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Abstract for Plenary Session

Is There Already an Indonesian Variety of English?

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Today, there are about seven billion speakers of English throughout the world of which only two billion, or less than 30%, are native speakers. The rest are non-native speakers of English who use the language for communication with native speakers or other non-native speakers who do not come from the same linguistic or cultural backgrounds. Communicating in English today no longer belongs to its native speakers alone but it also belongs to a larger majority of English users who, because of meanings and interpretations that are unique to their cultures, have generated varieties in their use of English.

Given this circumstance, what would ensure that real communication takes place among speakers of English who use the language with others? According to Kachru, (B. Kachru, 1986) "An approach to language study must also be socially realistic." Yamuna Kachru and Larry Smith further state: "The use of language and the language itself evolves with socio-cultural conventions of language use and thus the context of language use is as relevant as the rules of usage." (Kachru and Smith, 2008).

The teaching of ESL/EFL has, for many years, largely focused on grammar, phonology, and vocabulary. This paper looks into the ways by which the ESL/EFL classroom today can take into consideration, the socio-cultural aspects that learners should be aware of so that communication can take place as it is meant by its interlocutors.