

ENGLISHES: INDONESIAN EFL TEACHERS' PERCEPTION

Zusana E. Pudyastuti

Sekolah Tinggi Informatika & Komputer Indonesia, Malang, East Java
zusana76@gmail.com

Nurul Atma

Graduate Program of State University of Malang, East Java
nurulatma16@gmail.com

Abstract

Since English is used as a lingua franca, the growth of English users is getting bigger. The tremendous growth of English users has generated variety of English, i.e. Englishes. Such variety could affect EFL pedagogy. This paper, then, explores EFL teachers' perception on Englishes. By employing a survey study, it is found that EFL teachers agree that it is useful for both English teachers and students to know the variety of English. However, in the teaching practice, they prefer to integrate it to other language skills and language components rather than teaching it in isolation. Besides, adopting exonormative norm, i.e. American English or British English is still used in the common teaching practice. (113)

Sejak Bahasa Inggris digunakan sebagai lingua franca, pengguna bahasa Inggris semakin berkembang pesat. Perkembangan pengguna bahasa Inggris tersebut telah menyebabkan variasi dalam bahasa Inggris, yaitu Englishes. Artikel ini menjelaskan tentang persepsi guru bahasa Inggris terhadap variasi tersebut. Dengan menggunakan metode survei, disimpulkan bahwa guru-guru EFL setuju bahwa pengetahuan akan Englishes sangatlah penting dimiliki baik oleh guru maupun siswa. Namun, mereka lebih menyukai jika pengajaran Englishes diintegrasikan dengan keterampilan bahasa dan komponen bahasa daripada harus mengajarkannya secara terpisah. Selain itu, menggunakan aturan exonormative, yaitu American English and British English masih tetap digunakan dalam praktik mengajar. (92)

Keywords : Englishes, EFL teachers' perception, English pedagogy.

INTRODUCTION

English has become a world language. It is no longer used only by native English speakers, henceforward NESs, for intra-national communication but also by non-native English speakers, henceforward NNESs, in lingua franca communication.

This phenomenon causes a tremendous growth of English users both English as second language (ESL) speakers and English as foreign language (EFL) speakers. Crystal (1997) in Yi-Shin (n.d) states that, “at the end of the 20th century, 80% of the users of English in the world are non-native speakers”. Hence, it is not exaggerated to say that the number of NNEs has outnumbered NESs. This fact has made English spread rapidly.

Due to the global status of English spoken by people around the world with different culture and linguistic background, it has created diversification of English. The word “English”, then, is changed to “Englishes”, referring to the variety of English, i.e. dialect. Hence, there should be a changing in belief that the correct model of English is not only from those who use it as native language.

Kachru (1985) in Kachru and Smith (2008) points out that the spread of English is divided into three concentric circles, namely inner circle, outer circle, and expanding circle. Inner circle refers to countries that use English as native language, such as USA, UK, Australia, Canada, and New Zealand. Outer circle refers to countries that become English-speaking nations’ colony, such as India, Nigeria, Malaysia, the Philippines, Singapore, etc. Hence, English has official status and used as second language. It means that English is used not only for international communication but also for intra-national communication. Whereas expanding circle refers to countries that use English as foreign language, such as Indonesia, China, Japan, Korea, Middle East, etc. English, therefore, serves only for international communication. It does not have official status and is not used in daily life.

The term Englishes refer to variety of English in outer circle and some expanding circle countries (Kirkpatrick, 2007). In this case, the countries develop their own norm which is different from norm used in inner circle countries. The norm could be in terms of phonology, lexis, grammar, and pragmatics. The developed norm might be influenced by first language background.

Since English has shifted its status to Englishes, it has affected all aspects of life, including English pedagogy. Accordingly, the notion of Englishes needs to be taken into account in the practice of English teaching particularly in ESL or EFL context. According to Kirkpatrick (2007) two alternatives emerge as the effect of Englishes on English pedagogy, namely adopt an exonormative native speaker model that commonly uses American or British model; or adopt endonormative nativised model that is commonly used by outer-circle countries as the variety of English which has become socially acceptable.

In addition, McKay (2003) states that the global status of English has challenged the common practices of English Language Teaching, henceforward ELT. The common practices are, among other things, NESs model which is always used in ELT context; linguistics imperialism which results interest in learning English; the cultural content for ELT which should be derived from the cultures of native English speakers; the culture of learning that informs communicative language teaching (CLT) and provides the most productive method for ELT. The underlining common practices above are based on the belief that English should be related to the cultures of inner circle countries only and the adaptation of exonormative native speaker model.

