

NON-NATIVE ENGLISH TEACHER REQUESTING IDENTITY TO MOTIVATE STUDENTS IN EFL CLASSROOM

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ABSTRACT

Non-native English teacher in the context of teaching is in two languages and two cultures. This condition is the basis for further study which is very useful for research on developing students' pragmatic competence (Achiba, 2018), because there are indications that teachers in the two-cultural context use request with excessive supportive moves utterances and lack of knowledge in using internal modifications (Ahangari & Shoghli, 2011). Data source used to obtain data on requests used by the teacher when teaching in class. Observations were made for all grade levels of senior high school by recording while the teacher was in the teaching process. Participant teacher with non-native English background was involved in the research. The transcriptions obtained from the recording in the teaching learning process were analyzed based on requesting speech theory (Blum Kulka, S., House, J., & Kasper in Olshtain, 1989). Interview was also done to explore why the teacher uses request modifications in giving instructions to her students. The results show that there is a modification of requests with the use of English and Indonesian in the delivery of requests used by the teacher when giving instructions. This modification was also strengthened by the repetition of the words please and ok which were indicated because of the influence of the teacher's first language culture. This culture correlates with the politeness foundation of the teacher's first language culture. These modified models are further strengthened by the teacher's belief that this is to show identity as an English teacher which can motivate students to always participate in teaching in class. In other words, the teacher wants to show himself to be a teacher figure who is not being feared by students. Furthermore, this research can be deepened by conducting an analysis on the types of request strategies or how the process of developing students' pragmatic competence can develop with interactions using these utterances based on the perspectives of teachers and students.

Keywords: Request, request modifications, identity, non-native English teacher

ABSTRAK

Guru Bahasa Inggris Non-Native dalam konteks pengajaran berada dalam dua bahasa dan budaya yang berbeda. Kondisi ini menjadi dasar untuk penelitian lebih lanjut yang sangat berguna untuk pengembangan kompetensi pragmatik siswa (Achiba, 2018), karena ada indikasi bahwa guru dalam konteks budaya dua menggunakan permintaan dengan tuturan penyerta terlalu banyak dan kurangnya pengetahuan dalam menggunakan modifikasi internal (Ahangari & Shoghli, 2011). Sumber data yang digunakan untuk memperoleh data tentang permintaan yang digunakan oleh guru saat mengajar di kelas. Observasi dilakukan untuk semua tingkat SMA dengan merekam saat guru sedang dalam proses pengajaran. Perekaman untuk proses pengambilan data dilakukan pada jadwal di sesi pagi, siang dan siang menuju sore hari. Guru partisipan dengan latar belakang Bahasa Inggris non-native terlibat dalam penelitian ini. Transkripsi yang diperoleh dari rekaman dalam proses pembelajaran dianalisis berdasarkan teori tuturan meminta (Blum Kulka, S., House, J., & Kasper in Olshtain, 1989). Wawancara juga dilakukan untuk mengeksplorasi mengapa guru menggunakan modifikasi permintaan dalam memberikan instruksi kepada siswanya. Hasil penelitian menunjukkan bahwa terdapat modifikasi permintaan dengan penggunaan bahasa Inggris dan Indonesia dalam penyampaian permintaan yang digunakan oleh guru saat memberikan instruksi. Modifikasi ini juga diperkuat oleh pengulangan kata please dan ok yang diindikasikan sebagai hasil pengaruh budaya bahasa pertama guru. Budaya ini berkaitan dengan dasar kesopanan budaya bahasa pertama guru. Model yang dimodifikasi ini lebih lanjut diperkuat oleh keyakinan guru bahwa ini adalah untuk menunjukkan identitas sebagai guru Bahasa Inggris yang dapat memotivasi siswa untuk selalu berpartisipasi dalam pembelajaran di kelas. Dengan kata lain, guru ingin menunjukkan diri sebagai figur guru yang tidak ditakuti pada siswa. Selanjutnya, penelitian ini dapat diperdalam dengan melakukan analisis terhadap jenis strategi permintaan atau bagaimana proses pengembangan kompetensi pragmatik siswa dapat berkembang dengan interaksi menggunakan ucapan-ucapan ini berdasarkan perspektif guru dan siswa.

