Analyzing Context in English as Lingua Franca (ELF): A Discourse Analysis in an Indonesian Higher Education Institution (HEI)

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Abstract

English as English as Foreign Language (EFL) in Indonesia makes the learners get the difficulties in exposing themselves to Native English Speakers (NESs) environment. Hence, EFL learners in Indonesia are only exposed to the Non-Native English Speakers (NNESs) condition that make use English as Lingua Franca (ELF) when talking using English. Furthermore, in using ELF, the learners should engage all context in their mind to smoothen the communication built using ELF. The context that the learners have is core context regarding their First Language (L1) instead of NESs. Hence, in the communication running, the learners attach emergent context in order to overcome the miss-communication found in the conversation. In order to see the process of emergent context, this study in "analyzing context in ELF: A Discourse Analysis in Indonesian Higher Education Institution (HEI)" is run by using discourse analysis on corpus data taken from two HEIs learners' conversation in Indonesia. The data taken is analyzed, and the result is divided into reformulation and given/new. Furthermore, based on reformulation and given/new categories, it is shown that context especially Emergent context is appeared in two ELF used situation. They are in learning and in communication using ELF.

INTRODUCTION

English is not only owned by the Native English Speakers (NESs) but also by the Non-Native English Speakers (NNESs) today (Jenkins, 2015). It is corroborated by Zein et.all. (2020) that the number of NNESs are four times bigger then NES nowadays. Wherein these NNESs make use English as Lingua Franca (ELF) in order to communicate (Jenkins 2002). Hence, the use of English which is not standard English of British English or American English spreading all around the world where ELF spoken. English that is spread in some countries where English role is English as Foreign Language (EFL) is English which is tailored based on those countries' language and culture that their society has (Akhiruddin et al, 2020).

Then based on Ra (2021) in using ELF, the users from various linguacultural backgrounds, English is not the only language appear in the communication. Hence, South-East Asian countries such as Singapore and Malaysia have applied this kind of Non-Native English. Singapore has Singapore-English (Singlish), and Malaysia has Malay-English. Besides, they have shown that they are successful in embedding their own English to the society. This hybridisation, acculturation, and nativisation of English make English have many different faces in each of the country (Zein et.all. 2020). Indonesia as one of the part of South-East Asian countries which has Bahasa Indonesia (BI) as its national language and around 600 different local language could have the tendency in attaching their own language when communicating in English as the impact of their own Context. It is also mentioned by Cogo and Dewey (2012, p.136) "the present paper aims at drawing attention to the importance of analyzing ELF communicative context, and in particular, the pragmatic strategies and discoursepractices that speakers, belonging to different linguacultural backgrounds, use to facilitate the achievement of a common goal: mutual comprehension.

1.1. Context

Context has many versions which has been coined by some scholars (Clark 2009; Keckes 2009; Stalnaker 1978; Arnseth and Solheim 2002; Barr 2004; Colston and Katz 2005; Fetzer & Oishi, 2011; Kövecses, 2015; Mauranen, 2012; May, 2011; Turan & Zeyrek, 2011). Based on Clark (1996) Context is a knowledge which share among the interlocutors in order to understand each other. Context makes the interactions between interlocutors run smooth if they share more context together. Context is the manifestation of the people's experience,

view, beliefs, and convention that they have in their reservoir. However based on Keckes (2007) Context is all the prior knowledge regarding interlocutors' context (core context) and situational context (emergent context).

Core context is all the knowledge of language that the interlocutors has in their mind. Nevertheless that knowledge is a convention that does not change in a short time in their repertoire. The language and their belief regarding that knowledge is just the same based on their conscious or unconscious memory from the interlocutors' past or current activity and environment. The more the interlocutors share their experience in the same environment the easier they communicate each other without no or less of miss-understanding. Besides, Keckes' (2007) expressed that people who has different first language will have a more universal than language specific-factors that could limit the share information and beliefs. Hence, in a communication where the language embedded is the language which is not the interlocutors first language, intercultural communication is needed. In this kind of communication, interlocutors who have different first language or use the language which is not their First Language (L1) will think and express ELF in the way they think. Hence, they could apply emergent context in order to overcome their miss-understanding.

