CHAPTER II
LITERATURE REVIEW

This chapter seeks to explore how the Indonesian EFL teachers perceive the concept of Global Englishes (GEs) and the practices in their teaching. The literature review begins with the spread of English. The explanation about English varieties and English standard is also described and followed by the emergence of GEs. Given that the scope of this study is education, this chapter also investigates English Language Teaching (ELT) models from GE perspectives. Additionally, this chapter provides as well the previous studies in detail as the comparison materials for the results of this research findings.

2.1. The global spread and use of English language

In recent times, the global prevalence of English has become increasingly evident. This influence extends even to countries where English does not hold official status. This has been observed by Kachru (1985); Kachru (1992) in the 'expanding circle' concept. The language has increasingly permeated into the daily lives of individuals (Galloway, 2013). Furthermore, English holds official or co-official status in approximately one-third of the world's nations, weaving through various facets of society, including culture, economy, politics, spirituality, and language (McIntyre, 2008; McArthur, 2003). Additionally, Galloway and Rose (2015) highlight the exceptional potency of English compared to other lingua franca, such as Arabic, Greek, Latin, and Sanskrit. It can be inferred that English not only serves the linguistic connectivity needs globally but also exhibits diverse functions in numerous countries, functioning as a first language, a second language, and a foreign language. These attributes collectively qualify English as a truly global language, defined as "a language that has encountered a variety of other languages and cultures like no other language in history" (Galloway & Rose, 2015). Thus, the extensive global use of English has brought about significant alterations in language usage, resulting in the emergence of various English varieties.

2.1.1. English varieties and English standard

Variation of English is the different ways of speaking English. The English variety that we probably known is called English standard. Commonly, this English variety is used in school and formal situations (Hermini, 2019). In other words, this variety is called as a pretty standard in English. Standard English is a widely accepted variant of the language recognized across various fields like education, media, and government. It is commonly employed in formal settings where politeness is crucial, such as addressing superiors or writing important emails. This form adheres to specific grammatical rules, often tested in examinations (Monfared, 2019; Hariri, 2024). Individuals learning English as a second language are taught in standard English, which serves as a universal mode of communication among English speakers worldwide, unattached to any specific location (Zhang, 2019).

Standard varieties of English share similarities and are typically comprehensible to all English speakers. For instance, standard American English and standard British English exhibit slight distinctions, such as spelling variations like "color" in American English versus "colour" in British English, as well as differences in vocabulary like "soccer" in American English compared to "football" in British English. Nonetheless, both variants are universally understood by English speakers worldwide. Standard British English, standard American English, standard Australian English, standard Scottish English, and standard South Africa English are the types of English that considered as 'Standard English' (Han, 2019).

Standard English is a recognized type of language called the 'standard variety' (Rahim & Akan, 2008). It has its own special words, grammar rules, and is spoken with a specific accent called Received Pronunciation (RP) (Han, 2019). Other types of English are called non-standard, which means they are different from the standard. The word 'variety' means any specific way of speaking English. It can include big groups, like 'American English', which then can have smaller groups like the 'Southern American' way of speaking, or even smaller ones like 'Texan English'. Each person's unique way of speaking is also a type of English called their idiolect. It includes the words they choose, how they use grammar, and their accent.

2.1.2. The emergence of Global Englishes

The field of Global Englishes (GEs) has arisen as a novel area of investigation to comprehend the evolving nature of English on a global scale. As outlined by Jenkins et al. (2011), GE recognizes the varied English-speaking populations across the world and abstains from evaluating proficiency solely on the basis of native English speakers (NESs). Essentially, GE examines the worldwide influence of English usage, encompassing a range of associated concerns such as globalization, linguistic dominance, educational implications, and language policies (Galloway and Rose, 2015).

The concept of GEs is not entirely novel; it originates from a preceding approach known as World Englishes (WEs) proposed by Kachru in 1984, which focuses on the various forms of English within specific nations (Sung, 2015; Jenkins, 2014). According to Jenkins (2014), the emergence of GE was prompted by the inadequacy of WEs in capturing the extensive transformations in English, particularly as it is increasingly utilized as a lingua franca (ELF) among individuals with diverse native languages. This implies that GE encompasses both WEs and ELF, acknowledging the diverse patterns in the global utilization of English (Cogo and Dewey, 2012; Galloway, 2013; Galloway and Rose, 2015; Seidlhofer, 2009).

The framework of GEs encompasses WEs, which directs attention to the diverse manifestations of English in various social and linguistic contexts. WEs has significantly altered the approaches to researching, teaching, and applying sociolinguistic principles to English (McArthur, 1998). A crucial aspect of WEs is its endorsement of 'pluralism,' exploring a range of theoretical and methodological frameworks. It departs from the notion that native English speakers (NESs) hold superiority over non-native English speakers (NNESs), instead emphasizing a sense of unity among English speakers (WE-ness) (Bamgbose et al., 1995; Mesthire, 1992). The concepts within WEs may align with those of English as a Lingua Franca (ELF), particularly concerning English characteristics. ELF can collaborate with WEs, acting as a companion and supplement in comprehending the global use of English (Kachru, 1992).

