

PRE-SERVICE TEACHER'S BELIEF TOWARD ENGLISH AS LINGUA FRANCA: A NARRATIVE INQUIRY

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Abstract: The foremost position of English as a global language has clearly been continuing for several decades. English, recently, has been used as a lingua franca (ELF), a common language which is used by the speakers. This leads to ELF developing a number of characteristics which distinguish it from ENL (English as a Native Language), and a dynamic debate has developed regarding the comparative merits of ENL and ELF. Although the implications and practices of English on teaching and learning have increased, they still remain a fairly untrodden area. For this reason, this research investigated the belief of pre-service teachers towards ELF and its implication in English Language Teaching (ELT). Data were obtained from a questionnaire and deep interview. This research used narrative inquiry to analyze the data. The results represented that there was a bigger preference of the pre-service teachers for the ENL norms in learning context. Besides, most pre-service teachers preferred ELF to ENL in order to have well communication in informal context. This study also revealed that most pre-service teacher did not recognize well the concept of ELF.

Keywords: *pre-service teacher, belief, ELF*

INTRODUCTION

The use of English language has recently been so widespread among people around the world. Seidlhofer (2004) claimed that the majority of the English language users over the world can be found in countries where it becomes a foreign language. Billions of people as non-native speakers of English are identified to speak English to communicate with the natives or other non-native speakers. This is a considerable number of people that Ur (2009) has approximated. However, only about a quarter of the 1.5 billion or so people who speak English are native speakers while the rest use English as a second or foreign language (Crystal, 2003). Those non-native English users choose English as the practical device (Crystal, 2003) as well as the medium to facilitate themselves in communication with diverse linguistic and cultural backgrounds of people (Kaur, 2010: 192) for various communicative purposes including academic purposes, tourism, entertainment, business and finance, and many other purposes. However, it is also claimed that around 80% of the world's communication in English is among non-native speakers who use English as a lingua franca.

Meanwhile in the different perspective, ELF is regarded as interactions between two or more cultures in English for whom English is not the mother tongue (House, 1999 in Seidlhofer, 2004). In this recent approach, ELF is understood as the means of communication between speakers who do not share the same mother tongue and who use English for various ELF purposes. This definition accords with what Ur (2010) has stated that EFL is interactions between people where English is not their mother tongue.

Further spoken, English has also occupied the dominant role in education system and has become means of international communication (Sharma, 2008). She also emphasizes that the global spread of English and its emerging dominant roles have brought challenges in teaching and learning of English. Given those statistics, this research is going to investigate the belief of those who inhabit expanding circle environments towards English as a Lingua Franca especially the pre-service teachers in Indonesia. Since Indonesia is one of the non-native English speaking countries,

English as Lingua Franca has been used for different purposes including academic purpose that is implied in the teaching and learning process as well as for communication. That is why this research deals with investigating the pre-service teachers' belief towards English as Lingua Franca.

Pre-service teachers have been part of the process of language teaching and learning in non-native speaker country like in Indonesia. The terms pre-service teachers are more closely connected to student teachers with less or without prior teaching qualification who are enrolled in a pre-service teacher education program and are studying to become practicing teachers in schools either in public schools or private sectors. As (Cho, 2005) reported in his research related to pre-service teachers' attitudes towards multicultural education that many of those pre-service teachers entering the field of teaching have a lack of knowledge of the experiences, needs, and resources of culturally and linguistically diverse student populations has supported and contributed to the definition of pre-service teachers.

The emergence of English as Lingua Franca carried out some researches in those fields. A subsequent study by Zacharias (2003) has concerned on a survey of tertiary teachers' beliefs about English Language Teaching in Indonesia with regard to the role of English as a global language. The researchers expected to find out the extent to which such English as Lingua Franca (ELF) were part of the belief system of Indonesian teacher. Meanwhile, the concept of teacher beliefs nowadays refers to the evaluative propositions which teachers hold un/consciously as true when teaching (Borg, 2001). In another words, teacher belief is comprehensive of several principles about teacher's pedagogical belief which are relevant to an individual teaching situation.

Recently, many studies concerned on the teacher belief and attitude related to the diversity in English and EFL oriented teaching. There are just few studies researching how teacher's belief influences teaching learning process. To fulfill this gap, this recent study analyses the teacher's belief towards ELF. The research questions of this study are as follows:

1. Which features of English do pre service teachers use?
2. What are English teacher's beliefs toward English as Lingua Franca?