Kata kunci: tuturan meminta, modifikasi meminta, identitas, guru bahasa Inggris non penutur asli

PART ONE

Cultural factors influence request behaviour (Blum-Kulka, S., House, J., & Kasper, 1989; Halenko & Jones, 2011, 2017; Inan, 2012; Scovel, 1994). This is relevant to previous studies (Al-Gahtani & Roever, 2014; Chen, 2015; Halenko & Jones, 2017; Qi & Lai, 2017; Rasouli & Moradkhani, 2021). However, there is little research exploring the cultural factors involved in the requesting process (Barron, 2005a, 2012, 2020; Halenko & Jones, 2017; House et al., 2021; S. Li, 2014; Scovel, 1994; Wong et al., 2021). In

addition, power distance also can contribute to the role of cultural factors to influence request behaviour. This refers to the degree to which people in a culture accept and expect unequal distribution of power among individuals or groups (Yuan & Lyu, 2022). In cultures with a high-power distance, individuals may be more likely to use indirect language or make requests in a differential manner when interacting with authority figures (Boxer, 1993; Georgalidou, 2008; Sasaki, 1998; Yao et al., 2021).

Cultural factors can play an important role in requesting behaviour. The way people make requests can vary greatly across cultures, as cultural norms and values shape how people communicate and interact with one another. For example, in some cultures, it may be considered appropriate to make a request in a direct and explicit manner (Baker & Hansen Bricker, 2010; Doiz & Lasagabaster, 2022; Halenko & Jones, 2011, 2017; Kim & Kim, 2014; Peng, 2019), while in other cultures, it may be more appropriate to use indirect language or to hint at a request rather than make it directly (Azian, A.A., Raof, A.H.A., Ismail, F & Hamzah, 2013; Bardovi-Harlig et al., 2022; Barron, 2005b; S. Li, 2014; Taguchi, 2013). It is important to be aware of these cultural factors when communicating across cultures to ensure that requests are made in a way that is appropriate and effective in achieving the desired outcome.

Some of the cultural factors that can affect EFL teaching and learning include values and beliefs (Nguyen & Hung, 2021; Wang et al., 2020), communication style (Gallagher, 2020; L.-J. D. Huang, 2021; Sobkowiak, 2022; Trang & Anh, 2022), classroom behaviour and learning style (Ataş & Sağın-Şimşek, 2021; Hamada & Takaki, 2021; K.-M. Huang, 2011; J. Li & Huang, 2022; Veenstra & Weaver, 2022; Wagner & Urhahne, 2021). Cultural values and beliefs can influence the way students perceive education, language learning, and the role of the teacher in the classroom. For instance, in some cultures, the teacher is seen as the sole authority figure, and questioning the teacher may be considered disrespectful (Farahiana, M & Rezaee, 2012; Gharbavi, A. & Iravani, 2014; Sali, 2014; R. Sato, 2020; Sobkowiak, 2022; Yataganbaba & Yıldırım, 2016). On the other hand, to address cultural factors in EFL classrooms, teachers can adopt a culturally responsive approach that considers students' cultural backgrounds, values, and beliefs (Sobkowiak, 2022). This can involve incorporating culturally relevant materials and activities, creating a safe and respectful learning environment, and encouraging open communication and dialogue between students and the teacher (Yüzlü & Dikilitaş, 2022).

EFL teacher identity is crucial in the classroom because it can influence the teacher's approach to teaching and how they interact with their students (Petraiki & Pham Nguyen, 2016; Sali, 2014; Trang & Anh, 2022). Identity refers to how individuals see themselves and how others see them (Govender & Ellis, 2023; Nazari et al., 2023; Renwick, 2023; Schellings & Beijaard, 2023; L. Zhang & Jiang, 2023). It encompasses different aspects, including gender, ethnicity, nationality, language, and culture. A teacher's identity can affect their teaching style and their ability to connect with their (Alagözlü, 2016; Graus et al., 2022; Rasouli & Moradkhani, 2021; Y. Zhang et al., 2022). For example, teachers who have a positive self-image and a strong sense of professionalism are likely to be more confident and effective in the classroom (Alrabai, 2022; Yeganeh & Raeesi, 2015).

When students are learning a foreign language, their identity can impact their motivation, self-confidence, and willingness to participate in the classroom (Calafato, 2019; Giordmaina & Zammit, 2019; Kelly, 2000; Metz, 2021; Pardal et al., 2015; Rumenapp, 2016; Shin, 2008; L. Zhang & Hwang, 2023). When students are encouraged to express their identity and share their experiences, they can feel more connected to the language and the culture associated with it. This can lead to increased engagement and enthusiasm for learning English. Therefore, it is essential for EFL teachers to be aware of students' identity and to create a learning environment that acknowledges and respects their cultural and linguistic backgrounds.

