

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents detailed information about how this study was carried out. The topics covered in this chapter are research design, research site and participants, data collection, data analysis and procedures of the study. At the end of this chapter, concluding remarks are also provided.

#### **3.1 Research Design**

This study was carried out to introduce ELF to students in a listening class. This present study focused on investigating students' perception towards ELF exposed in the listening class, the contribution of listening activities to awareness of English varieties and some challenges encountered by students when they listened to IE and CE. To answer the questions, this study employed mixed-methods research. Mixed-methods research is defined as a procedure for collecting, analyzing and mixing both quantitative and qualitative methods in a single study or series of studies to understand the research problem (Creswell & Clark, 2017).

To specify, mixed-methods explanatory study was chosen to answer the research questions. Mixed-methods explanatory study matches the objectives of this study since this study attempted to explore the students' perception towards the exposure of ELF in the listening class, how listening activities contribute to awareness of English varieties and possible challenges faced by students when they listened to IE and CE. Reflecting on the objectives, relying on only quantitative data or qualitative data cannot fulfill the objectives. As a result, there is a need of combining quantitative data and qualitative data to get richer information in order to reach the objectives of this study.

Furthermore, mixed-methods explanatory study requires collecting quantitative data as the first step followed by collecting qualitative data to provide detail information from quantitative results (Hamied, 2017). In other words, this study utilized two types of data collection for answering the research questions. Quantitative data were obtained by administering a questionnaire to participants of this study. Meanwhile, qualitative data were gathered by conducting

semi-structured interviews and reflective learning journals written by the participants. Further information regarding data collection is presented in the following sections.

### **3.2 Research Site and Participants**

This study was conducted in a listening class of a private university in Jakarta. There are some considerations of choosing the university as the research site. The feasibility of conducting this study in the university becomes the first consideration. Getting access to the research site enables this study to be conducted. The legal permission is also easily submitted. Secondly, based on preliminary discussion with the main lecturer of the listening class, ELF-related teaching and materials are not included in the syllabus of the listening class. This fact is in line with the objective of this study which is exposing ELF to students in a listening class. Last, the university is geographically located in Jakarta. As a capital city, Jakarta becomes the center of multinational trade and commerce, international education and tourism attracting different people to come. Therefore, it is indicated that Jakarta is potentially becomes a place where ELF communication can take place, especially interaction between Asian English speakers.

In the matter of the participants, 22 students enrolled in the listening class were chosen as the participants. There were some criteria in selecting the participants. First, 22 students have not been exposed to ELF in formal education, especially during their studies in the university. Second, the students voluntarily participated in the study. It indicates that they showed willingness to share their feelings, thoughts and perception related to the research. Third, the students have been prepared to be professional English teachers in the future. They are also expected to be effective and resourceful English users who can readily confront to different varieties of English as they begin their professional career.

Apart from the participants, I (the researcher) have dual roles as the researcher and as the teacher. As the researcher, I am responsible to all processes of conducting this study. In respect of my role as the researcher, I have responsibilities for selecting participants and research site, getting legal

permission, developing instruments for data collection, collecting the data, analyzing the data and presenting the data. In addition, my role as the teacher allows me to select learning materials, expose ELF to the students in the listening class, develop listening tasks and support the student while being exposed to ELF.

Under my role as a teacher, I carefully selected learning materials for exposing ELF in the listening class. The learning materials were chosen based on the topics of each meeting. Since the university where this study was conducted does not incorporate ELF-related materials and tend to use AE and BrE materials, so the materials used in this study were not included in the syllabus of the university. However, the activities involved in this study followed several learning goals consisted in the syllabus. For example, one of the learning goals is the students are able to comprehend the materials presented in interview. This goal is covered in learning materials for meeting 3 (Indian English) and meeting 4 (China English) where interview videos were presented. Another goal of the syllabus is the students are able to understand the content of a speech. In order to reach the goal, a video of David Crystal's speech was used in the first meeting. Given to this fact, conducting this study does not hinder the learning goals included in the syllabus yet it provides other possible resources for the materials. Another justification of choosing the materials was following some related studies. To exemplify, a video presented variety of English speakers was played to introduce World Englishes (WEs). The video was also used in Arieta's study (2017). Another example is the materials for China English (meeting 4) were adopted from Sung's (2015) study including the video and listening tasks.