METHOD

This study employs a narrative inquiry. This study wants to investigate teacher's belief toward English as Lingua Franca (ELF). Furthermore, narrative inquiry is appropriate method in which it enables the researcher to interpret their perceptions from their stories. Barkuizhen, Benson and Chik (2014) stated that narrative inquiry is a research methodology which brings stories as mean of collecting the data-analysis of narrative, or as a means of analyzing data and presenting the findings. This research employs oral narrative. This research uses biographical case studies in which the participant tell stories and the researcher writes them for analysis.

The participant of the study is eleven pre service teachers in Indonesia. One of them is interviewed to reveal her stories. This interview was to find out more about the reasons in the questionnaires. Semi-structured interview is an interview in which the interviewer provides several questions as the guide but the interviewee is unrestricted to elaborate his answers (Barkhuizen, Benson, and Chik, 2014). This is one-on-one interview. The participant who get deep interview is a pre-service teacher who has less than one year experience in teaching. She graduated from an Indonesian State University in 2017. She taught in State Senior High School in Indonesia for a year. Furthermore, she is taking her master degree currently.

The data are analyzed using short story analysis. This data analysis method is suitable to analyze stories taken from the conversations, interviews, written narratives, and multimodal

digital stories (Barkhuizen, 2016). It allows the researchers to analyze the stories based on *content* and *context*. The analysis of each story is separated into three crossing dimensions of *content* namely *who* – the characters in the story, their relationships and their positions with each other, *where* – the places and sequences of places in which the story happens, and *when* –the time the story happens. There are also three dimensions of *context* namely *story* – personal and represents the inner thoughts, emotions, ideas, and theories of the participants, *Story* – wider than psychological and interpersonal context of the participants (e.g. a school’s language-in-education policy), *STORY* – broader socio-political context (e.g. national language policies) (Barkhuizen, 2016).

FINDINGS AND DISCUSSION

In this part, it presents the results of the questionnaires, and two short stories of the participants which were analyzed. Based on the questionnaire, most pre service teachers almost never use EFL features, and some pre service teachers sometimes use EFL features. It can be seen in the table below.

Table 1 Reported Frequency of Use of ELF Features by Pre Service teacher

EFL Features	Almost Never (%)	Only Occasionally (%)	Sometimes (%)	Usually (%)	Always (%)	Total (%)
Omission of 3 rd person –s	36.3	9.1	18.2	9.1	27.3	100
Misuse of relative pronoun	36.3	18.2	9.1	9.1	18.2	100
Misused article	9.1	36.3	27.3	18.2	9.1	100
All-purpose question tags	36.3	18.2	27.3	0	18.2	100
Redundancy	18.2	9.1	45.5	18.2	9.2	100
“that” clause to replace infinitive	36.3	0	45.5	9.2	9.2	100

Based on the table above, pre service teacher in Indonesia almost never use EFL features. Mostly, pre service teachers never use omission of 3rd person –s, misuse of relative pronouns, all-purpose question tags, and “that” clause to replace infinitive. 27.3 % of them also revealed that they always use EFL features in omitting of 3rd person –fascinatingly, 45.5% of pre service teachers sometimes use the features “redundancy” and “that clause to replace infinitive”.

In narrative inquiry, the researchers provide an illustrative analysis of each short story, using the content dimensions of *who*, *where* and *when* to structure the discussion. The researchers then include commentary on the three story scales of context.

Short story 1:

The story of which features of ELF that used by pre service teachers

“For me, this concept is new, because I heard about ELF recently. I don’t know before about ELF features, but I often use it unconsciously. After I completed the questionnaire, I sometimes use “redundancy” when I have presentation or discussion. When I talked with someone, I sometimes ignore article, yaaa... “misuse article” feature.”

(Interview, July 21st 2019)

Who. It is the characters in the story, their relationships and their positions vis-à-vis each other. The participant (Mrs. A) is the main figure of this story. She also involved other characters in her story. By asserting that this concept was something new, actually she revealed that she is not really familiar with the concept of ELF. She unconsciously used those features, although she does not know about it. She revealed that she sometimes use “redundancy” in sentences.

Where. It is the places and sequences of places in which the story action takes place. The central action took place in a class of master degree in Indonesia. She told the story about ELF features that often used by pre service teachers.

When. It is the time in which the action unfolds, past, present and future. In the past, participant was not familiar with the ELF features. At present, she continuously and independently learned about it. The process of obtaining the concept takes place over a quite long period of time. The story thus covers a fairly long time scale, and will continue in the future as well.