Finally, it is often assumed that the purpose of learning English is to be proficient in using the language like the native users (McKay, 2003). The question, then, is “Is the assumption still suitable with current trend of the diversification of English?, Should we speak like a native speaker?”, etc. However, the diversification of English has also raised a question especially in the context of ESL and EFL teaching. The question is “How should Englishes be taught?” In relation to that issue, this paper will explore the perception of EFL teachers in perceiving Englishes with regard to English pedagogy. Accordingly, the research questions addressed in this study are

1. What is the perception of EFL teachers on Englishes?
2. How should Englishes be taught?

RESEARCH METHOD

The research design used in this study is survey design. As a part of descriptive research, a survey is conducted to describe the teachers' opinions and their preferences related to teaching varieties of English in their classroom. This is in line with the nature of survey design stated by several experts who mentioned that survey design can be used to describe opinions, attitudes, preferences, behaviors, characteristics and perceptions of the research participants; it also differs from the experimental design since there is no treatment given to the participants and there is no cause and effect to be explained by the researchers; last but not least, the survey research describes trends in the data instead of precise explanations (Creswell, 2012; Fraenkel et al., 2012; Latief, 2013).

The participants of this study were 22 EFL teachers who were taken randomly to complete the questionnaire. 18 of the participants were female and 4 of them were male. They teach English in various levels of education. All participants are currently pursuing their study in master degree program.

The instrument used in this study was a questionnaire which consisted of semi-close-ended questions. This type of question combines close-ended question and open-ended question by asking additional responses. The questionnaire was intended to elicit information about the importance of knowledge on Englishes owned by teachers and students, the common practice of teaching English and perception toward the teaching of Englishes. In this study, interview was not conducted as a follow up of the questionnaire because of the time limitation.

The questionnaire was handed out to the EFL teachers as the participants of this study. It took 15 minutes for them to fill in the questionnaire. The questionnaires returned to the researchers were 100%. However, some items were not answered and some items have more than one answer for various reasons based on their teaching experience. Then, the researchers analyzed the collected data.

RESULTS AND DISCUSSION

The data from close-ended questionnaire were tallied. The verbal data were put into account to support the numerical data. The results of the numerical data collected from the questionnaire are shown in the following table.

Table 1 Data analysis from the questionnaire

No.	Questions	Result
1	At what level do you teach English?	a. Secondary school b. Upper secondary school
		59.09 % 40.91%
2	How long have you been teaching English? (open-ended answer)	
3	In your opinion, is it important for you to know the variety of English (dialect)?	a. Yes b. No
		90.91 %
4	In your opinion, is it important for your students to know the variety of English (dialect)?	a. Yes b. No
		86.36 % 9.09%
5	What variety of English do you use in teaching?	a. British English b. American English c. Other varieties
		22.73% 81.82% 13.64%
6	What makes you speak using that variety?	a. Influenced by my teacher b. Influenced by media (TV, songs, etc.) c. Influenced by friends d. Other reasons
		9.09% 68.18% 22.73% 4.54%
7	Will you use other varieties of English someday?	a. Yes b. No
		54.55% 27.27%
8	Should Englishes be taught?	a. Yes b. No
		63.64% 27.27%
9	How should Englishes be taught?	a. Included as a separate subject matter b. Integrated to other language skills and language components c. Other answers
		18.18% 68.18% 4.54%
10	Will you teach other varieties of English someday?	a. Yes b. No
		54.55% 31.82%

It could be seen from the table that there were 59.09% of the participants of this study teach in secondary school and 40.91% of them teach in upper secondary school (tertiary level). They have been teaching English for about 2 years in average.

Most of the teachers shared the same opinion for item three in which teachers should know the variety of English or dialect (90.91%). There were several reasons underlying the importance of knowing variety of English for English teachers, such as knowing the meaning of certain words since some words are used differently in a certain dialect; it can show the culture and background of the speakers; English is now a lingua franca which is spoken by many people around the world; knowing the variety of English will make teachers open their mind about the variety of English to be taught to the students. Moreover, the

variety of English is part of English which should be considered in teaching English; Englishes will make the teacher comprehend more easily various speakers of English; teachers now are in the movement of world Englishes and is used to resist on linguistic imperialism. Hence, overall it can be said that teacher's knowledge of Englishes is very imperative. Without enough knowledge of Englishes, it will be harder for the teacher to deal with. In this case, the knowledge needs to be developed in teacher training or since pre-service teacher training which is facilitated through sociolinguistics course. As Canagarajah (2005) proposed in Dewey and Leung (2010) that it is necessary to build teachers' awareness of Englishes in teaching profession. Hence, this issue need to be considered in current teaching profession.

Teachers in this study also have same opinion related to the importance of English knowledge variety for the students, as indicated by 86.36% of them who answered yes to the question. They also state some reasons, such as the variety of English can enrich the students' knowledge about the culture and dialect of English; the students will be aware of the variety of English and they do not need to push themselves to speak like native speakers which is considered as unrealistic expectation; students also need to know Englishes so that they will be able to understand English spoken by many speakers from different countries for the sake of successful communication. There are two participants disagree to the importance of knowing Englishes for the students. The reason is that it will make them confused since EFL teaching in Indonesia tend to focus on native speakers model. Majority of the students whom the teacher teaches are still in the low to mid level of English proficiency. Hence, it is wondered that they are not ready yet.

