

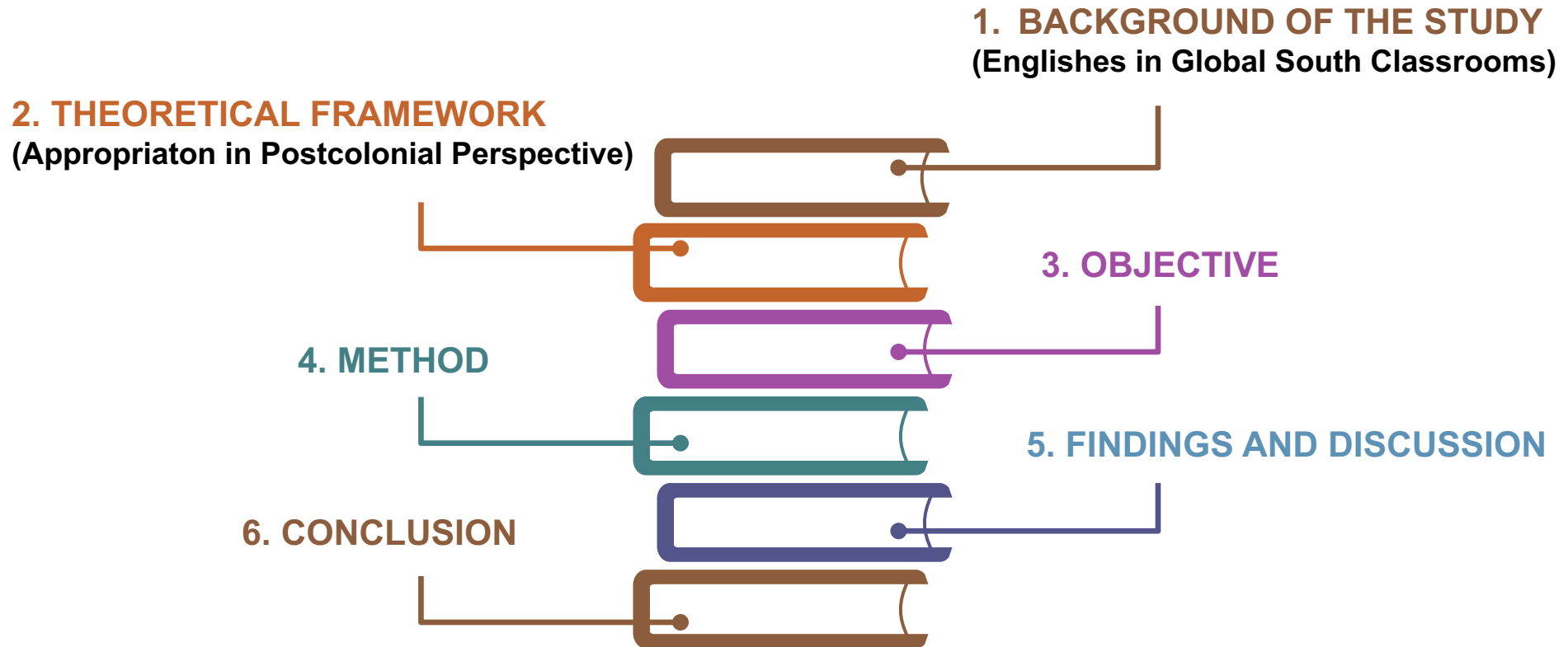
Appropriation in English Language Classrooms: Resistance from Global South Teachers