Short story 2:

The story of what she believed toward English as Lingua Franca (ELF)

“In my opinion, English as Lingua Franca (ELF) is English as means of communication, while English as Native Language (ENL) is English as native that should be similar in pronunciation, grammar and et cetera. Actually I prefer using ELF to using ENL, and I want use ELF in my everyday communication. The most important thing in language is the function of communication, it is unnecessary to imitate pronunciation or Standard English like native. Don’t talk like a book.”
(Interview, July 21st 2019)

Who. It is the characters in the story, their relationships and their positions vis-à-vis each other. The central character is the participant as English pre service teacher in Indonesia. The participant tries to define ELF and ENL. The participants emphasize on the language goal for communication. She strongly argues that it is unnecessary to speak like native. She uses language for communication.

Where. It is the places and sequences of places in which the story action takes place. The action took place at campus, and she reads some subjects in the class. The participant wants to use ELF, because it is flexible for communication. The participants always go to campus every day, and often hear about that concept currently.

When. It is the time in which the action unfolds, past, present and future. The story focused on the continuous time of understanding the concept of ELF. There was a time when the participant employed ELF rather than ELF in communication. When she knows about the overview of ELF, she highlighted on the function of the language rather than written English.

In doing teacher’s job, belief is one of the factors that influence teacher’s performances. Gilakjani and Sabouri (2017) asserted that teachers’ belief strongly predict their decision. In this part, the researchers also conducted detailed analysis of an individual teacher and the result of questionnaires to answer the research questions to reflect their belief in English as Lingua Franca. There are two issues appearing from the analysis of the data. Based on the result of the questionnaires, the participants reported never or almost never use a range of grammatical features which are often considered as a typical feature of English as a lingua franca (ELF), preferring the features of English as a native language (ENL) instead. The first story, which is dealing with kinds of features of ELF, most pre service teachers sometimes uses “redundancy” and “omitting the articles” features. She revealed that she uses ELF features unconsciously. But, she feels comfortable using ELF for communication. Different from Soruç (2015) that all the participants prefer use ENL to ELF, in this study the participants choose ELF for communication.

Although, based on the questionnaires, pre service teacher never use the feature of ELF, the interview revealed that pre service teacher still prefer to use ELF in daily activity. In contrast, Choi and Jeon (2016) asserted that teaching only NS Standard English could be harmful to the cultivation of learners' ability to communicate with future interlocutors from diverse lingua-cultural backgrounds.

The second story reveals what her belief toward English as Lingua Franca. Thus, belief can control teacher's action. Borg (2001) stated that belief as mental state has, as its content, a proposition that is accepted as true by person conducting it, although that person recognizes that alternative beliefs may be held by others. Based on the interview, most pre service teachers do not recognize well the concept of ELF. She just knows ELF as a mean of communication. Meanwhile, ENL is Standard English. She revealed that as non-native pre service teachers, the concept of ELF is not well known but actually we use it in daily conversation. As Cho (2005) reported in his research related to pre-service teachers' belief towards multicultural education that many of those pre-service teachers entering the field of teaching have a lack of knowledge of the experiences. These present results also support those statements that pre service teachers do not have adequate experience of defining ELF. Choi and Jeon (2016) stated that by reviewing core concepts of ELF and previous research on the teacher cognition and ELF, the researchers argue that more intervention research involving teacher education programs are required.

CONCLUSIONS

Since this research focuses on the pre-service teachers' belief towards English as lingua franca especially in academic purpose, it is endeavoured to explore the use of English as a lingua franca in this context to investigate the features of English used by pre-service teachers especially in the practices regarding ELF and figure out the reasons for the reported practices to find out their belief towards the concept. The findings show that, in terms of practices, most of the participants preferred using English as native language instead of English as lingua franca as they have a little prior knowledge about ELF and found the terms unfamiliar. Regarding with the attitudes, it is concluded that most of them did not know the concept of ELF clearly. However, it is found that sometimes they used ELF more as the means of communication in daily conversation instead of academic purpose. This study, accordingly, has implication especially for language teaching and learning. Since this is categorized as a new concept for especially most of the participants in the study, however, the idea of ELF can be the alternative for pre-service teachers or even teachers at school as the means of communication. It, surely, gives variation in the developing communication between teachers and students. However, more related research need to be conducted involving more participants in a wider variety of contexts before the questions related to the concept of English as a lingua franca can be resolved. This is crucial from the perspective of those who inhabit the expanding circle, which is, in fact, where the world's speakers of English become the majority.

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