### **3.3 Data Collection**

In regards to design of this study, data collections employed were questionnaire, listening journal and interview (following Sung, 2015; Tanghe, 2014; Ören *et al.*, 2017). In respect to ethical issue of this study, the students were asked to fill a consent form as an evidence of their willingness to participate in the study. Furthermore, the students were informed that their response to the questionnaire, listening journal and interview did not affect their credits in listening class. In similar vein, pseudonyms were used in presenting data from interview.

### 3.3.1 Questionnaire

A set of questionnaires was chosen as the first data collection in investigating students' perception toward ELF exposed in the listening class. The questionnaire was adapted and modified based on Mairi (2016), Weerachairattana, Duan and Buripakdi (2019). The questionnaire was selected because it was precise and comprehensive. Moreover, the questionnaire endeavors to picture students' perception and awareness regarding ELF including students' understanding of ELF, English varieties, native and nonnative English speakers and the incorporation of ELF in the listening class. Furthermore, the questionnaires of Mairi (2016), Weerachairattana, Duan and Buripakdi (2019) have been adapted and modified based on previous studies (Choi, 2007; He, 2015; He & Li, 2009; Saengboon, 2015). Hence, the questionnaire was used as data collection for answering first research question.

The questionnaire was divided into two sections. The first section investigated general information of the participants (9 questions). The second section consisted of six sections including pre-knowledge of ELF (2 items), native-focused (6 questions), World Englishes and Standard English (15 questions), communicative-focused (4 questions), ELF as model (two questions), ELF in listening class (4 questions). The questionnaire was written in English. The students are asked to fill in the questionnaire by ticking the scale of agreement. The scales are SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree), and N/A (No Answer). Detailed information of the questionnaire was presented in appendix 1.

Even though the questionnaire has been developed from previous studies, it might not enable students to express their responses due to limited choices of response. The questionnaire seems to be inadequate to picture reasons of students' choices. Therefore, this study employed semi-structured interviews to get deeper information about students' responses.

### 3.3.2 Reflective Journal

Using a reflective journal is a common practice in collecting qualitative data (Ortlipp, 2008). As a means for data collection, a reflective journal can picture

students' personal voices. The use of reflective journals provides an opportunity for instructors or teachers to hear the voice of students through the chance given to them to express thoughts, feeling and changes they encounter as a part of their learning experience (Dunlap, 2006; Lee, 2008). Based on students' perspectives, a reflective journal helps them to become more aware of their personal opinion, positions and feeling related to their learning experience (Farabaugh, 2007; Phelps, 2005).

The reflective journal addressed in this study is students' writings about the activities which were written at the end of each meeting. As a reflective journal, the students were asked to express their thoughts and feeling after experiencing various activities during their participation in this study. The reflective journal is used as the main data collection for listening activities contribution to students' awareness of English varieties. It is also used to support the data collected from questionnaire and semi-structured interview. The reflective journal used in this study was adapted from Galloway's and Rose's (2014) study. The total numbers of question are 3 questions (see appendix 2). These questions helped students portray their perception toward listening activities conducted in the classroom.

### **3.3.3 Interview**

The third data collection was interview. Interview is a purposeful interaction where a researcher tries to obtain information from the subjects who agree to participate in research (Hamied, 2017). Interview enables participants to discuss their interpretations of the world in which they live, and to express how they regard to situations from their own point of view (Cohen, Manion, & Morrison, 2007). Semi-structured interview was chosen as complementary data collection to assist data from questionnaire and listening journal. It was also used to collect data for the third research question. The reason for choosing semi-structured interview was, firstly, the study intended to collect specific information from the students. Secondly, the questions used were more flexibly worded and less structured. This format also allowed the researcher to respond to any situations at

hand, to the emerging worldview of the respondent and to new ideas on the topic (Merriam, 2009).