Doctoral Conference, Faculty of Arts, University of Antwerp

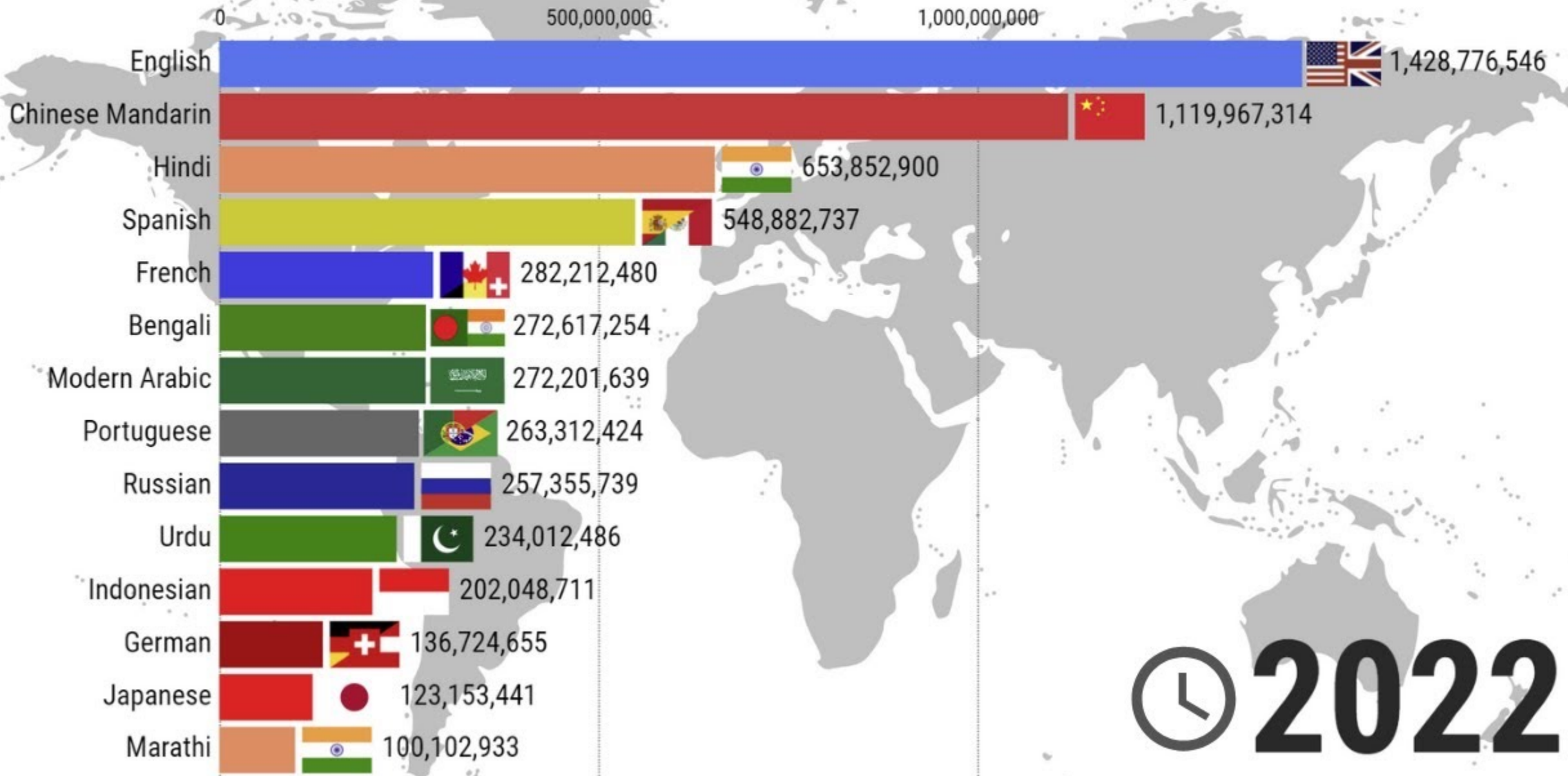
Miftahul Huda

is undertaking a research project that leads to a doctoral thesis on *Teaching Religious Tolerance through Literature: English Language Classroom Practice in Indonesian Islamic Higher Education* under the supervision of Tom Smits, Mieke Vandenbroucke, and Helge Daniëls.

