



High School Students' Attitudes and Teachers' Views toward English as a Lingua Franca

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ABSTRACT

English as a lingua franca (ELF) has gained its global significance as the working tongue of the many. This case study was conducted with the aim of investigating students' attitudes and teachers' views toward ELF. Through questionnaire and interview, it involved 69 students and 2 English teachers at a senior high school in Indonesia as the participants. Based on the questionnaire results, it was found that the students generally had positive attitudes toward ELF. However, they tended to favor inner-circle Englishes over other varieties. Based on the interview results, the teachers also showed positive views toward ELF. Moreover, they viewed that learning various English varieties was important for the students. They also thought that the use of L1 and L2 in the classroom was needed. Despite their positive views, the teachers were still not really familiar with ELF as a concept and demonstrated different views of native speakerism. In general, there was not much dissimilarity between the high school students' attitudes and teachers' views toward ELF. It seems to suggest that the teachers' views might have played a role in shaping the students' attitudes toward ELF and, therefore, the students' attitudes to some degree mirrored the views of their teachers.

Keywords: Attitude, View, ELF, English as a Lingua Franca, Englishes

INTRODUCTION

In many situations, English is often chosen as the language to communicate with different people around the world (Jati et al., 2019; Seidlhofer, 2004). Since it is used by many countries across the globe, English performs various functions and has been recognized with several roles through the addition of the phrase "as a(n) x", e.g. "English as a lingua franca" (ELF), "English as a medium of intercultural communication", "English as an

international language" (EIL), "English as a world language", and "English as a global language" (Seidlhofer, 2004).

Kachru, as cited by Al-Mutairi (2020) divided the global functions of English into three concentric circles. In the inner circle are countries whose people use English as their first language, such as the United States, the United Kingdom, Australia, Canada, and New Zealand. In the outer circle are countries whose people are users of English as a second language, such as India,

Singapore, Malaysia, Ghana, and several others. Lastly, in the expanding circle are countries whose people use English as a foreign language. This expanding circle includes countries such as Indonesia, Japan, China, Saudi Arabia, Korea, and many others. Because of the extensive use of English on a global scale with around two billion users (Crystal, 2008), it is vital to develop an understanding of English that acknowledges its diversity and that it is not perceived as belonging to a single culture or society. In fact, English today has its significant role as a global lingua franca.

The term “lingua franca” itself refers to a language that has the basic function as a medium for communication between people who speak different mother tongues (Kirkpatrick, 2011; Samarin, 1987). In fact, the notion of lingua franca has existed for thousands of years because of the need for people with different linguistic backgrounds to communicate with one another (Curran & Chern, 2017; Kirkpatrick, 2011). However, the concept of English as a Lingua Franca (ELF) developed recently in around 2000s (Fang, 2017). Hülmbauer et al. (2008) stated that English has its prominence to serve as a global lingua franca these days.

There are some characteristics that describe the concept of ELF. Firstly, in ELF, all English varieties are perceived as equal (Jenkins, 2006; Seidlhofer, 2001). Jenkins (2006) further stressed that English is owned by everyone who speaks it. Thus, there is no more tendency to see inner-circle Englishes as the benchmark (Fang, 2017). Secondly, non-inner-circle English speakers are considered different rather than

incompetent. Thirdly, ELF sees strategies like code-switching as important bilingual pragmatic resources for maintaining cultural identity or solving misunderstanding (Jenkins et al., 2011). Galloway and Rose (2014) also stated that in the ELF concept, English speakers will apply various pragmatic strategies to achieve effective communication such as paraphrasing, code-switching, and repetition. As a lingua franca, English becomes a means for people who have different mother tongues and different lingua-cultural backgrounds to communicate with one another regardless of whether they are native speakers, ESL users, or EFL users (Jenkins, 2006, 2009a; Seidlhofer, 2001).

Until the 1980s, the concept of ELF had not been widely researched (Curran & Chern, 2017). Fundamental papers on ELF in the early years of this century was brought out by Jenkins (2000) and Seidlhofer (2001) which sparked further research. Then, more ELF-related studies started to investigate several important aspects of English language, such as phonology, lexis and grammar, pragmatics, and spoken academic discourse (Curran & Chern, 2017). This also brings forward various principles representing ELF perspective in English language teaching and learning context.