The interview session was conducted after all meetings ended. The time schedule of interview was on 18<sup>th</sup> of December 2020 to 8<sup>th</sup> of January 2021. There were 10 students who voluntarily involved in interview sessions. All the students felt more secured if they were interviewed by using Bahasa Indonesia. As a result, all the interview sessions were carried out in Bahasa Indonesia. Before conducting the interviews, the students were informed the purpose and procedures of the interview. Then, they were asked to sign a consent form. Guided questions for interviews were also prepared to assist the researcher in conducting the interviews. The guided interview questions helped the researcher in leading the conversation takes place during the interviews. However, these questions were explored and developed as the researcher finds new ideas, topic, and condition when the interview was ongoing. In addition, the guided interview questions were adopted based on Weerachairattana, Duan and Buripakdi (2019). The guided interview questions consisted of 18 questions (see appendix 3). The interview sessions were conducted through phone call which required 15-30 minutes. The interview sessions were audio-recorded. Afterwards, they were translated into English and transcribed based on transcription guidelines adapted from Galloway (2014).

#### **3.4. Data Analysis**

The data obtained from questionnaire, listening journals and semi-structured interviews were analyzed. First of all, questionnaire was analyzed statistically by using SPSS version 25b software. Descriptive statistics was used to answer first research question regarding perception of students toward ELF in exposed in the listening class. Further, thematic analysis was utilized to analyze the data obtained from interviews. Thematic analysis enables the researcher to code and fracture data through identification of the patterns that emerged within the conversation between the researcher and interviewees (Braun & Clarke, 2006). First of all, audio recordings from the interviews were translated and transcribed. Then, the transcribed interviews were read several times in order to get deep understanding

and familiarize the data. Next, the general sense of the data was explored. This activity included memoing the data, thinking about the organization of the data and considering whether or not more data is needed (Creswell, 2012). Later, the researcher developed a general understanding of the data and made initial codes. The process of making codes involves the process of putting tags and names against pieces of the data (Hamied, 2017). The process of coding classified the transcribed interview into meaningful analytical units. After the data were coded, the researcher refined these codes to themes via which the data were interpreted (Braun & Clarke, 2006). In this case, the transcribed interviews were classified into the topics related to research questions in order to answer the research questions and support other findings revealed in the questionnaire and listening journals. Similar to the transcribed interviews, the listening journals were also analyzed by using thematic analysis following the same steps as interview.

### **3.5 Procedure of the Study**

Regarding the procedure of this study, choosing an appropriate setting and participants was the first thing to do. In order to get access to the chosen research site, the researcher contacted one of the lecturers of the university where this study was conducted. The lecturer was the researcher's former lecturer and supervisor during her undergraduate study. After contacting the lecturer, a long discussion between the researcher and the lecturer took place. The discussion included some topics related to the study such as how the study was going to be conducted, the relevance of this study to the lesson plans that have been made by the lecturer, the time for conducting the study and the students' credit while participating in this study.

After the discussion with the main lecturer, the researcher got permission to conduct this study in the lecturer's class. Getting permission of conducting this study was highly important because accessibility to the site made the legal permission easier to be submitted. After the permission was received, preparing all the instruments used in this study was carried out. The instruments included a questionnaire, guided-interview questions and a reflective journal form.

This study was conducted in 6 meetings of the listening classes on 9<sup>th</sup> of November 2020 to 23<sup>rd</sup> of November 2020. All meetings were carried out online via Zoom Meeting. The topics involved in the meetings were introduction to World Englishes (WEs), introduction to English as a Lingua Franca (ELF), Indian English (IE), China English (CE), the future of English and ELF communication. All of the topics were developed from Sung's study (2015) (see Appendix 4). The reason for choosing Sung's study is its research context. Sung's study was carried out in Hong Kong, one of expanding circle countries, where English is perceived as a foreign language and native speakers are highly valued. Similar to Hong Kong, Indonesia, where this study was conducted, is also an expanding circle country. What make this study different from Sung's study is that this study focuses on exposing ELF in a listening class while Sung's study concerned on promoting awareness of English variation in a course called Variety of English. Moreover, Sung's study attempted to promote China English meanwhile this study tried to provide more exposure to Asian English by involving Indian English (IE) and China English (CE).

Before conducting the first meeting, the researcher introduced herself and explained how the study was going to be conducted. The researcher ensured the students that this study was voluntary and the students were not given any credit for their listening scores. Concerning on ethical issues, the researcher also asked the students to fill a consent form. This consent form was distributed online through Google Form.