2.2. ELT models from the GE perspective

English is the primary foreign language instruction for students in both ESL (English as a Second Language) and EFL (English as a Foreign Language) settings. English stands as the globally predominant language (Murata & Jenkins, 2009). The significance of English extends to enhancing the overall quality of a nation, enabling individuals in EFL countries to actively participate in global competition and foster improved economic growth. Within the contexts of both ESL and EFL, English serves as a means for interaction, collaboration, and trade, particularly with counterparts in Asia.

English is pervasive across diverse facets of life (Hamied, 2013), spanning primary education (Zein, 2017) to secondary education (Sukyadi, 2015). While secondary school mandates English as a subject, many primary schools incorporate English instruction, so there is a surge in private English courses (Lamb & Coleman, 2008; Zein, 2013). Proficiency in English holds considerable importance in the employment arena, evident in job advertisements frequently emphasizing strong English skills. This is because the belief persists that non-native English speakers (NNES) appear more proficient if they use English like native speakers, specifically American or British English (Ruane, 2019; Almegren, 2018; Rini, 2014). Job seekers are often required to showcase proficiency, and individuals holding foreign university degrees often command higher salaries. In the airline industry, English is commonly employed alongside Indonesian in passenger announcements. National and local media, encompassing radio, television, and local channels, regularly feature English content such as Hollywood movies and English songs. Furthermore, a myriad of products, ranging from soaps to instant noodles and clothing to novels targeting young adults, are labeled and promoted in English (Lamb & Coleman, 2008; Hamied, 2013).

Due to its significance, English is mandated as a compulsory subject in the educational landscape of EFL countries, with Indonesia serving as a notable example. Nevertheless, in many ELT contexts within Outer and Expanding Circles, there persists a prevailing belief that English attains an ideal status when aligned with the standards of English, specifically American and British English (Jung,

2005; Wang & Hill, 2011; Choi, 2017; Tajeddin & Pakzadian, 2020). Consequently, it becomes imperative to delve into ELT teaching from the perspective of GEs.

Nevertheless, before delving into the various facets of the ELT model from the GE perspective, it is crucial to highlight some resemblances and distinctions between GE and Communicative Language Teaching (CLT), a prevalent approach in Asian ELT practices (Nunan, 2003; Baker, 2009b). In terms of similarities, both CLT and GE give precedence to meanings and usage rules over grammar and structural rules. They both advocate for students to enhance their language proficiency autonomously, with a focus on fluency rather than strict accuracy. In essence, both approaches aim to assist students in cultivating a broader fluency and the capacity to engage in discussions on various intellectually relevant topics in a globalized context, without overly fixating on precision (Widdowson, 2014).

Examining their distinctions, although both Communicative Language Teaching (CLT) and GE are acknowledged for embracing non-standard forms from ESL and EFL students, CLT tends to strongly favour norms and models aligned with native English speakers (Baker, 2009a; Nunan, 2003). Conversely, GE promotes the expression of local and cultural knowledge through language use, providing support to students in this regard (D'Angelo, 2011, 2016).

While recognizing the significance of English for global opportunities and societal advancement, it is essential not to diminish the promotion of the national language for the sake of national identity and the safeguarding of indigenous languages and cultures. Hamied (2012) illustrates that in Indonesia, the language landscape mirrors a captivating mosaic enriched with numerous ethnic languages. Eliminating any of these components would detract from the mosaic's beauty. This underscores the complexity of language policy-making in Indonesian education, necessitating a delicate balance between local interests and the global importance of English (Tsui, 2004).

Discussing local culture, Indonesia is renowned for being among the world's most culturally diverse countries. Owing to this cultural richness, English language users in Indonesia typically employ the language in accordance with their

background and culture, significantly influencing their English language accents during communication. Consequently, the development of a cohesive curriculum that accommodates English language education within Indonesia's multilingual and multicultural context becomes imperative (Hamied, 2012).

A unified curriculum should underscore a supportive interconnection between English and other languages. To realize this, it is crucial to transition from a monolingual approach that treats languages as distinct entities to an instructional method that allows for flexible, dynamic, and multiple language resources in multilingual classrooms (Zein, in press). Indonesian English educators must shift away from the monolingual teaching paradigm, where the use of the first language (L1) is discouraged, and adopt a translanguaging approach that recognizes and purposefully integrates L1s (Canagarajah, 2006; Garcia, 2014).

Within this context, translanguaging takes place as local Indonesian educators cultivate proficiency in English, Indonesian, and/or local languages through organized discussions. Translanguaging transcends mere mechanical processes, involving the development of multilingual resources where teachers utilize English alongside other languages, such as Indonesian or local heritage languages. It constitutes a meta-discursive practice that empowers teachers to apply their multilingual abilities through structured support, thereby enhancing the learning process. Educators encourage learners to participate in meta-discursive translanguaging practices to systematically organize components of their language skills before producing standardized forms of the second language (García, 2014).