PART TWO

This longitudinal descriptive qualitative study invited 31 years old female non-native English teachers through serial observation, and documentation, collected over the course of 6 months. The participant in this study had been teaching for 6 years. Participants also served as vice principals for the curriculum section from 2017 until now, apart from teaching English subjects. Participants also had good achievements in the academic field while being students in the English Education Study Program at one of the state universities in Indonesia. Another consideration for the participant selection is related to the theory of language interaction models and social life (Hymes, 1974). The theory explains the existence of certain components (SPEAKING) that are integrated in the interaction. Finally, according to (Rumenapp, 2016), teachers can change their views on the identity of their students and change

pedagogical decisions and genres are aspects of activities that are directly governed by rules or norms for the use of speech. In addition, what is taken into consideration is that these non-native English teachers are considered advanced English learners, so that in the teaching and learning process they can be a source of information for knowledge of the foreign language being studied.

At the observation stage, the researcher recorded, wrote field notes, and documented the settings. Observation was that first, teachers and students follow familiar routines and activities at school and often have quite definite values, beliefs, and assumptions about what is done or should be done there. Observation can also help reveal familiar aspects of education, help reveal what really happened, and describe the behaviour of participants in a study (Heigham, J & Croker, 2009). It is often used together with other data collection methods to perform triangulation or provide additional evidence for research studies.

During the observation process, the teacher's utterances in the classroom are recorded. The photos taken during the teaching and learning session are supporting data for the recorded data (Woods, 1986). Interviews were conducted after the process of observation and data analysis for it was completed. The interview was focused on findings based on utterances from transcription of recordings, ways of teacher and student interaction, ways to overcome obstacles in interaction, and impact of requesting in interaction.

At the follow-up stage, the researcher was responsive to the participants' answers indicating that they needed to be explored deeper, for example the interviewed participants stated that when speaking they asked students to respond with wrong answers or just keep silent. Regarding this, researchers when interviewing can dig deeper, for example by asking what steps are taken to overcome this condition. As for the points that need to be explored further from the interviews, for example the various student responses are then related to motivational problems, solutions to overcome interaction problems, and teacher figures when teaching in class in front of their students.

The investigative stage is realized in interviews by researchers by asking questions that begin with the question words why and how, and it is also possible to use a questioning pattern with an indirect presentation or can be said to be indirect on the main thing being asked because for example when asking about the impact of the utterance asking, it is then can reveal things that are considered sensitive to be questioned, for example regarding the identity of the participant being interviewed, for example, to relate to identity, the researcher asks the question how you represent yourself to your students.

The data analysis process in this study has several stages, namely the data management stage, the explorative analysis stage, the coding and the interpretation stage (Miles, Matthew B., Huberman, A. Michael, and Saldana, 2014). In this study, the data sources were the transcription of the results of the recording of observations, observational notes, interview transcripts, and photographs. These data are categorized as relevant information which is then used to answer research questions. The first cycle serves to summarize the data segments and the second cycle is to categorize the segments into more specific themes. These cycles are performed dynamically and are realized in nodes. The categories of requesting are based on the theory of requests (Olshtain, 1989). The separation of requesting from non-asking speeches refers to the concept of requesting (Blum-Kulka, Shoshana; House, Juliane; Kasper, 1989).

PART THREE

In Interlanguage pragmatics, requesting refers to the act of asking for something or making a request in a second language. It involves using appropriate language and social norms to communicate one's needs and desires effectively. Requests can be classified into direct and indirect requests. Direct requests are straightforward and explicit, while indirect requests are more polite and indirect, often phrased as a question or suggestion. In interlanguage pragmatics, it is also essential to understand the cultural and social conventions that govern the use of requests in the target language. Failure to use appropriate forms of requests can lead to misunderstandings, offense, and communication breakdowns. Therefore, it is essential to learn how to make requests appropriately in the target language to facilitate effective communication. From the 36 teaching transcriptions, 2034 utterances were recorded which were categorized as requesting for one semester. Non-native English teachers predominantly use conventional indirect preparatory strategy followed by direct strategy with mood derivable type, and non-conventional indirect strategies with strong hint types.

