents detailed information of how this study was conducted. The research methodology covers research design, research site and participants of this study, data collection, procedure of collecting data and data analysis.

Chapter 4 : Findings and Discussion

This chapter presents the findings and the discussion related to the research questions concerning students' perception toward ELF exposed in the listening class, how listening activities contributed to students' awareness of English varieties and challenges encountered by students regarding their listening comprehension of Indian English and China English.

Chapter 5 : Conclusions and Recommendations

This chapter explains the conclusions of the study and proposes several recommendations.