In emergent context, the interlocutors use the emergent context which contains of the dynamic and sensitive to contingent knowledge and belief regarding their ELF. Emergent context is used when the interlocutors need to communicate each-other without using their L1, and it is usually adapted based on the context. The adaptation is running during the conversation between interlocutors. The basic processes are seeking, creating, and co-construction context to be emergent context (Keckes 2007). That process of emergent context is what defines the intercultural communication which based on two things which are shared sense and current sense. Shared senses engage the certain knowledge in personal not in the community, and current sense engage the emergent perception of the current situation during the interaction.

1.2. Context in Intercultural Interactions

In intercultural pragmatics theory, context is an emergent and dynamic process in the communication (Keckes and Zhang 2009). It is because based on Keckes (2009) the communication should make use the Socio Cognitive Approach (SCA) in order to avoid miss-communication between interlocutors. Furthermore, in SCA both hearers and speakers context are important in order to build meaning and understanding in the conversation. Especially for the intercultural interactions which both of the speakers and hearers are not the native speakers of the language they try to use to communicate. Hence, in the ELF utterances, the interlocutors or learners do the trial and error process. In the ELF learners conversation, there will be always the attachment of their context

that is used by articulating their First Language (L1) constructed. The learners will communicate based on their own understanding of the expression learned. They express the language based on the way they think about the language. The influence could be both in the lexical and non-literal meaning. As English position as a Foreign Language in Indonesia alienates English for Indonesian learners, the learners have no enough exposure to English expressions and the messages behind those expressions. They do not have appropriate access to comprehend encyclopaedic and formulaic language that makes them sound NESs, and understand how the NESs think. Thus, the learners just try to articulate the expressions based on how they got it in their own language. Instead of using encyclopaedic and formulaic language they just transfer the code of the words or expressions that have the same meaning from their L1 to ELF without knowing the proportional situation in using the certain words or expression. In addition, the manifestation of that fact is represented in the process of learning English in Indonesian HEIs.

English learners in Indonesian HEIs will be very silent when they are not allowed to communicate in English by cooperating their L1 (Saputra & Atmowardoyo, 2015). It shows that the learners context which lied in their communication using ELF is the bridge for them to be able to communicate with their partners. For NNESs, this situation is not only faced by Indonesian learners but also by all the outer circle English users (Kachru 1994). Thereby, context which is based on the learners' L1 strongly takes place when the learners are trying to use English. Keckes and Zhang (2009) mentioned that context is unavoidable in the communication because it helps the interlocutors understand each other. Nevertheless, context is always based on the interlocutors schemata which received from their language and culture convention in their L1, and it is what Keckes and Zhang (2009) called as a core context. Furthermore, when the interlocutors of ELF make a communication and from their communication they build and share new senses regarding the expressions used, then their context emerges. This emergent process is coined by Keckes and Zhang (2009) as an emergent context.

Lexical Marker on Emergent Context

Hence, in this study, the context analysed based on the emergent context because the language identified is English as Foreign Language in Indonesian HEIs. However, the proses of identifying emergent context will not be able to be done without any clear marker. Thus, there are two lexical markers used in this study to help the process of identifying emergent context. They are reformulating (Fetzer 2007) and Given/New (Prince 1981). Both of these lexical markers are adapted to analyse the proses of emergent context happened in the discourse. Reformulation and Given/New are administrated in this study because in context, there still has no clear marker when researcher would like to analyse it.

