

CHAPTER I

INTRODUCTION

This study presents the background of the study, research questions, purpose of the study, scope of study, and significance of the study.

1.1 Background of Study

English has become the language of global communication and used by people around the globe to meet their communication needs (Ates et al., 2015). Crystal (2006) stated that English is spoken worldwide by both native and non-native speakers, leading to various language variations. Consequently, various forms of English have emerged and are becoming more popular (Graddol, 2006). Given the diversity and variation in the use of English worldwide, the concept of World English (WE) has emerged. WE recognize the variations of English spoken globally, each with its unique grammatical structure, vocabulary, and pronunciation features. The WE concept challenges the traditional idea of the “correct” form of English. This is supported by Graddol (2006) who opposes the idea of a single “standard” English and argues that WE represent the new reality of English as a global language.

Global Englishes is an approach to studying and understanding English that acknowledges and embraces the variations and contexts of its use around the world. Galloway and Rose (2015) define Global English as a paradigm that incorporates World English, English as a Lingua Franca (ELF), and English as an International Language (EIL). One of the consequences of English becoming a world language

is the increasing number of non-native speakers, which now exceeds the number of native speakers. Although exact details about the number of speakers are unknown, data indicates that there are currently more than three times as many non-native English speakers as native speakers worldwide (Crystal, 2003). This widespread use of English by speakers from diverse linguistic and cultural backgrounds, in different contexts, has resulted in innovation in its use. English is no longer solely associated with native English-speaking countries, but it is now a language that is owned and used globally.

Regarding English users, Kachru (1985) formulated a concentric circle model of World Englishes based on the user's profile background. Kachru classification divides English usage around the world into three concentric circles. The first circle, known as the inner circle, consists of countries where English is the primary and native language, such as the UK and the USA. These countries serve as a standard for global English teaching and assessment. The second circle, known as the outer circle, is made up of countries where English is not a native language but holds a significant role as an official language or teaching language, such as Nigeria, India, and Singapore. These countries rely on interaction with English and English plays an essential role in administration, education, and official communication. Lastly, the expanding circle includes countries where English is neither a native nor an official language but is used as a foreign language for international communication in specific contexts, such as Japan and China. These three circles highlight the diversity of the English language and the importance of recognizing language variations in a global context.

Traditionally, “native speaker” English variations were considered the norm. However, the role of native English norms, which have been established as the standard model of English language teaching (ELT) worldwide, is being questioned through the rise of English as Lingua Franca (Mairi, 2016). The strong attachment to native norms, especially in the growing ELT community has not gone smoothly in the English as a Lingua Franca (ELF) transition. This is supported by many scholars who have begun to criticize native norms (e.g. Btyam, 1997; Cook, 1999; Kramsch, 1998). These objections to the norm noted by Mairi (2016) are summarized into several key main arguments: 1) most foreign language learners find it extremely challenging to become proficient speakers of the target language, 2) proficiency as a native speaker is the incorrect standard of competence, 3) English does not “belong” to native speakers; foreign language learners have the right to use English in their way.

The traditional approach to English language teaching often focused on a single “standard” variety, typically British or American English (Mairi, 2016). Traditional ELT often prioritizes a specific English variety, neglecting the richness and legitimacy of other English. However, WE acknowledge that most English speakers worldwide are non-native, speaking English as a second or additional language (Bauer and Squires, 2004). English, which was once limited to its local community of speakers, has now become a global phenomenon and can be found in a variety of language contexts around the world. The term "World English" represents the various dialects, cultural influences, and communicative roles that distinguish English in different places and societies. This paradigm shift brings into question established practices and emphasizes the importance of recognizing,

valuing, and including the linguistic diversity that exists within World English in language teaching. This recognition necessitates a reevaluation of ELT materials, particularly textbooks, to reflect this linguistic diversity.

Language materials are instructional tools or artifacts that influence the way that instruction takes place in both online and traditional face-to-face classrooms (Widodo, 2016). Language materials are resources used to learn, teach, or understand a language. They can be in various formats, such as text, audio, video, and others, designed to support language acquisition. Textbooks are one of the most effective language materials used in teaching English. According to Graves (2000), textbooks play an important role in guiding students to obtain information in a structured way in the learning and teaching process. Richard (2001) stated that textbooks provide structure and syllabus for a program, help standardize instruction, maintain quality, provide a variety of learning resources, are efficient, can train teachers, and are visually appealing. Textbooks used for language acquisition help students develop representations of their various communities and values.