PRESENTATION OUTLINE

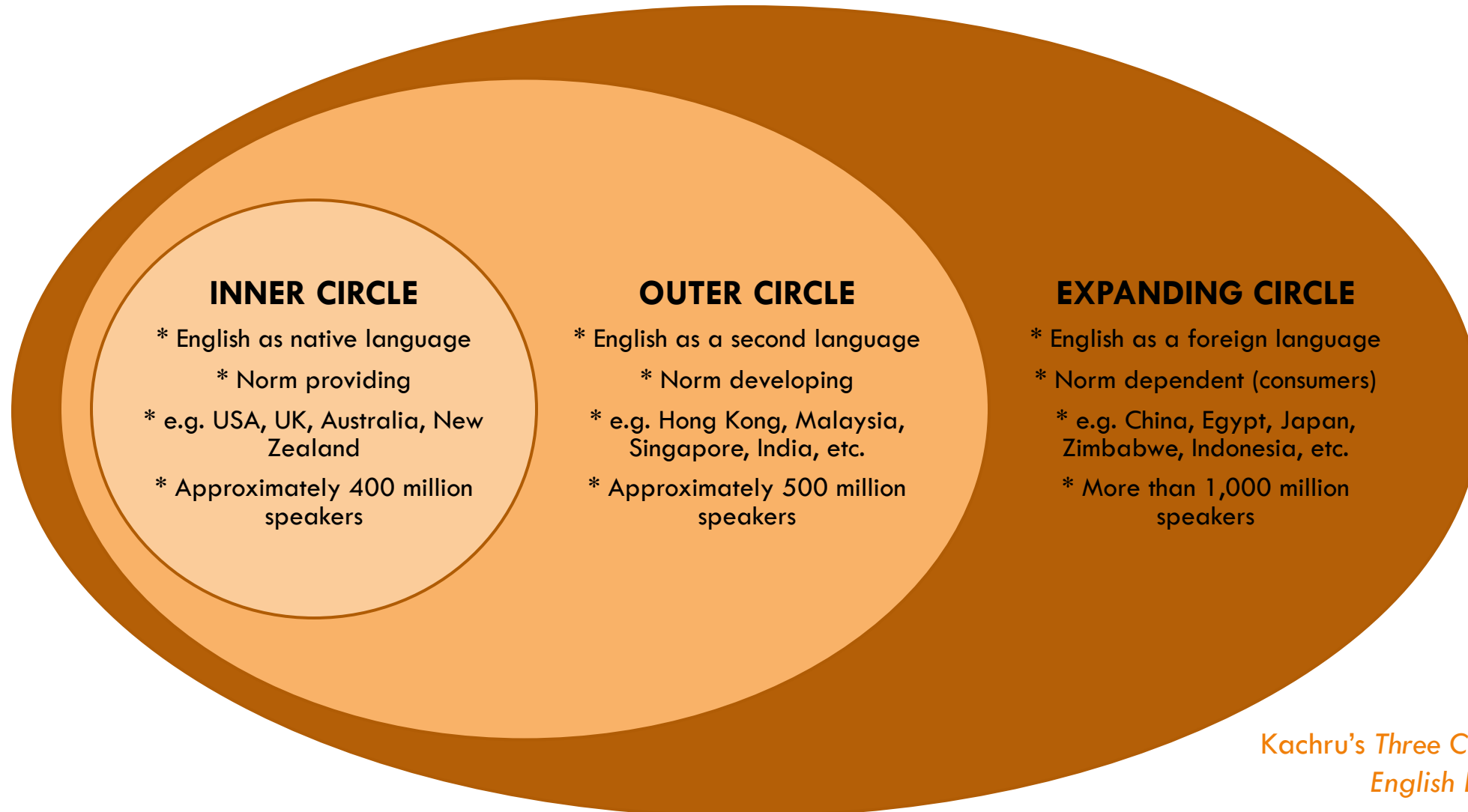


Most Spoken Languages in the World



🕒 2022

The Global Spread of English(es)



Kachru's *Three Concentric Circles Model of English Language* (1992)