Conventional Indirect Strategy: Preparatory

The head act is the essence of requesting realization which consists of two dimensions, namely the requesting strategies and the requesting perspectives. The requesting is the choice of the obligatory level from the realization which shows the sharpness of the speaker's illocutionary intent which will be seen from the speech of the locutionary speaker. Directness is categorized as pragma linguistic which involves psycholinguistic validity in it because it is associated with politeness, but the meaning will not be the same. In addition, these strategies are structured based on a decrease in the level of directness which is simply reciprocated because one head act is realized for only one strategy.

An indirect request is a type of request that is expressed in a more polite and indirect way, often phrased as a question or suggestion, rather than a direct statement. In interlanguage pragmatics, an indirect request is considered conventional when it follows the cultural and social norms of the target language.

Excerpt 1:

Alright, today eh you will going eh you will watch the video about ehh congratulation, yeah. But before that I will divide you into to group for girls and boys one group. iya, ya. I will invite Until Susi ... and Trisa yah Nina group two. Please together.

Excerpt 2:

Ok class, do you have a plan for tomorrow? Do you have plan for tomorrow?

The use of indirect requests is often a culturally and socially preferred way of making a request in certain situations, such as asking for a favour from someone in a higher position of authority or asking for something in a formal setting. Indirect requests may also be used to convey politeness or respect.

Direct Strategy: Mood derivable

In Interlanguage Pragmatics, the direct strategy of requesting refers to a straightforward and explicit way of making a request in a second language. A direct request is typically expressed using imperative or interrogative sentences, without the use of mitigating language or indirect hints.

Excerpt 1:

Clap your hand twice.

Excerpt 2:

Repeat again, English.

Excerpt 3:

Speak loudly.

The use of direct requests is appropriate in many situations, such as when making requests to peers or close acquaintances. However, in certain social and cultural contexts, the use of direct requests may be considered impolite or disrespectful.

In interlanguage pragmatics, it is important for learners to understand the appropriate use of direct requests and the situations in which they are considered appropriate. By using direct requests appropriately, learners can communicate effectively and avoid misunderstandings or offending others.

Mood derivable in the direct request strategy also uses the please lexical to modify the request. This lexical is positioned in the requesting for reduction and reduction of the impact on the speaker's request to the speech partner, for example:

Please, tell me.

Yeah, please practice.

Non-Conventional Indirect Strategy: Strong hints

Non-conventional indirect requesting in interlanguage pragmatics refers to the use of indirect requests that do not follow the cultural and social norms of the target language. These requests may use language that is unfamiliar or inappropriate in the given context and may lead to miscommunication or confusion.

Non-conventional indirect requesting can result from a lack of understanding of the target language's cultural and social conventions or a failure to adapt to a new cultural context. It can also occur when learners attempt to translate directly from their first language without considering the appropriate language and social norms of the target language.

Excerpt 1:

Sixth ya Susi

Excerpt 2:

Berarti sudah ada rencana sekarang yah berarti besok mau mencuci. Nah tapi what
is your ... will you do after learning English? Do you plan before you will go to mosque?

To avoid non-conventional indirect requesting, learners must learn and practice the appropriate language and social norms for making requests in the target language. This involves understanding the cultural context and using language that is appropriate and natural for the situation.

The strong hint type indicates clues to utterances that still have references to the context being discussed by the speaker. The context in this case is the context of teaching English. In this context, there are teaching themes based on the English teaching plan for each grade level. These themes are themes that have been based on the English syllabus used in schools.

Supportive moves in requesting refer to the use of language that can help soften the impact of a request and make it more polite and respectful. Supportive moves are used to acknowledge the social distance between the speaker and the listener, and to show deference or respect to the listener. The use of supportive moves is an important aspect of interlanguage pragmatics, as it can help learners communicate effectively and politely in the target language. By using supportive moves appropriately, learners can build positive relationships with native speakers and avoid causing offense or misunderstanding. In this case, non-native English teacher uses mitigating grounders pre-position as the dominant.

Supportive moves: Mitigating grounders- pre-position type

The mitigating grounders are supportive moves with reasons placed before or after the requests. stated in references 1 and 2 in the following data. The excerpt below has the core request, which is please together, and the supportive moves are the previous which starts with but before that...until Nina's group two.

Excerpt:

But before that I will divide you into to group for girls and boys one group. iya, ya. I will invite ... Until Susi ... and Trisa yah Nina group two. Please together.