Cunningsworth (1995) noted the important role of textbooks, namely 1) a source of learning material, 2) a source of structured references, vocabulary, pronunciation, etc. 3) a source of stimulation and ideas for language activities in the classroom, 4) a source of practice for student's communicative activities and interactions, 5) a syllabus as a standard of learning objectives, 6) the main learning resource, 7) a source of supporting references for teachers. In line with that, designing language materials (textbooks) that encourage language variety and diversity is very important (Mahboob, 2018) so that teachers and students can

access how English is used in various contexts. In the classroom, students may have a variety of languages, dialects, and cultural subtleties (Chen, 2023). Hence, the teacher's role is also important in presenting material that recognizes and appreciates language diversity (Wijayanti, 2024). According to Benediktsson (2023) recognizing and valuing variation is essential in building an educational environment that acknowledges and utilizes the language abilities of each student. World English is promoting how to design textbooks with respect for language diversity or different linguistic environments in educational settings.

Recognizing the important role of textbooks, many publishers publish WE-standard textbooks. The book 'New Senior English for Chinese 2nd Edition' incorporates the concept of World English. This book has been analyzed by Xu (2013) in her research on globalization, culture, and ELT material: with a focus on China. In unit 2 the book introduces the concept of World Englishes to Chinese learners where the text used can increase students' awareness of the concept of World Englishes. The book attempts to include Chinese English texts and texts about other cultures. Implicitly, this effort can help Chinese learners realize that there are different varieties of English. The book has focused on the different expressions between English and American English.

In contrast, Wakhidah and Adityarini (2021) examined the representation of WE and culture in high school textbooks. Annisa and Gusdian (2023) examined World English representation in English textbooks of Indonesian elementary schools. The findings show that efforts to introduce WE to elementary school learners have been presented in the textbooks dominated by expanding circles. Tajeddin and Pakzadian (2020) examined the representation of inner, outer, and

expanding circle varieties and cultures in global ELT textbooks. The result shows that the textbook 'American English File' tends to point to the inner circle countries. While in the book 'Interchange and English Result Series' the outer circle and inner circle are found more. Overall, the three textbook series analyzed presented an inner circle accent, which means that ELT textbooks still focus on the linguistic norms and culture of native speakers. In summary, these textbooks and resources demonstrate the importance of designing English language textbooks with a world English perspective that does not focus solely on native-speaker norms. WE textbooks help promote intercultural understanding, relevance, and learner engagement in language teaching.

Zhang and Su (2021) urged ELT materials to promote linguistic and cultural diversity. Yuen (2011) observed that ELT textbooks did not present enough diversity of culture. Textbooks incorporating the WE perspective can greatly enhance students' engagement and critical understanding of English in local, regional, and worldwide contexts. This approach can help students gain an awareness of the diverse applications of English worldwide, which can in turn help them see themselves as competent English users whose proficiency continues to grow over time (Widodo et al., 2022). By using more accurate materials, that not only focus on native speaker standards but reflect the global nature of English and developing the necessary skills to communicate effectively in various contexts, students can gain a critical understanding that is necessary for fostering intercultural communication and promoting inclusiveness in language learning environments.

Earlier research has primarily concentrated on analyzing existing products, such as examining the representation of World English in English textbooks

(Annisa and Gusdian, 2023). While there have been numerous studies on the content analysis of textbooks related to World English, there are still limited studies that thoroughly document the design and development processes of textbooks explicitly incorporating World English. Besides that, this study is informed by Santibanez (2023) who stated that there is a growing emphasis on global English, which acknowledges that English is spoken differently worldwide and promotes inclusivity and cultural awareness. The study highlights that current ELT materials often prioritize specific varieties of English while overlooking the richness of World English (WE). Following these takeaways, this researcher aimed to explore and document the design process of developing English textbook material while integrating a world-English perspective.

1.2 Research Question

1. How are World English perspectives incorporated into an English Language textbook?

1.3 Purpose of the Study

This study aims to explore and document the process of designing English textbooks by employing a world-English perspective. In addition, this research aims to demonstrate the integration of World English in the design of English language materials, promoting a more flexible view of language that liberates non-native speakers from native norms and orientation.

1.4 Scope of the Study

The scope of this study is limited to explore and document the process of designing English textbooks by employing a World-English perspective at UNJ in the English language education department. This research emphasizes the importance of recognizing the diversity and variety of languages in English language education.

1.5 Significance of Study

The importance of this study lies in the need to further explore how World English can be effectively integrated into English language education materials.