In the high school setting, several researchers had conducted studies in other countries to identify students' attitudes toward ELF. Yücedağ and Karakaş (2019) investigated 85 Turkish high school students' attitudes toward ELF and found that mostly their attitudes were still more appreciative of the inner-circle Englishes as the preferred model.

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In contrast, Nguyen and Lo (2022) found that Vietnamese high school students had positive attitudes toward ELF which stressed the importance of both native and non-native English speakers, supported bilingualism in English classrooms, and saw the significance of learning various cultures for effective intercultural communication. In terms of English accents, Szymańska-Tworek (2013) conducted a study to investigate 120 Polish senior high school students' preference for the English models they wanted to follow. The results of that study showed that the attachment to standard English norms was still held by most of the Polish students.

Though the concept of ELF is a hot topic to discuss recently, there have been limited number of studies conducted in Indonesia involving both senior high school students and teachers as the participants. Previous studies focusing on teachers' or pre-service teachers' beliefs and attitudes toward ELF in Indonesia include Jati et al. (2019), Ramadhani & Muslim (2021), and Sakhiyya (2018). By comparison, there was much less research into the topic that involved Indonesian senior high school students as the participants, one of which is Franssisca & Subekti (2022). To fill this research gap, this case study had both senior high school students and teachers in Indonesia as its participants and was aimed at answering these research questions:

1. What were the senior high school students' attitudes toward English as a Lingua Franca?
2. What were the senior high school English teachers' views of English as a Lingua Franca?

By doing so, it is expected that this study can contribute to the inquiry into English as a lingua franca and other related research topics, especially in the Indonesian context.

RESEARCH METHODOLOGY

Mixed methods research with a case study design was used in this inquiry to explore the Indonesian students' attitudes and teachers' views toward ELF. The participants of this research were 2 English teachers and 69 students from 3 different classes at a private senior high school in Yogyakarta. Those students were in their second year of senior high school and the teachers were the ones responsible to teach English in their classes.

This study used a questionnaire to collect quantitative data regarding the high school students' attitudes toward ELF and an interview checklist to collect qualitative data about the teachers' views of ELF. The questionnaire was adapted from Curran & Chern (2017) and Zeng et al. (2022). The students were required to complete the questionnaire items by choosing one out of four options which equal to the following points of 1-4: "strongly agree" (4); "agree" (3); "disagree" (2); and "strongly disagree" (1). Finally, the questionnaire results were recorded and analyzed using descriptive statistics to answer Research Question 1 (RQ1). To gather qualitative data about the teachers' views of ELF, the interview checklist was adapted from Franssisca & Subekti (2022) and Zeng et al. (2022). After the interviews with the teachers were conducted, the results were analyzed using thematic analysis to answer Research Question 2 (RQ2).

This research ensures the principle of non-maleficence by protecting the participants' personal information through the use of pseudonyms instead of real names. The principle of autonomy was also applied in this study by ensuring the students' and teachers' voluntary participation through the completion of informed consent forms. The sequence of data collection and analysis is illustrated by the flowchart below.

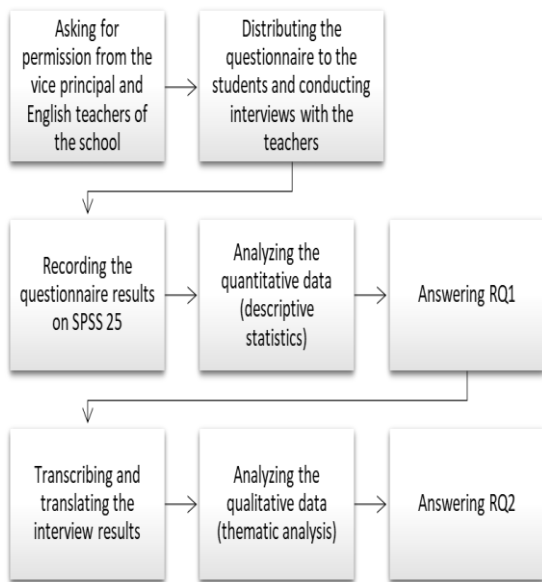


Figure 1. Sequence of Data Collection and Analysis

FINDING AND DISCUSSION

In this section, both the findings and discussion regarding Research Questions 1 and 2 are elaborated.