Reformulation is the utterances of repairing the conversation by reformulate or correcting the utterances expressed by the speaker or the hearer. In the reformulation process, intercultural communication theory in building not only intention but also attention is used when the speaker and hearer are trying to emerge the context through reformulation. Besides, based on Fetzer (2007), reformulation which are separated in to self-reformulation and other-reformulation are the filter to keep the conversation between interlocutors. The expressions used in the reformulation are; say, make, mean, claim, and ask. Furthermore, Given/New is the type of interlocutors' discourse in giving the new information to regarding the interlocutors' new information (Prince 1981). However, there is no specific word using to mark this process in context. The analysis is only based on the content of the utterances which contain new information to give to the hearer.

The study regarding the analysis of context in the field of intercultural pragmatics is still limited in the world especially in Asian countries. Limited scholars who intensely active in working on this field are Keckes (2007); Zhang (2009); House (2010) especially which focused on the interaction among English learners in Indonesia. There is still no study in term of context in Indonesia especially focusing on emergent context. Hence, this study aiming to complete the gap in this study by trying to investigate how emergent context appear in Indonesian HEIs ELF learners' communication. In order to analyse the use of emergent context in ELF learners in Indonesian HEIs the research question applied is "how does emergent context appear in Indonesian HEIs ELF learners' communication?"

METHOD

The objective of this study is analysing emergent context applied in the learners' communication by using ELF among the Indonesian HEIs students. Wherein , the suitable method of this study is exploratory qualitative research which explain the data taken from corpus data in the communication among Indonesian HEIs students. The corpus data is taken from the communication in the three different classrooms in the non-language departments during the English learning session in one HEI in South Sulawesi, Indonesia. Each of the classroom learning session is 60 minutes in learning duration. Then, the analysis of the corpus is analysed manually by the researcher based on the various of emergent context (Keckes 2007) happened in the learners conversations in the classroom. Furthermore, in order to make the analysis detail this study adapt two different analysis from two scholars which are reformulation (Fetzer 2007) and Given/New (Prince 1981) in elaborating the excerpts.

The participants who join as the sample in this study are 2 learners from English subject classroom in the HEIs in South Sulawesi, Indonesia. All the learners speak Bahasa Indonesia in their daily activity. Besides, most of them have their own

traditional language in their repertoire, so they usually talk by using their traditional language when they speak with their friends who could speak the same traditional language. Furthermore, their HEIs obligate them to learn English, so they should use English in their English subject time. Besides, their access of applying their English is only in the classroom because there is barely speaking English people in their environment. Hence, even they have learned English from the secondary school until HEI's level, they still get difficulties in communicating in English naturally.

RESULTS AND DISCUSSIONS

In connecting with the emergent context the conversations that have been excerpted in this study are analysing by dividing them based on the category of reformulation and Given/New. The two categorisations are chosen as the option because both of those approach could mediate the emergent of the interlocutors' context when communicating each other.

Reformulation

Reformulation is the act of reforming the utterances of the interlocutors in making the utterances clearer for the hearer. Besides, reformulation is a used in order to secure the conversation when the interlocutors have the miss-understanding in their communication because of having the different context. It is because based on Fetzer (2007) reformulation is a necessary condition for securing felicities communication.

There are some lexical markers that could be the clue of the utterances that make use reformulation in order to overcome the communication between the interlocutors. Those words are: say, mean, do, make, assume, and claim. Hence, in analysing the discourse analysis in the excerpt, the expression used the words used in the example before are analysed.

The example of the reformulation is shown in the conversation between a learner with a NES. In this occasion, the learner called S has a task to interview an English native speakers called N. Then, the communication is shown in excerpt 1.

Excerpt 1:

1. S1: What do you think about Makassar?
2. N: I have arrived at this. I haven't seen very much. It is beautiful.
3. S1: You like the beach? Where is the beach you like?
4. N: Sorry, I forget the name. I say I have just arrived here.

From the conversation in excerpt 1, it could be seen that S1 asks an interview question about N's opinion on Makassar city. N started to answer the question by telling S1 that he has just arrived to Makassar. By stating that he has just arrived, he expected that S understand that he will not have many things to say about Makassar city yet. However, he still continue to give the common and pleasing answer by saying it is beautiful. Nevertheless, S1 seems like he

does not get the point of the statement "I have arrived at this". It is because after the answer, he still chase N with the next question intended to find out more about N's opinion about beach in Makassar city. Hence, N finally make his reformulation by using the lexical marker "say" in excerpt 1 number 4 that he has just arrived in Makassar in order to repair the felicitous communication between them.

