

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter explains the conclusions of the study and proposes several recommendations. The conclusions are explained according to findings from the present study which involves three research questions; students' perception toward ELF exposed in the listening class, the contribution of listening activities to awareness of English varieties and some challenges encountered by the students when they were listening to Asian Englishes (Indian English and China English). Reflecting on the conclusion, some recommendations are also discussed in this chapter.

5.1 Conclusions

This study aimed to expose ELF to students in a listening class. This study focused on how students' perceive ELF in listening class, how listening activities contribute to awareness of English varieties and some challenges faced by students when they listened to Indian English and China English. The conclusions of this present study are explained based on research questions.

The first research question focused on students' perception toward ELF in the listening class. This study revealed that the students perceived positively the exposure of ELF in the listening class. They accepted the reality that English is used by people across the globe for various purposes. The students agreed that English has been taking the role as a bridge between people from diverse languages and cultures in communication. At this point, the students admitted that English has been used as a lingua franca. Additionally, the students accepted ELF exposed in the listening class. The students were interested in learning ELF in the listening class and other classes. Interestingly, the students still had strong preferences of native speakerism in terms of SE and being native-like speakers. The students still considered that AE and BE as the most acceptable and appropriate varieties of English. In contrary, the students perceived the ownership of English belonged to everyone who speaks it. The students opened-up to both native and non-native accents. In short, this study demonstrates the positive receptivity of ELF perspective.

In regards to the contribution of listening activities to awareness of English varieties, this study showed three major contributions. To begin with, listening activities helped students to raise their awareness of English varieties. The activities allowed students to enhance their understanding about the importance of English, the function of English, and various accents of English across the world. Interestingly, Indian English (IE) left strong impression for the students. The students believed Indian English owned particular feature which was different from other accents. As a result, the students were interested in learning IE. In comparison to China English (CE), the students seemed to have less significant impression. The students mentioned that they were quite familiar with CE because CE did not significantly portray some distinctive features. Secondly, listening activities facilitated students to respect nonnative-accented English in communication. The students stated that speaking accented English can show the speaker's cultural identity. At this point, the students accentuated accommodating strategies to deal with any communication breakdowns. Finally, listening activities promoted students to accept variety of English in teaching and learning English. The students were interested to learn other varieties of English including native varieties (e.g. Australian English) and nonnative varieties (e.g. Thai English and Russian English).

Some challenges faced by students in listening to Indian English and China English were also discovered. Unfamiliarity with the accents, the speed of speech and lack of vocabulary were claimed to be three major challenges that students had to deal with. The unfamiliarity of the accents was caused by the insufficient use of nonnative English accents in learning English was insufficient, the lack of background knowledge and the lack of cultural awareness. Correspondingly, the speed of speech was recognized as a problem since the students cannot control the speakers' speed rate. The issue of speed of speech also directed to another concerning issue called clarity of the contents. Furthermore, the lack of vocabulary inhibited students' understanding in the listening process.

5.2 Recommendations

Reflecting on the conclusions, this present study proposed several recommendations. The recommendations are drawn to two areas; for pedagogical practices and future studies.

As for pedagogical practice, incorporating ELF along with SE without discrediting any of them would be fruitful. In teachers' perspective, teachers can help students to recognize the reality of English use in recent days. They can explore varieties which are most likely encountered by students in multicultural communication. To exemplify, they can expose Malaysian English or Singaporean English to students in the context of ASEAN. Exposing those varieties can demonstrate how English functions as ELF. The teachers can also expose Australian English since native speaker accents that are used usually AE and BE. In students' perspective, the incorporation of ELF and SE can promote their awareness of ELF so that they can be more tolerant about diverse Englishes. In the same way, promoting communicative strategies is also important. By giving more focus on communication strategies, it is expected that the students can be resourceful speakers of ELF who can deal with uncertainty in ELF interaction to achieve mutual understanding. Furthermore, involving students to various activities in which they can experience ELF communication is strongly recommended. To exemplify, inviting nonnative speakers of English can provide opportunity for students to creatively use communicative strategies. Another example is playing a movie clip of English speakers in order to familiarize students with different accents.

In regards to future studies, further exploration to ELF and other varieties of Asian English is suggested. Introducing Malaysian English or Singaporean English can be a critical step to prepare students to communicate effectively in multicultural and multilingual context, especially in the context of ASEAN. Secondly, further investigation of ELF in different contexts, such as ESP, is potentially worth doing. Moreover, this study was limited to small number of participants. Thus, conducting a bigger scale study with greater number of

participants will be beneficial to get more comprehensive and richer information of how ELF posits in teaching and learning English in Indonesia.