

INDONESIA EFL TEACHERS' PERCEPTIONS ABOUT TEACHING ENGLISH AS LINGUA FRANCA

Gupuh Rahayu

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia

Email: agupuh@gmail.com

Abstract

As the requirement of English mastery becomes rapidly high in this globalization era, an English teacher plays the first role in students' learning development because in a country whose English as a foreign language become the essential source of language input. Meanwhile, ELF as the development of English which emerge in South-East Asia may help the EFL teachers in delivering their teaching learning material in EFL classroom. As for how the EFL teachers' perceptions about the emerge ELF recently, this study aims to investigate Indonesia EFL Teachers' perceptions about teaching English as Lingua Franca. By conducting a survey study, the researcher gained the EFL teachers' perceptions about teaching English as Lingua Franca. The questionnaire as the source of data in this study was distributing to 15 EFL teachers in the city of Tulungagung. The researcher also doing an interview with three of those teachers. Most of EFL teachers' who participated in this study have less knowledge about ELF, but more than half of them agreed with the statement given that clarify as ELF. The participants also see ELF as an interesting development of English to bring a new performance in their teaching learning classrooms.

Keywords: EFL teachers, perceptions, ELF.

INTRODUCTION

One of newest research in English teaching language issue recently is the term of English as Lingua Franca. Many linguists have been studying about ELF in some cases. Actually, the meaning of term "English as Lingua Franca" is questioning, what is "Lingua Franca"? a linguist, Seidlhofer (2005) said, "Lingua Franca" is common language practiced by people who communicate without sharing their first language. Furthermore, followed by Jennifer Jenkins (2007) stated that "Lingua Franca" means a language spoken by people who do not share their first language, it is generally understood as speakers SL.

Starting from the definition of ELF above, it can be defined that English as Lingua Franca is similar to EIL, but implies a situation where two people who need to communicate are forced to use English without giving attention to grammatical or

structure of the language itself. The learner only focus on delivering their idea in English and it is being understood by others.

Despite the phenomenon of English as Lingua Franca (ELF), there are many people, especially EFL teachers who do not comprehend this term of ELF and how ELF affects in language teaching. Concerning the definition above, the English foreign language teaching and learning method might be changed by the use of English as a tool of communication.

Previous study of EFL teachers' perceptions about English as Lingua Franca, come from Turkey. It was reported that EFL is resistant to use in the classrooms by vast majority of teachers participated in the study. Nevertheless, spoken language which are not acceptable in Standard English norms, the respondents in this study were open-minded with the English norms, Incecay (2014). From the finding here, it can be seen that it is not easy to bring ELF into English language learning. We know that our students' need in the future life is English in practice not only the theory. The classrooms teaching design needs to be renewed by means of ELF.

Another research about teachers' perception about teaching English as Lingua Franca reported a research about lecturers' attitudes towards teaching English as Lingua Franca. The results were the lecturers' perceptions abilities to show in ELF is given an awareness although they also shared that the accuracy or precision of language in teaching English does not always lack. From previous statement, we can say that teaching English in Lingua Franca is possible to do in our class, Diane (2011). It applicable to use in teaching English, especially in our country which has diverse languages and cultures.

Penny Ur (2010); in discussion of the research literature from the teacher about teaching in English as Lingua Franca said that EFL students not only study English language to communicate in a precise English speech community, but slightly to interact with other English speakers (some native and mostly non-native), both domestic and internationally. It can be determined that it necessity to bring ELF into their classrooms.

As the newly emerging paradigm the researcher attempt to explore Indonesia EFL teachers' perceptions about teaching English as Lingua Franca. This study will describe how to do the teachers' perceptions about teaching English as Lingua Franca. The possibility in bringing ELF into classroom practice. The classroom practice of ELF covers the whole of classroom activities from the curriculum designing, materials provided, classroom interaction and the assessment. The findings will lead us to know that it is applicable in our classroom or not.

METHOD

Investigating EFL teachers' perceptions about teaching English as Lingua Franca, the researcher employed a survey research design. 15 EFL teachers from 8 different senior high schools were participating in this study. The experience in teaching English of the participants varied, with 33% having taught English 15-20 years, 40% for 10-15 years, and 27% under 10 years.

The participants were asked to complete the questionnaire containing 21 questions, and three of the participants were requested to join semi-structured interviews. These interviews persisted between 10-20 minutes. Interviews were done with the same some questions from the questionnaire. The researcher using descriptive analyzed in analyzing the gathered data from the questionnaire. The interview data were transcribed then analyzed qualitatively.

RESULTS

Perceptions about Standard English

The following table is the result of the data collection about the teachers' perception about Standard English. By presenting the descriptive table of questionnaire result, the researcher shows the result of the data analysis.