The situation in excerpt 1 shows the obstacle of S1 in catching the intention of N in saying "I have arrived". It is because S1's context regarding that formulaic expression is not available in their mind. By saying the statement "just arrived" N could mean that he has no information about the city yet, and he is not willing to have further interview if it is possible. However, S1 with the different convention regarding the answer "I have just arrived" still continue the question, and it harms the intercultural communication between S1 and N. Fortunately, N as the one who understand the situation, directly does the reformulation which fix the communication.

Given/New

Based on Tenbrink (2007) Given/New is an approach of analysis that means *recoverably, salient* (to the hearer), and also *known* (by the hearer). Hence, Given/New in the utterances attaches the news that is new for the hearers from the speakers. Furthermore the interlocutors by the chance could share and emerge the context through the Given/New approach in their communication.

The conversation in excerpt 2 which shows the communication between a student and the lecturer in the classroom. The subject that they learned is English grammar. However, before starting learning they do share information each other regarding the situation in their city.

2. L: What do you want to share today?
3. S2 : Emm, yes. Ok, Assalamu Alaikum warahmatullahi wabarakatuh.<peace be upon you>. I can give you information that last night central market eee burning. @@ membakar <burning>@@
4. L : Mam kan sudah bilang <Mam has told you, hasn't I?> , @@.
5. S2: Yes, last night, central market had got burn and make the seller confused and make how to say kerugian <lost>.

In excerpt 2, S2 and L communicate in order to share the information between them. In this chance, the student gives the information about the accident of burning traditional market in the city. S2 use the expression "I can give you information" in order to let the lecturer know that she would like to tell the information or what we call Given/New in this case. The statement that S2 uses is based on her context. Starting the information by expressing that she could give the information is one of the convention in her Foreign Language (FL) in this case Bahasa Indonesia (BI). Hence, before make the Give/New, she stated the expression "I can give you information" first. Besides, in giving the

information or news, the student use her BI in order to make her point clear. It could be seen in discourse number 6 and 8 that S2 insert her L1 in her description about the accident. It could happen because she is afraid that her lecturer does not get her point. Furthermore, S2 use her BI in order to let the lecturer help her to find out the correct world that she tries to use.

From the findings regarding excepts 1 and 2, the process of emergent context could be seen there. The categorization of building emergent context in the two excerpts are divided into reformulation and given/new. Furthermore, both of the categories have their own lexical markers. Both of the process of building emergent context that are intended to recover the conversation between the speaker and hearer are the manifestation of the ELF communication as like as in Indonesia.

Emergent context in EFL learning in Indonesia

The appearance of emergent context in Indonesian ELF learning process is frequently found in the daily learning process. It happens because in English learning process, the learners in HEIs make use their own language knowledge and belief in producing the utterances in English. In line Garcia (2011) describes that the interlocutors in English should include all the resource that they have in their repertoire when they talk in English. The knowledge, belief, and convention that they make use are all coming from their L1. Hence, in the ELF communication, there will be many mistakes and miss-understanding during the conversation. However, the ELF interlocutors should not just stop the conversation when they have no suitable expression which is the formulaic or encyclopaedic word based on NESs which representing their feeling in their mind to make the successful communication. Based on Hülmbauer (2013, p. 69) "[s]uccessful ELF users take stock of what is available at a particular moment" and "creatively find ways to reach their goals with the material at hand."