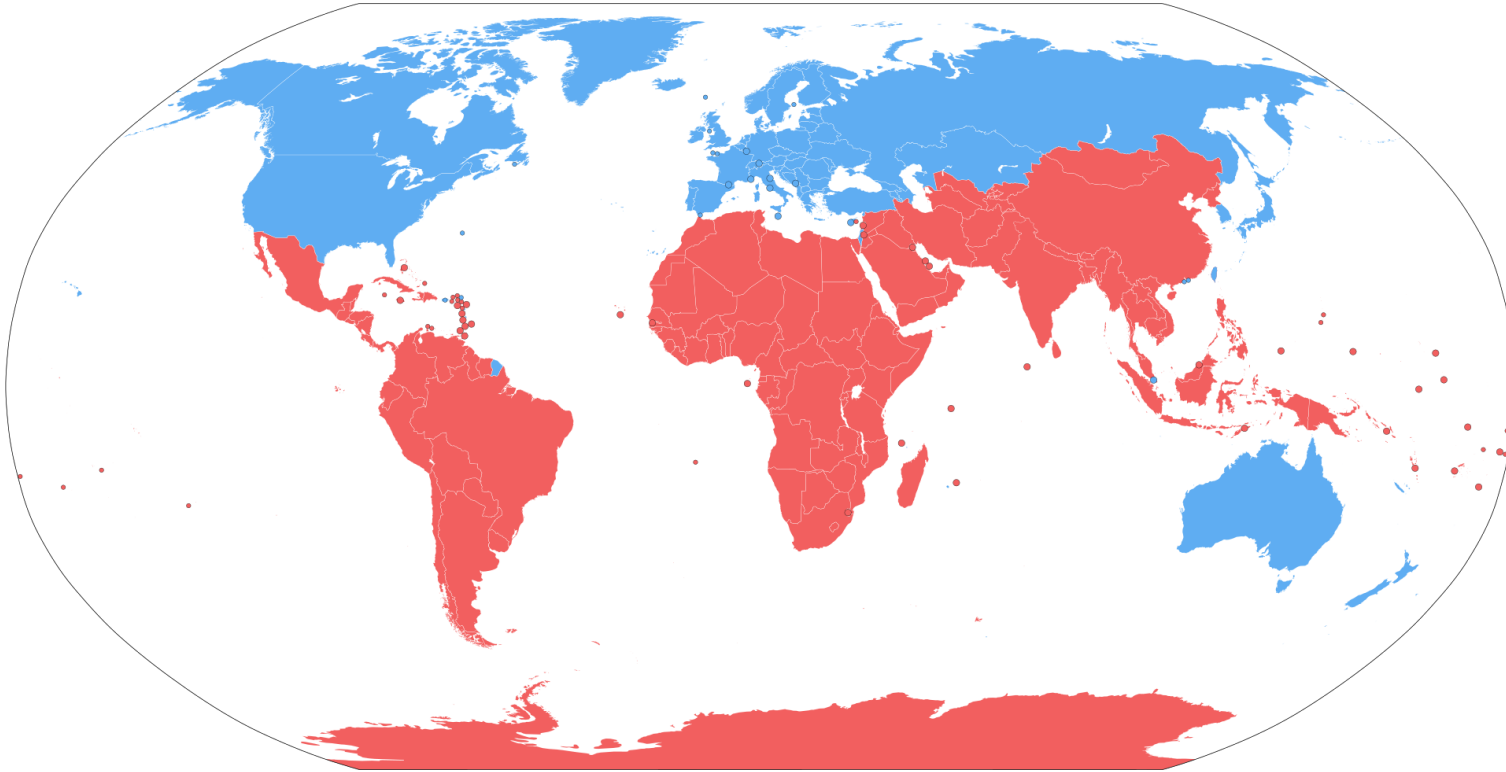
Paradigm Shift (or, Conceptual War?)

- English Language vs World Englishes
- ENL/ESL/EFL vs EIL/ELF
- Center English vs Peripheral Englishes
- Standard English vs Other Englishes
- Native-speakerism vs multilingual-speakerism

Pedagogical implications:

Teaching English as a/an >>> Lingua Franca, International Language, Global Language, Medium of Intercultural Communication

The Use of Englishes in Global South



Global South:

- Regions of Latin America, Asia, Africa, and Oceania (outside Europe, North America, and ANZ)
- “Third World”, “Periphery”, “Developing”, “Emerging” countries
- Often politically or culturally marginalized.
- Linguistically included into outer and expanding circles
- ESL/EFL users; norm-developing and norm-dependent



“Problems” of Englishes in Global South

No matter how many Englishes have emerged in Global South...

- Englishes of the Global North are still treated as “better” and more “standard” compared to other Englishes
- International norms and rules of the language are not set by all kinds of Englishes, but are always referred to the “standard”, Global North’s English, e.g., norms of academic writing, pronunciation accuracy, and TOEFL/IELTS test-taking imposed to English learners in Global South.
- The so-called “Standard” English is actually a collection of norms set by the Global North to the Global South English users.

McArthur’s *Wheel Model* of World Standard English (1987)

(Standard) English Teaching in Global South Classrooms

Standard English is

- “A particular dialect of English, being the only non-localised dialect, of global currency without significant variation, universally accepted as the appropriate educational target in teaching English” or “the natural language that educated English native speakers use” (Pham Hoa Hiep, 2001, p.5).
- Native speakers of English may see their language at risk of being “corrupted” or “polluted” since it has been modified everywhere, particularly in Global South without any control (Pennycook, 1994) Native speakers of English protects Standard English by calling anything that is not standard ... 'dialect' (*if lucky*) or 'slang' (*if not*) (McArthur, 1998).
- English Language is not “culture-free” >> English Language Classrooms has been a site of struggle
- Contestation >> Whose English? Whose standards? Whose norms? Whose culture?
- Center English of the Global North as *SELF* vs Peripheral Englishes of the Global North as the *OTHER*
- English language teachers in Global South are facing “dilemmas” when, for example, selecting materials and doing assessment

Basic Tenets of Appropriation

(Cultural) appropriation in “general sense” ...