RQ1: The Senior High School Students' Attitudes toward English as a Lingua Franca

Based on the questionnaire results, there are three categories indicating the senior high school students' attitudes toward ELF. These three categories are "attitudes toward the status and needs for ELF", "attitudes

toward English native speakerism", and "attitudes toward L1 and L2 in the classroom". Detailed findings within each category are explained below.

Table 1. Senior High School Students' Attitudes toward the Status of and Needs for ELF

Item No.	Statement	Mean Score *	Std. Deviation
1.	Nowadays, English is important for communicating with foreigners.	3.78	.415
2.	I think English belongs to everyone, not only British/American/Australian, etc.	3.68	.500
6.	I think it doesn't matter if I speak English with an Indonesian accent.	3.04	.605
9.	I would be happy if my teacher introduces various kinds of English, not only American/British/Australian, etc., but also English with other accents such as Indian, Malaysian, Singaporean, etc.	3.30	.523
10.	It is important for me to know different kinds of English from different countries.	3.22	.639

*Note: The means were calculated from the score range of 1-4.

As seen in Table 1, item number 1 had the highest mean (3.78) whereas item 6 had the lowest mean (3.04). Since each of the mean scores in the table is more than 3.00, it can be inferred that the students had relatively positive attitudes toward the status and needs for ELF. The fact that the mean scores of all the items are bigger than the standard deviations indicate that the quantitative data in this category were quite homogeneous.

Item number 1 had the highest mean score (3.78) with the statement

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"Nowadays, English is important for communicating with foreigners". Out of all the participants, 54 participants (78.3%) answered "strongly agree" and 15 participants (21.7%) answered "agree". It can be concluded that according to the students, the presence of English as a medium of communication with people all over the world was important. To the best of the researchers' knowledge, there was no similar research in Indonesia addressing this particular item. However, this finding was in line with the research conducted by Koseoglu and Gilanlioglu (2021) who investigated the English major students' perceptions of the use of ELF in Northern Cyprus. Their participants agreed that the use of English for social purposes to communicate with people from all over the world was important. This was also in agreement with the research conducted by Curran and Chern (2017) where they investigated Taiwanese pre-service English teachers' attitudes toward ELF and found that the participants showed their agreement toward English being used as a tool for communication.

Item number 2 obtained the second highest mean score (3.68) with the statement "I think English belongs to everyone, not only British/American/Australian, etc.". Forty-eight participants (69.6%) answered "strongly agree" and twenty participants (29%) answered "agree". In general, the students expressed their agreement that right now English does not belong to only native speakers, but also to everyone who speaks it. Their agreement on this was probably because of globalization where English has

become an international language used by people from various countries (Crystal, 2003). This was similar to the finding of Zeng et al. (2022) who investigated university students' attitudes toward ELF in Macao and found that they agreed with the statement saying that non-native speakers can also claim ownership of the English language. Another study by Koçak et al. (2022) investigated Turkish tertiary level students' perceptions of ELF and showed that the students agreed on the statement saying that now English belongs to everyone. In Indonesia, Ismiyani (2021) conducted a qualitative study to identify 3 Indonesians' attitudes toward the ownership of English and found that 2 out of 3 viewed English as now belonging to the international communities.

In the item number 9, the participants generally showed their positive attitude toward ELF by expressing their agreement toward the statement "I would be happy if my teacher introduces various kinds of English, not only American/British/Australian, etc., but also English with other accents such as Indian, Malaysian, Singaporean, etc." with a mean score of 3.30. The data showed that 23 participants (33.3%) answered "strongly agree" and 44 participants (63.8%) answered "agree". This result indicated that the students also had interest to know more about different varieties of English. This was in line with Choemue and Muljani (2021) who researched university students' attitudes toward ELF in Thailand. Their study found that the Thai students also expressed positive attitudes and interest

in other varieties of English. Furthermore, a study conducted by Galloway and Rose (2018) also found that their participants, who were Japanese university students, had some interest in learning English varieties from various countries. In Indonesia, Situmorang & Sembel (2019) conducted research involving 10 Indonesian nursing students and found that they had positive attitudes toward being introduced to various English varieties in the classroom.