After the researcher introduced herself, provided further information of this study and distributed consent form, the first meeting was carried out. The topic of the first meeting was introduction to World Englishes. At first, the researcher asked the students' knowledge about variety of English they knew. After that, the researcher presented a Youtube video entitled World Englishes on Ted. The video showed different English speakers from all concentric circles. This video was also used in Arieta's (2017) study. Then, the researcher asked the students' opinion regarding the video. After a short discussion, the researcher presented another Youtube video entitled World Englishes – Interview with David



Crystal by British Council Serbia. This video was used in Sung's study. While listening to the video, the students were asked to write down some important points that they heard from the video. After listening the audio, the researcher encouraged the students to share what they have listened and discussed the issues. At the end of the class, the researcher invited the students to write a reflective journal regarding their activities in the first meeting.

For the second meeting, the topic was introduction to English as a Lingua Franca (ELF). The researcher presented a video about explanation of English as a Lingua Franca (ELF). Similar to the first meeting, the researcher asked the students to write some interesting points of the video and share them to the class. Then, the researcher directed the students to discussion some selected topics regarding ELF such as the increasing number of nonnative speakers and the ownership of English. Following the discussion, the researcher gave a Powerpoint presentation to clarify some issues regarding ELF. The researcher used some articles by ELF scholars such as Jenkins (2009), Seidlhofer (2011), Kirpatrick and Sussex (2012) to provide more information about ELF. At the end of the meeting, the students were asked to write a reflective journal concerning the second topic.

Focusing on a particular variety of Asian English, the third meeting was about Indian English. The researcher presented an interview video of Indian English speakers entitled *Do Indians Know Their English Accent sound?*. This video was use as a sample of Indian English. While listening to the video, the students were asked to answer a set of true-false questions. These questions were developed based on the video that the students were listening to. By answering the questions, the students were expected to experience a listening exercise by using Indian English. Before answering the questions, the researcher explained how to answer the questions and how many times the video would be played to the students. As the video ended, the researcher gave some times to students for checking their answers. After that, a discussion session was carried out. This activity allowed students to share their opinion about the video, their answers and Indian English speakers. Then the researcher presented a Powerpoint presentation about the history of English in India, Indian accents and how Indians view

English. The activity involved in the third meeting was also similar to activity included in a study conducted by Ates, Eslami and Wright (2015). At the end of the meeting, the students were asked to write another reflective journal about the third meeting.

Similar to the third meeting, the fourth meeting focused on another Asian English variety which was China English. The researcher presented a video of China TV news showing four China English speakers. The researcher asked the students to answer a set of completion task. This activity aimed at providing opportunity for students to experience listening to China English. As a pre-listening activity, the researcher gave explanation of how to complete the task. She also made agreement with the students about how many times the video should be played. Similar to the previous meeting, the researcher gave some times to students for checking their answers as the video ended. After completing the listening task, the researcher led the students to have a short discussion related to the video. At the end of the class, the researcher asked the students to write a reflective journal regarding the fourth meeting.

The topic for the fifth meeting was the future of English. The researcher played an interview video of David Crystal. By using the video, the researcher guided the students to take notes and answer a comprehension task which included 5 questions related to the video. After completing the task, another discussion was carried out. This activity allowed the students to share their thoughts about the video and their personal view of how English is going to use in the future. As usual, the meeting was ended by asking the students to write a reflective journal about the meeting.

In the final meeting, the students watched a short video of ELF communication. The students were also asked to note some intriguing points related to ELF communication. After that, some students shared what they have noted to the class. This activity was followed by a discussion concerning ELF. A Powerpoint presentation was delivered by the researcher to clarify some issues regarding ELF communication. The presentation also aimed at guiding students to review all topics they have learnt from the first meeting to the final meeting. After

the presentation finished, the students were asked to write the last reflective journal for the sixth meeting. After finishing the journal, the last meeting was completed by distributing a set of questionnaire that has been prepared as one of data collection. The questionnaire was delivered online through Google Form.

After all the meetings finished, the procedure of this study encompassed conducting semi-structured interview, translating and transcribing interview transcript, analyzing all data collection (questionnaire, interview and reflective journal) and presenting the data.