Table 1: Perceptions about Standard English

No	Components	Yes	%	No	%
1.	Trust that Standard English is exist	15	100%	0	0%
2.	Standard English is British English	9	60%	6	40%

The findings in the table above show the relation of EFL teachers' perceptions about Standard English. It shows that Standard English norms are still keep in favor by all of the participants despite its general practice in world. In other words, ELF maybe possible to bring to their classroom. The answers given to close-ended questions may give possible description for this finding. The concerns in relation to bring ELF is clarified by the participants as follows; (a) they trust that Standard English is the most suitable for English teaching learning, (b) based on their opinion, English basic is come from UK. The second enlightenment is in line with the data from the table, we can see that more than half of them in favor of using British English despite of American English. This result has the same findings with Timmis (2002), Sifakis (2009), and Cogo (2011) studies.

Accents

There are 4 questions in this section should be answer by the respondents. All of them is about the using of accents in speaking English. The result findings cab be seen from the table 2.

Table 2: Accents

No	Components	Yes	%	No	%
1.	Using British or American accent	12	80%	3	20%
2.	Satisfied with your accent	11	73%	4	27%
3.	Accent is important	8	53%	7	47%

Concerning perceptions about various accents used in the world, the result finding in this theme shows that most of the participants in this study preferred accents used in British and America. While the others 20% of participants preferred accents from their own country. Moreover, 73% of the participants claimed that they are satisfied using both British and American accent. Whereas 27% of the participants are using Indonesia accent. In line with to close-ended question given, when the participants were asked to describe "speaking English like a native speaker", only 47% are claimed that accent is not essential. They definite that native speaker is essential as a good role model in speaking English. In this study, the participants explained they wish their students to study and imitate 'native English speaker'. Same as maintained by Cogo (2011), these perceptions are not astonishingly of both non-native speaker learners and teachers of English are in the field which is conquered by native speaker belief and all the teaching-learning resources are organized and designed by 'inner-circle' experts.

Perceptions in English as Lingua Franca (ELF)

Questionnaire respondents were inquired to answer 7 statements stating understandings on the knowledge of ELF. The statements can be perceived in the table below.

Table 4.3: Perceptions in ELF

No	Components	Yes	%	No	%
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1.	Having knowledge on ELF before	5	33%	10	67%
2.	Can explain about ELF	5	33%	10	67%
3.	Agree with the statement, "The extensive practice of English in the world should be banned from every field in the world"	9	60%	6	40%
4.	Agree with the statement, "non-native English speakers should follow the modified according to the features of the native language rules of Standard English"	10	67%	5	33%
5.	Agree with Lee (2004) that "the non-native speaking pre-service English teachers have advantages for not being the native speaker of English"	13	87%	2	13%
6.	Agree to make the students feel confident in	12	80%	3	20%

speaking English in English language teaching by pick the themes among the cultural features of the students.

7.	Agree with non-native English teachers should distinguish both English and Indonesia along with their cultures.	13	87%	2	13%
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There are 7 statements that have to be responded by the teacher in this section. Each of the statement deals with theories of ELF. This section particularly aimed at digging out what teacher has in mind about ELF. What the teacher has to do is respond the statements, whether he/she totally agree or totally disagree with the given statement.

Based on the questionnaire result above, it is clear that most of the teachers doesn't have good knowledge about ELF. The statement number 1 asked whether the teacher has good knowledge about ELF before. The number of participants are 67% who answering no for the knowledge of ELF. The result shows that most of the teachers doesn't know about the widespread of English, especially ELF. It described that the teachers have less attention in their own advanced in English. On this situation, the researcher tried to explain to the participant what ELF was, so that the participants have knowledge about ELF to continue participating in this study. By the explanation from the researcher, the participants continuing to answer the next question from questionnaire.

The next statement, which is statement number 2 asked whether the participants has knowledge of ELF before, how could the participants define it in their own knowledge. The number of participants who answered yes is only 33%. That means the majority of the teacher in this study could not define ELF in their own knowledge. This situation happened because most of the participants have less knowledge about ELF. On the other word, we can say that the teachers only focus on the material of English that has been designed by the government to deliver to their

students. The teachers have less awareness about English itself, so they taught English with the rules of standard English.

Third statement which is statement number 3 asked whether the participants agree with the statement, "The extensive practice of English in the world should be banned from every field in the world". More than half of the teachers of this study are agree with this statement. The score of yes for this statement is 60%. The finding in this section tells us that the teachers disagree with the widespread of the extensive practice of English in the world. As we know now, globalization era require the students acquire English for all subject. English is not only for the language itself, but it is become the real instrument of communication in the world. Of course it is for all of the field. So, the teachers should have the awareness of the variety use of English in the world.

The next statement refers to non-native English speakers should follow the modified according to the features of the native language rules of Standard English. The score of agreement for this statement is 67%. That means most of the participants enlightened their students to study and imitate 'native-speaker'. It is contrast to Matsuda (2003), he argued the attitude that the significance of teaching English as an international language has increased rather than to be taught as an inner circle language. In other words, it has been reinforced that the rules of Standard English used in inner circle countries should not be used in teaching English.

On the contrary with the previous question, the next question is talking about the argument of Lee (2004) that "the non-native speaking pre-service English teachers have advantages for not being the native speaker of English". The finding in this theme is surprisingly contrast to the previous finding. In this theme, 87% of the participants are agree with Lee. They claimed to have a benefit for being non-native speaker in speaking English. If the result of question number 4 is high, it should mean that most of the participants in this study disagree with ELF context.