Item number 10 which says “It is important for me to know different kinds of English from different countries” produced a 3.22 mean score with 33.3% (23 participants) voted “strongly agree” and 55.1% (38 participants) voted “agree”. Overall, the students agreed on the importance of learning different varieties of English. A study conducted by Suebwongsuwan and Nomnian (2020) involving 28 Thai undergraduate hotel interns also found the same result as this present study. Though their result showed that the participants still preferred the native speakers’ English, they still wanted to learn more about English varieties from other different countries. In the Indonesian context, this present study is in harmony with a study conducted by Franssisca and Subekti (2022) which involved high school students and found that they thought it was important to know and appreciate various English accents around the world.

Item number 6 had the lowest mean score (3.04) among the other items in the first category with the statement “I think it doesn't matter if I speak English with an Indonesian accent”.

Nevertheless, it showed a positive attitude by the participants with 18.8% (13 participants) voted “strongly agree” and 68.1% (47 participants) voted “agree”. It can be inferred that the students embraced and acknowledged their own localized English accent. This current study had a similar finding to a study conducted by Zhang and Du (2018) that investigated 168 non-majored English university students’ and 30 college English teachers’ attitudes toward ELF concept in China. Their finding showed that the students did not mind if they spoke English with a Chinese accent. Similar findings were also reported by other studies in Indonesia (Franssisca & Subekti, 2022a; Waloyo & Jarum, 2019). Franssisca and Subekti (2022a) found that most of 121 high school students in their research felt proud of their localized English. Similarly, Waloyo & Jarum (2019) found that 46 university students in their study felt happy with their own English accent.

The next category is about the students’ attitudes toward English native speakerism and will be elaborated hereinafter.

Table 2. Senior High School Students’ Attitudes toward English Native Speakerism

Item No.	Statement	Mean Score *	Std. Deviation
3.	I am more interested when I hear other people speak English with an American/British/Australian accent/accents, etc.	3.14	.670
4.	I learn English to be able to speak like an American/British/Australian etc.	3.07	.810
5.	I feel good when others think my English sounds American/British/Australian,	3.28	.684

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	etc.		
7.	I agree more if my English teacher uses English with an American/British/Australian accent, etc.	2.88	.758

*Note: The means were calculated from the score range of 1-4.

Based on the abovementioned table, item number 5 had the highest mean score (3.28), followed by item number 3 (3.14), item number 4 (3.07), and the last one, item number 7 with the lowest mean score (2.88). The mean scores of all the items were bigger than the standard deviation and thus the quantitative data in this category were quite homogeneous.

First of all, item number 5, "I feel happy when others think my English sounds American/British/Australian, etc.", had the highest mean score (3.28). The findings revealed that most of the students felt happy when others thought that their English sounded like native speakers, as 89.8% of participants responded "strongly agree" and "agree" to this statement. This result was in line with a quantitative study in Macao conducted by Zeng et al. (2022) whose participants were also happy if people perceived them as speaking like inner-circle English speakers. In the Indonesian context, this current study was a bit different from the previous study conducted by Mainake (2021) who investigated Indonesian students' attitudes in the U.S. toward their accent-shift and found that the Indonesian students surprisingly did not really agree with the statement saying that they would like it if people thought that they were an American and a native English speaker.

Item number 3 had the second highest mean score (3.14) with the statement, "I am more interested when I hear other people speak English with an American/British/Australian accent, etc.". Of all the participants, 87% voted "strongly agree" and "agree". Despite the small percentage (13%) of the students expressing their disagreement regarding the interest in hearing inner-circle Englishes, the majority of them (87%) expressed their agreement. Therefore, it can be concluded that most of the students had a positive attitude toward English native speakerism. To the best of the researchers' knowledge, there was no similar research in Indonesia attending to this particular item. However, this current study was in accordance with a quantitative study conducted by Xu and Van de Poel (2011) that investigated Flemish university students' attitude toward ELF. Their study found that 52.2% participants agreed that they feel comfortable speaking English with English native speakers because they had a strong desire to learn from them and are eager to learn from them.