Thus, the role of emergent context is urgent in helping them in creating the expression regarding the word that they would like to express, but using the word ready in their repertoire. The words that are based on their experience and core context in their cognitive. Furthermore, in the communication between NESs and NNESs, there should be the complex intercultural communication happened that influence the context of the speakers and the hearers. "The levels comprise a dynamic whole which may change moment-by-moment and be interpreted differently by all participants in the interactions" (Pietikänen, 2021, p. 25). As could be seen in excerpt 1 which shows the reformulation process in the emergent context. In that conversation, it could be seen that there are the appearance of core context and the emergent context. These two core contexts are also influenced the interlocutors. In excerpt 1 number 1 showed L1 core context when asking the question to the N. However, in the next question, L1 showed that her core context is not enough yet to understand the implication of N's statement. Hence, in the statement number 4, N has understood the situation, and try to emerge the learner

context by using the reformulation. This process of reformulation change or add the learners context. The changing make the conversation runs smooth again. The example in excerpt 1 that shows the conversation between NES and an EFL learner could make us understand that there are so many core contexts of NESs are not had by Indonesian EFL learners, however, when the EFL learners try to build the communication with the NES, she could get the new context. Then, their context will be emerged based on the utterances in ELF communication.

Emergent context in EFL Indonesian communication

In addition, based on De Bartolo (2014) The use of English as a contact language by the speakers form different linguistic and cultural background adopted ELF in context based on their purposes. In Indonesia, emergent context could frequently appear in the interlocutors because the communication happened in between EFL learners is the intercultural communication which most of the learners are using their L1 in order to deliver their idea through the ELF well. The tend to use their own language because their core context is still inadequate. Hence, they must be creative and use their multilingual competence in expressing their idea (Hülmbauer, 2013). It could be seen in excerpt 2 that the learners of EFL tell a story about the traditional market that burnt. In the conversation, the learner or S2 give the information using her English as the ELF. However, in the middle of her utterance, she would like to give salience in the word "burnt" by using the her own language "*membakar*".

S2 express the word from her own language because she would like to do the giving/new process. In that process, S2 did the emergent context process by using her multilingualism ability. It is also mentioned by Pitzl (2018) that multilingual ELF speakers could draw their languages form their repertoire in the ELF interactions. She help the hearer gain the news that does not exist in her core context and share the emergent context through the process of creating. The use of L1 as the media of emergent context among EFL Indonesian learners is the common situation that is found in Indonesia. The limited word and convention in the learners' mind is one of the big reason that could make this situation happened. Hence, the emergent context among the EFL learners in Indonesia is massively affected by their L1. It is very easy to listen to the interlocutors using the translanguaging or mix-language in their conversation because translanguaging helps the interlocutors construct the relationships, practices, cultures, and identities in the various global context (Li 2011, 2017). Then, that situation could create the new terms or knowledge regarding English that could not be found in NESs conversation because that expression is the emergent context created by the EFL Indonesian learners.

CONCLUSSION

This study aims to find out how the emergent context appear in the ELF utterances of HEIs EFL learners' when they do the communication. Hence, in order to achieve the aim, discourse analysis to two corpus data is done by administering two approach called reformulation and Given/New. The data are taken through the corpus data of learners conversation. There are two conversations are analysed. Then, from the analysis, the researchers found the use of reformulation and Given/New in the excerpts when the EFL learners tried to recover the communication run between them. Furthermore, the effort of recovering by using reformulation or Given/New has built and create the emergent context for the interlocutors. Hence, in the daily conversation using ELF among the learners in Indonesia, it usually found the word or expression that does not exist in the NESs interlocutors communication, yet could be found in ELF Indonesian communication as the NNESs. It is because the interlocutors in Indonesia, they attach their own L1 in their conversation process as the process of emergent context.

In addition, this context study which is limited in the emergent context study in the field of intercultural pragmatics have brought the new result which could be the supporting point for the process of emergent context. The result in this study has made the way of analysing emergent context clearer. However, because this study has done in the limited time, so the corpus data collected is still few. Hence, for the future research, the research regarding this topic could run in the larger data in order to enrich the result of the study. Besides, instead of using only two lexical markers (reformulation and given/new) the next research could add more lexical markers based on the other scholars or their own terms.

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