The cohesive curriculum also necessitates an educational approach that embraces multiculturalism. Consequently, there is a need to generate and translate local and regional literature. Hamied (2012) proposes the utilization of English translations of Indonesian literature to assist learners in comprehending their own cultures, encompassing aesthetic, religious, and socio-political values. The curriculum's objective extends beyond the mere provision of information; it strives to enhance intercultural competence (Byram, Nichols & Stevens, 2001). Therefore, the process of learning English in diverse Indonesian classrooms would facilitate

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the concurrent development of English, Indonesian, and local languages, employing culturally embedded materials.

According to Kirkpatrick (2012a), in order for learners to communicate proficiently within the regional context, they need to have a deep understanding of the cultures and literatures prevalent in the region. Hence, the content of the English curriculum in the Indonesian region specifically "should encompass subjects related to regional and local cultures that are pertinent to lingua franca users in these settings. The curriculum should empower students to actively participate in discussions regarding their own cultures, cultural values, and interests in the English language" (Kirkpatrick, 2012a).

In summary, the current language education approach in Indonesia is not sustainable for promoting multilingualism. The Indonesian government needs to transition from a subtractive view of multilingualism to one that actively supports multilingual education. This shift involves developing a curriculum that teaches indigenous and heritage languages alongside Indonesian and English. Moreover, teaching methods should incorporate translanguaging, enabling educators to utilize their multilingual skills through structured instruction. It is particularly crucial for experienced Indonesian teachers to adopt this approach. Additionally, it is important to recognize English varieties beyond American and British English. Non-native English speakers (NNES) often perceive inner circle English as the only 'correct' and 'legitimate' form due to limited exposure to other English varieties (Choi, 2007; Rini, 2014). Therefore, creating locally relevant materials that include both local and Asian cultures is essential to effectively address the growing role of English as a Lingua Franca (ELF).

2.3. Previous studies on GEs

There have been numerous past studies around the world pertinent to the Global Englishes (GEs), in which GEs will lead to the ownership of English as a global concept. In other words, the emergence of GEs has made a significant paradigm shift in English Language Teaching (ELT), particularly in outer circle countries like

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Thailand, India, Malaysia, etc. Some of the past studies are unique because of its own controversial findings on GEs.

A study conducted by Dhami & Prabjandee (2022) entitled "Exploring TESOL graduate students' perception towards GEs in Nepal". This study tried to investigate the viewpoints of ten TESOL graduate students in Nepal, a demographic and setting that has been minimally explored, regarding standard English, regional South Asian English variations, GEs, and Global English Language Teaching (GELT). Employing a volunteer sampling method, participants were recruited from two universities located in Kathmandu, the capital city of Nepal. The findings of this study showed that the individuals rejected the idea of a standard language linked to Inner Circle contexts and instead chose to acquire English for communication with a diverse range of English users. The participants noted that South Asian English varieties exhibit unique characteristics shaped by South Asian values, cultures, and traditions. Nevertheless, they encounter challenges in applying GEs, primarily attributed to a lack of adequate learning materials for Global English.

Another study comes from Meer et al. (2021) entitled "Folk linguistic perceptions of GEs among German learners of English, which is in contrast with research conducted by Dhami & Prabjandee (2022). As many as 166 secondary school students in Germany were examined regarding their viewpoints on GEs, the associated cultural connotations, and stereotypes. For the purpose, a folk linguistic study was conducted, incorporating a perceptual dialect identification task, keyword association, and direct open questions. The findings indicate that the respondents view British and American English as general standards, associating English-speaking nations primarily with Inner Circle varieties such as British, American, and Australian English. British English is perceived as the standard reference in educational settings, while American English is linked to a sense of dynamism and informality. Additionally, the informers consider Indian and African English (es) are less positive and perceive these varieties are unintelligent and funny.

As it has been stated previously that the emergence of GEs will finally lead to the concept of English ownership. Some studies from Outer and Expanding Circle also have been much emerged in the world of research, which focused on English variations and the ownership of English. Monfared (2019) conducted research that involved Iran, Turkey, Malaysia and India teachers as participants. The study involved 240 English teachers, including 65 from Iran and 55 from Turkey (EC members), as well as 68 from India and 52 from Malaysia (OC members). Participants were recruited online during the TESOL Arabia Conference in Dubai in 2017, with communication conducted through LinkedIn. Furthermore, other Asian countries, Thailand, (Boonsuk& Ambele, 2020; Jindapitak et al., 2022), and in Japan (Shibata, 2011), both employed English major university students as the respondents. The overall findings of these studies suggest that everyone who speaks English has the right to claim ownership of the language. In other words, the English they use does not need to conform to the standards of Inner Circle countries.

In Indonesian context, the study on GEs is still limited and tends to the English accents or variations. Although there has been some studies in Indonesia related to perception of English (Lee et al., 2019), the scopes however, are still tend to English as an International Language (EIL) rather than GEs. Furthermore, Waloyo & J., (2019), their study was focused on 46 university students' attitudes toward their L1 accent affects their English. Another research also from Indonesia about Global English (Ismiyani, 2021), but the number of the participants is still classified in a narrow scope, namely three participants. The results suggested a positive shift in their attitudes towards English, acknowledging a shared ownership of this global language. In summary, while English continues to maintain its status as an international language, the question of ownership is no longer a significant concern.