Thirdly, item number 4 had a 3.07 mean score with the statement, "I learn English to be able to speak like an American/British/Australian etc.". The result showed that 57 participants (82.6%) responded "strongly agree" and "agree". Though the mean score was not as high as the previous two items, the majority of participants still agreed that they wanted to be like native speakers while speaking. This was inversely proportional to the previous category where they said they would be okay if they speak in an Indonesian accent. The students already embraced and had no

problem with speaking in their localized Indonesian accent, yet they still preferred to speaking like native speakers. A European-context study conducted by Szymańska-Tworek (2013) also found similar finding where Polish senior high school students indicated some commitment to stick to the English standard and tried to obtain native-like accent. Another similar finding came from a mixed-method study by Xiang (2022) that found that 50 Chinese EMI undergraduates held more positive attitudes toward native accent and aspired to sound like native speakers. Yet, some of them asserted that intelligibility was more important than striving to sound like native speakers. In the the Indonesian context, this current study had a similar finding with a study conducted by Waloyo (2018). He conducted a quantitative study on 36 university students' attitudes toward their own English accent and found that his participants' goal of communication in English was to be able to talk like inner-circle English speakers.

Lastly, item number 7 had the lowest mean score which (2.88) with the statement, "I agree more if my English teacher uses English with an American/British/Australian accent, etc.". The result showed that 14 participants (20.3%) answered "strongly agree", 35 participants (50.7%) answered "agree", 18 participants (26.1%) answered "disagree", and 2 participants (2.9%) answered "strongly disagree". The lowest mean score of this item might be due to the students' lack of familiarity with inner-circle English accent. However, more than half of the students expressed their agreement to

this statement. It can therefore be concluded that most of them still preferred their teacher to speak with an inner-circle English accent. This finding was slightly similar to a study conducted by Yücedağ and Karakaş (2019) who found that the majority of Turkish high school students in Burdur agreed that teachers should teach standard English pronunciation and grammar to their pupils. The term "standard English" was used to refer to the standard inner-circle English. In addition, Wilang and Siripol (2021) also found a similar finding where members of a Facebook group in Thailand agreed that they should be taught by teachers who have inner-circle English accents. In the European context, Szymańska-Tworek (2013) observed that 87 out of 109 Polish students agreed that English teachers needed to sound like inner-circle English speakers. To the best of the researchers' knowledge, there was no similar research in Indonesia examining this item. However, compared to the three previous studies in other countries, the finding of this research is quite similar to those conducted in both Asian and European contexts where the students favored their English teachers to speak with inner-circle English accent.

The last category is the senior high school students' attitudes toward L1 and L2 in the classroom. The data can be seen in Table 3.

Table 3. Senior High School Students' Attitudes toward L1 and L2 in the Classroom

Item No.	Statement	Mean Score *	Std. Deviation
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8.	I agree more if my English teacher speaks English and Indonesian when teaching in class so that it is more understandable.	3.30	.734
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*Note: The means were calculated from the score range of 1-4.

In the questionnaire, information about the students' attitudes toward L1 and L2 in the classroom is only addressed through item number 8 with the statement, "I agree more if my English teacher speaks English and Indonesian when teaching in class so that it is more understandable". This item had a high mean score (3.30). Of all the participants, 64 (92.7%) agreed and 5 (7.2%) disagreed with the statement. The standard deviation of the item was smaller than the mean score, indicating that the data was quite homogeneous. The students expressed their positive attitude toward the use of English (L2) and Indonesian (L1) in the classroom in order for them to comprehend the material better. This was in accordance with a study conducted by Curran and Chern (2017) whose finding showed agreement to the statement saying that their participants' mother tongue should be included in the classroom to make the instruction more effective. In the Indonesian context, this was in line with a quantitative study by Failasofah et al. (2018) which investigated 66 Indonesian high school students' attitudes toward the benefits of bilingualism in the classroom. Most of their participants acknowledged that implementation of bilingualism in the classroom was beneficial for them to make communication easier, gain better understanding, or appreciate diversity.

Another study by Margana (2008) which involved 240 Indonesian junior high school students also showed positive attitudes toward code switching in English classrooms. Despite those similar results in the previous studies, there was also earlier research which identified Indonesian students' negative attitudes toward bilingualism. Raja et al. (2022) found that 29 out of 40 Indonesian high school students involved in their study expressed negative attitudes toward student-directed translanguageing because they considered it odd, inappropriate, or not good.