But, for answering question number 5 with mostly agree, it can be settled that the teachers are agree with ELF context. It can be support with the two last question. We can see that the result for question number 6 and 7 are 80% and 87% agree with the statements. The two last statement is supporting that the teachers are agree with ELF.

The elaboration above reveals that all of the statements are in positive way. Hence, the researcher can conclude that the result shows that the teachers have a good perceptions of ELF.

Integrating ELF in Teaching Program

On theme 4, the statements are connected whether the teachers' perceptions about ELF can be included in teaching curriculum or not. We will see the result on this table.

Table 4: Integrating ELF in Teaching Program

No	Components	Yes	%	No	%
1.	ELF covered the program you teach	12	80%	3	20%
2.	ELF should be included in the program	8	53%	7	47%

Most of the teachers as the participants stated that ELF has been covered their teaching program. If we look at the table, we can find 80% participants claimed that ELF has covered the program they teach. The second question shows 53% of them are agree to include ELF in the program they teach. From the further investigation by the researcher through interview about this theme by the question, How ELF should be included in your program? The three interviewees have the same answer that is in speaking program.

DISCUSSION

The results of the study lead to three themes for discussion addressed below:

EFL teachers' perceptions about Standard English. Most of EFL teachers participating in this study used Standard English rules in their teaching learning classrooms. All participants believe that Standard English is the most suitable in English teaching learning classroom. This finding in line with the previous study taken by Llurda (2003), who maintained that native English is still powerfully influence the EFL teachers' perceptions and native English is the image of English as a language in speaking. Another finding on this theme, according to the participants, English basic is come from UK. There is a tendency for EFL teachers to search for native-speaker model for teaching determinations. In other words, ENL model is a norm-bound view and highlight the teaching of standard of many EFL teachers in their existing educational practices, Sifakis & Sougari (2005).

EFL teachers' perceptions about accent. Both in British and American accents used is preferred by the participants of this study. Although few of the participants

preferred other accents used, but more than half of the participants wish their students to imitate speaking English like native speaker accent, both British and American accent. It has the same result of Ubaidillah' study, most of the respondents interpreted native speakers as the 'providers of better English'. The finding also related to the results study by Kuo (2006) which the participants enlightened their wish to study and imitate 'native-speaker'. Equally with Cogo (2011), these perceptions are not astonishingly of both non-native speaker learners and teachers of English are in the field which is conquered by native speaker belief and all the teaching-learning resources are organized and designed by 'inner-circle' experts.

EFL teachers' perceptions about English teaching as a Lingua Franca (ELF).

Majority of the participants agree with some statements that define English as a Lingua Franca even though most of them have less knowledge about ELF. The participants mostly agree with one from three statements that define ELF, "The extensive practice of English (in every field) in the world should be banned", involuntarily the participants confirmed Seidlhofer's (2004) argument about issue that ELF denotes to a context of use, rather than a diversity (or a set of varieties) of English.

Most of the participants enlightened their students to study and speak 'native-speaker' version of English is the participants' interpretation from the statement, "the rules of Standard English should be modified according to the features of the native language of non-native speakers of English". As maintained by Cogo (2011), these perceptions are not astonishingly of both non-native speaker learners and teachers of English are in the field which is conquered by native speaker belief and all the teaching-learning resources are organized and designed by 'inner-circle' experts. It is contrast to Matsuda (2003), he argued the attitude that the significance of teaching English as an international language has increased rather than to be taught as an inner circle language. In other words, it has been reinforced that the rules of Standard English used in inner circle countries should not be used in teaching English.

The next finding, most of the participants are agree with Lee (2004) that "the non-native speaking pre-service English teachers have advantages for not being the native speaker of English". It is hope that ELF practice and the diversity of English around the world will be advanced a tolerant and an open-minded attitude by EFL teachers. Additionally, ELF is also with choice not only concerned with awareness, Cogo & Dewey (2012). Hopefully EFL teachers realize what actually ELF bids to the students, that they find themselves on the contexts of suitable features of the language flexibly. Considering those findings, it is hope that ELF can create a revolution towards EFL teachers' belief in teaching English. Their differences in belief could impact their teaching pedagogy in the classroom situation.

CONCLUSION

Most of EFL teachers participating in this study only rely on certain Standard English mainly in enhancing the students' language teaching and learning. Although most of them have less knowledge of ELF, but they finally have awareness of the diversity of English. By conducting this study, it is hoped that ELF can bring a different EFL teachers' belief in teaching English. The differences of EFL teachers' belief could impact their teaching pedagogy in their teaching learning classroom.

Some recommendation for researcher who is interested in doing research on ELF in the future can conduct a research deals with any specific term of ELF pedagogy in English teaching learning. The future study is suggested that the guidelines of theoretical support in developing an ELF pedagogy to meet the needs of English as foreign language students of Indonesia is needed by teachers participants.

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