- ❑ Refers to inappropriate adoption of cultural elements or identities by members of another culture or identity (Baker, 2018; Young, 2010)
- ❑ Is a form of colonialism, particularly when a dominant group copies the cultural elements from a minority and used them outside of their original context (Caceda, 2014; Okafor, 2013)
- ❑ Includes exploitation of another culture’s traditions, ceremonies, dances, fashions, symbols, languages, etc. because the cultural elements are distorted / removed from their origins (Rogers, 2006)
- ❑ Involves superior groups as the colonizer (SELF) that appropriate the cultural elements of the inferior ones as the colonized (OTHER)

Appropriation from Postcolonial Lense

- In postcolonial perspective, Appropriation is NOT necessarily referring to the strategy by which the dominating power exploits / adopts the colonized's cultures (Spurr, 1993), BUT to the ways in which the colonized may use the the dominating discourse to resist its political or cultural control (Ashcroft, Griffiths, & Tiffin, 2000).
- It involves inferior (dominated) groups that appropriate the cultural elements of the superior (dominating) ones.
- In ELF context, the “standard” English is appropriated by Global South groups to express their differing cultural elements and to interpolate them into the dominant modes of representation to reach the widest possible audience (Pennycook, 2002).
- Appropriation depicts, to some degree, the colonized groups' identity negotiation and agency

Objective

The study seeks to interrogate Global South teachers' struggle and resistance in appropriating English language norms.

Method

Design: Qualitative case study

Informants: Four English lecturers in an Indonesian University. Two lecturers taught speaking course and the others taught listening comprehension.

Data collection: semi-structured interviews (two times, 50-60 minutes) and document studies (e.g., course outline and teaching materials)

Some Findings

“As far as I know, ELT in Indonesian context, in this university in particular, upholds *Communicative Language Teaching*. We can see from at least in the syllabus that I observed. I don’t think there appears an ELF. The course outline that I design based on the syllabus also does not directly refer to ELF but I introduce it in my Speaking class.” (Riya, 15/03/2022).

“The English we teach here I think follow the native English rules with American English becomes the most preferred one by both students or teachers. *For resources, I personally often take from British council.*” (Lisa, 16/03/2022)

“In fact, the students will later enrol in *English Drama, English Prose, and English Poetry classes*. In the second and third year, they have to watch and listen to British and American plays like of William Shakespeare, Oscar Wilde, or Arthur Miller. So, listening materials from British or American are still relevant I think.” (Tedjo, 17/03/2022)

“I try to develop speaking assessment rubric that emphasizes more on understandability rather than natively like accuracy. As long as the students understand my command and I understand them, it’s OK.” (Mariam, 15/03/2022)

Oral Assessment Rubric

Accuracy (40 %)	Fluency and Communicativeness (40 %)	Pronunciation (20 %)
Little or no vocabulary to express the basic needs	Little or no communication	Frequent errors in pronunciation yet still understood by people he/she attempts to speak to
Sufficient vocabulary to express him/herself, mistakes in basic grammar	Very hesitant and brief utterances, sometimes difficult to understand	Intelligible accent, though often quite faulty
Adequate but not rich vocabulary and still makes grammar mistakes yet understandable	Already gets ideas across but hesitantly and briefly	Several errors made yet not interfering with understanding
Good arrangement of vocabulary yet occasionally still makes slight grammar mistakes	Effective communication in short turns	Rare pronunciation errors made
Various vocabularies have been appropriately used, and virtually no grammar mistakes	Easy and effective communication, uses long turns	No error of pronunciation, even the mother tongue accent is still stickily attached

What the Data Tell Us

- ❖ The dominant hegemony of English in ELT is pervasive
- ❖ The institution seems to subscribe to a “false” ideology of English from inner circle as the only reference and target of learning
- ❖ The teacher informants in this study are aware of principles of Global Englishes, EIL, or ELF, enabling them to negotiate and activate agentic role
- ❖ Nonetheless, their workplace – the departmental policy and colleagues – still limits them to do so.

Appropriation and negotiation in ELT

- ❖ Teachers are aware of Englishes
- ❖ They also embrace the need of introducing and raising students' awareness towards Englishes
- ❖ In designing and preparing the course, they tried to accommodate some resources from local context and some varieties of English.
- ❖ In making evaluation, they do not make nativelikeness as the reference
- ❖ To some extent, they have tried to appropriate the “Standard” English norms as a kind of identity negotiation and agentic expression as Global South English teachers



Thank you