RQ2: The Senior High School English Teachers' Views of English as a Lingua Franca

As previously mentioned, the interviews were conducted to identify the senior high school English teachers' views of ELF. Two high school English teachers were interviewed with these pseudonyms: Mawar (female) and Melati (female). Four themes were identified regarding the two teachers' views of ELF.

Table 4. Senior High School Teachers' Views of English as a Lingua Franca

Theme	Statement
Theme 1	The teachers were not really familiar with ELF concept
Theme 2	The teachers had different views of English native speakerism
Theme 3	The teachers thought that L1 and L2 were needed in their English classes
Theme 4	The teachers believed it was important for students to learn various English varieties

Theme 1: The teachers were not really familiar with ELF concept

The interview results showed that both teachers were not really familiar with the ELF concept. Both of them had heard about the ELF concept while they were in college, yet they acknowledged that they were not really familiar with the concept. One of them could not explain what ELF is while the other gave incomplete description of ELF:

"...once when I was in college, I just forgot what it meant. So, I can't explain the term because I forgot." [Mawar/F]

"I have ever heard about ELF when I was still in college. As far as I know and remember, English as a lingua franca is English as an internationally recognized language." [Melati/F]

This finding was in line with a mixed-method study conducted by Jati et al. (2019) who investigated Indonesian pre-service English teachers' belief toward ELF and its implications in ELT. That study found that the majority of their participants did not know clearly about the ELF concept. Thus, it is probably the case that the concept of ELF is still not popular to Indonesian teachers. Similarly, in other country, a mixed-method study that investigated Turkish teachers' perceptions of ELF found that the teachers also had little knowledge and showed little interest in ELF (İnceçay & Akyel, 2014).

Theme 2: The teachers had different views of English native speakerism

Based on the interview results, the two teachers had different views of native speakerism. One teacher said that it was important to sound like inner-

circle English speakers while the other said that it was not really important:

"Personally, I feel it's very important because we imitate the way they speak, we imitate the pronunciation from them. As a result, we often hear the accent they use. So, I think it's important if we can have an accent like theirs." [Melati/F]

"I do not think it is important because we each have our own mother tongue and have our own accent. When we learn a language, we must still keep our accent." [Mawar/F]

Both of the teachers actually tried to speak like inner-circle English speakers. However, one of them said that she did not demand her students to produce inner-circle English accent.

"I am trying to sound American, even though it is not as close to the original, and I'm trying to reduce my thick accent." [Melati/F]

"They can try but I don't force them to do so. For myself, when I speak English, I use a mixed accent between British and American. But according to some people, I sound like I have a British accent..." [Mawar/F]

These different answers from the two teachers reflected by their different views of English native speakerism. A mixed-method study conducted by Noviana and Muljani (2020) investigated Indonesian teachers' attitudes toward accents within ELF communication. Their finding was in line with this current study and showed that the teachers in their research also had different attitudes toward English accent. Some thought accent was important while others thought clarity was more important than accent. Dirham (2022) also investigated Indonesian teachers' perceptions of pronunciation and accent identity pertaining to ELF concept. Their participants were proud of their

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Indonesian accent. However, they still preferred to speak with inner-circle English accents and pronunciation.

Regarding the learning materials, the teachers in this research also had different views. Mawar explained that the learning materials should be in inner-circle Englishes such as British or American English in order to avoid errors made by the authors. Conversely, Melati shared her support to use materials from different sources besides inner-circle English as long as they were relevant to the learning goals.

"I think it's important because sometimes when using books from Indonesia, I found a lot of errors. So, I decided to use learning materials that are actually in (inner-circle) English so that there are no mistakes..." [Mawar/F]

"Oh, no. It can also be taken from and combined with materials from Singapore, for example. What is important is its relevance to the learning goals and what is needed in the class." [Melati/F]

Compared to the finding of this study, previous research by Rahayu (2019) in Indonesia found that Indonesian teachers still tended to believe that inner-circle standard English was more proper to be used in teaching-learning process. Her finding was quite the opposite of what was said by Sarie (2018) who stated that in the era of English as a lingua franca, using only one variety of English was not quite acceptable for pedagogical purposes. Endarto (2020) also stated that, from the lens of ELF-oriented pedagogy, promoting only inner-circle English in a country like Indonesia is no longer ideal.