The variety of English that is mostly used by the teachers in teaching English is American English. As can be shown in the table, most of the teachers (81.82%) choose American English in their teaching practice. This is due to the assumption that Indonesian students and teachers understand American English more easily and better than other varieties of English. Meanwhile, there were 22.73% of them using British English and 13.64% using other varieties. The American English is widely used among teachers for several reasons. Media, such as TV, and music had biggest influence for the teachers to use that dialect (68.18%). The second most influential factor was friends (22.73%). The third influential factor was their previous teacher (9.09%). Finally, 4.54% of the teachers stated that they use that variety because of another reason.

Furthermore, 54.55% of the total participants said that they would use other English varieties in the future to make their students aware of and enrich their knowledge of variety of English and the teacher likes trying something new. Meanwhile, 27.27% of them prefer not to use it. The reason was that it would make them learn from the very beginning level. Besides, they were not accustomed to the use of other varieties of English. Accordingly, they preferred to use the American English or British English most.

Regarding to the issue whether Englishes should be taught or not, 63.64 % of the teachers agree that Englishes should be taught in EFL classroom. Teachers should be able to make the students familiar with variety of English by teaching it in the classroom. This is in line with Matsuda (2003) who states that students need

to be exposed to varieties of English as exposure to varieties of English could help the students to develop their awareness of Englishes. Hence, they will not get difficulty when confronting different types of English users or uses. Cook (1999) also confirms this idea that by engaging students with Englishes, they could go beyond native-oriented and develop their awareness of the international status of English for the sake of making the educational practices more realistic, up-to-date, and supportive of globalization. Nevertheless, 27.27% of them stated that it is not necessary to teach English varieties in their classroom. They say so because for them Englishes is not about teaching. Instead, it is about introducing the English language other than American English and British English. Therefore, it is necessary for English teachers to introduce to the students that there are not only American English, British English, or Australian English as what it is often assumed. Another reason is the availability of the teaching material. We know that the availability of material in the market (available book) is mostly in form of native speakers' model, American or British. The other reason is dealing with the test of English proficiency which tends to be American or British oriented. Therefore, in the common practice, the EFL teachers tend to adopt an exonormative native speaker model.

Since English teachers and students need to know Englishes, a question comes up "*how to deal with Englishes in the teaching practice?*" Participants of this study preferred to deal with English varieties in teaching by integrating it to other language skills and language components (68.18%) and it is not necessary to teach it in detail. It is just the overview of Englishes, such as a kind and sample of Englishes in general. It is aimed to give students general knowledge of Englishes. What is the most important point is that the teaching should be based on students' level of proficiency. 18.18% of the participants preferred to include Englishes a separate subject matter, and 4.54% chose other reasons. Finally, 54.55% of them had willingness to teach the variety of English and 31.82% of them would not teach the variety of English in their classroom.

CONCLUSION

In conclusion, most of the participants in this study have good perception toward Englishes. They are open to see the variety of English by being aware of the importance of knowledge of Englishes owned by both English teachers and students. In other words, both English teachers and students are supposed to know the variety of English because knowledge of Englishes could help them to deal with communication in international world. What we need to underlie is in English teaching practice. Teachers in this study prefer to integrate Englishes to other language skills and language components. Hence, teachers just need to teach the overview of Englishes; how English is spoken by people around the globe. At last, it is suggested that English teachers are supposed to be familiar with the variety of English.

REFERENCES

- Cook, V. 1999. "Going beyond the native speaker in language teaching". *TESOL Quarterly*, 33 (2), 185-209.
- Creswell, J. W. 2012. *Educational research planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc.
- Dewey, M., & Leung, C. 2010. "English in English language teaching: Shifting values and assumptions in changing circumstances". *Working Papers in Educational Linguistics*, 25 (1), 1-15.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. 2012. *How to design and evaluate research in education*. New York: McGraw Hill.
- Kachru, Y., & Smith, L., E. 2008. *Cultures, contexts, and world Englishes*. New York: Routledge.
- Kirkpatrick, A. 2007. *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- Latief, M. A. 2013. *Research method on language learning an introduction*. Malang: UM Press.
- Matsuda, A. 2003. "Incorporating world Englishes in teaching English as an International language". *TESOL Quarterly*, 37(4), 719-729.
- McKay, S. L. 2003. "Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions". *International Journal of Applied Linguistics*, 13 (1), 1 - 22.
- Yi-Shin, L. n.d. "Who wants EIL? Attitudes towards English as an International language: A comparative study of College teachers and students in the greater Taipei area". *College English: Issues and Trends*, (3), 133-157.