Theme 3: The teachers thought that L1 and L2 were needed in their English classes

In this theme, the two teachers thought that L1 and L2 were needed in their English classes. They admitted that implementing bilingualism in the classroom was effective and more understandable to the students. Bilingualism was applied because of the heterogeneity of students' English proficiency.

"I apply bilingualism because the students' English proficiency in the class is different from one another...So, you have to stay bilingual when explaining to make it more effective...in my opinion it is much more valuable than using full English but they do not understand." [Melati/F]

"I apply bilingualism, maybe around 70% English, 30% Indonesian so that it is more understandable" [Mawar/F]

The two teachers also allowed their students to speak in their mother tongue. Nevertheless, they still encouraged their students to speak English. Melati even shared her reason why she let her students speak in Indonesian. She thought that if she forced the students to speak full English, the students would be reluctant to speak.

"I allow them to use their mother tongue. Because if they (are asked to) use full English, they often do not speak and become reluctant to ask (speak)" [Melati/F]

"For me, I am more like, 'Try to speak in English, but do not think about the grammar'. So, I still try to encourage them to speak in English, but if there are some grammatical errors, it is okay. At least, they try first. But if there are students who speak Indonesian, I still allow them." [Mawar/F]

In the Indonesian context, there have been some previous studies conducted to find teachers' views toward

the implementation of bilingualism in English classrooms. It turned out that according to those studies Indonesian teachers also tended to agree with using English and Indonesian in the classroom since it was more effective (Khairunnisa & Lukmana, 2020; Kusumaningputri et al., 2022; Ramadhani & Muslim, 2021).

Themes 4: The teachers believed it was important for students to learn various English varieties

Both the teachers shared their views that learning various English varieties was important for the students. According to the teachers, this would help the students especially if they met people from various backgrounds with different kinds of Englishes. The teachers said:

"It is important because who knows they may go abroad and meet various kinds of people who speak English and have their own accents." [Mawar/F]

"...very important, especially, in order to differentiate 'Oh this is British English, oh this is American English, oh this is Japanese English'..." [Melati/F]

It can be concluded that, in the teachers' views, learning and getting exposed to various English varieties were important for the students since these would prepare them to meet people speaking various Englishes with different accents. Some previous studies have also identified the importance of learning various kinds of English (Pudyastuti & Atma, 2014; Matsuda, 2003). Based on the findings of Pudyastuti and Atma (2014), knowing various English varieties was worthwhile for both students and teachers as it would help them to communicate with people from

around the world. Matsuda (2003) also insisted that being exposed to various English varieties was crucial for the students because it would help them in conversations with English speakers besides American or British people and give them wide-ranging perspectives toward English.

CONCLUSION

This current study was conducted to find out Indonesian senior high school students' attitudes and teachers' views toward ELF. Based on the result and discussion, there were some similarities and differences between the students' attitudes and teachers' views toward ELF that could be identified. Firstly, in terms of attitudes toward the status of and needs for ELF, both participant groups acknowledged that it was important to learn various English varieties since it was beneficial for the students. Secondly, in terms of attitudes and views toward English native speakerism, they had a bit of different perspectives. The high school students tended to show positive attitudes toward native speakerism as detailed in: (1) they felt more interested to hear people speak in inner-circle English accents; (2) they felt happy if people thought that their English sounded like inner-circle English speakers; and (3) they agreed if their English teachers used inner-circle English accents in the classroom. Meanwhile, the two teachers held different views of ELF, yet they tried to sound like inner-circle English speakers while speaking. Lastly, regarding the use of L1 and L2 in the classroom, both of

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participant groups had similar attitudes and views by favoring the use of bilingualism in the classroom. It can be concluded that in general, there was not much difference between the students' and teachers' attitudes and views toward ELF in this study. It seems to suggest that the teachers' views might have played a role in shaping the students' attitudes toward ELF and, therefore, the students' attitudes to some degree mirrored the views of their teachers.

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