Internal Modifications: Interrogative Downgraders

Internal modifications consist of downgraders and upgraders. Apart from the elements of head acts and supportive moves identification, the request of non-native English teachers can also be observed from internal modifications. The non-native English teacher use downgraders dominantly with syntax and interrogative types. This modifier element has multiple functions. First, as an indicating device or signal from pragmatic pressure and as a sociopragmatic device, which means that speech with this modification has a social impact on the speaker. In this sociopragmatic role, there is a downgrader role, which means to lighten or soften the requesting, or it can also be an upgrader who can give emphasis because it has a degree of coercion in the requesting.

Excerpt 1:

Finish?

Excerpt 2:

One. What is that?

Excerpt 3:

Hah, give? Motivation. Ok good. Alright, today eh you will going eh you will watch the video about eh congratulation, yeah. But before that I will divide you into to group for girls and boys one group. iya, ya. I will invite Until Susi ... and Trisa yah Nina group two. Please together.

Based on the appearance requesting used by non-native English teachers, the dominant requesting is the conventional indirect strategy. The conventional indirect preparatory type is to carry out with accompanying remarks that the request sub-type of reasoning is modified internally by reducing the impact of the syntax of the interrogative type. This realization indicates a pattern of requesting non-native English teachers, namely the conventional indirect pattern of the type of readiness to carry out with the accompaniment of lightning requests, sub-types of giving prepositional reasons modified by reducing the impact of interrogative type syntax.

This finding is consistent with the findings of Blum-Kulka, S., House, J., & Kasper, (1989) who revealed that the requests of speakers of Australian English, German, French, Hebrew, and Argentinian Spanish show the same distribution of indirectness patterns in all languages. In this study, among the three levels of strategy with nine subcategories, the most frequently used strategy is the conventional indirect strategy with the preparatory type. The non-conventional indirect asking strategy is not used by native speakers since native English speakers consider this type as a less polite way of asking than the conventional indirect strategy (Blum-kulka, 1987).

Uniqueness Indication from Non-Native English Teacher Requesting for the language Teacher Identity

The requesting of non-native English teachers in this study has a uniqueness. This uniqueness indicates to be able to become the identity of her for it. This uniqueness is the characteristics of requesting which are interrogative and please and okay as lexical choice in modification. These aims to establish good and smooth communication between the speaker and the speech partner. The requesting of non-native English speakers with this form projects that the identity of requesting in the EFL context is showing to be a teacher figure that students are not afraid of.

Identity refers to the characteristics and traits that define who a person is, including their individuality, personality, and social affiliations. Identity can be shaped by a variety of factors, such as genetics, culture, experiences, relationships, and personal choices (Antaki, 2008; Bauman, 2000; Camia et al., 2022; Norton, 2013). It can be viewed as a complex and dynamic construct that evolves over time and is influenced by various internal and external factors.

Non-native English teachers may face some unique challenges in their teaching identity, such as feeling less confident or proficient in the language, having a different accent or cultural perspective that may be perceived as "foreign" by some students or colleagues, or facing potential discrimination or biases based on their non-native status (Llurda, 2004, 2005). However, non-native English teachers also bring unique strengths and perspectives to their teaching identity, such as their knowledge of different languages and cultures, their ability to empathize with their students' language learning experiences, and their creativity in adapting and innovating teaching methods to meet their students' needs (Choi & Leung, 2017; Thuruvan & Yunus, 2017; Yang, 2021).

The Use of Interrogative Requesting Modification in EFL Classroom

Asking with interrogative sentences is carried out by the speaker to the speech partner. In the context of this study, the teacher as a speaker asks many questions to students who act as listeners. The question itself is defined according to the definition in Longman's dictionary, as an interrogative command or expression. Commands or interrogative expressions are used to obtain information or responses, or to test knowledge. Interrogative by questions is as semantic forms that are most often used to find information about certain things (Shomoossi, 2004). Characterized questions are as utterances

with certain illocutionary powers. Asking further questions according to (Feez, 1998; Kasper, G., & Rose, 2002) is the main effective method for guiding speech partners so that they can think actively, be creative and develop analytical skills.

The main purpose of asking questions is to find out students' understanding of facts related to content and asking students to think critically in conveying these facts (Wilén, 1991). The function of teacher questions is diagnostic, instructional, and motivational (Heritage & Heritage, 2013; May, 1989). These questions can enable the teacher to check student understanding, for example the teacher can obtain information on student vocabulary that has been mastered, encourage students to think and focus on lessons, and encourage students to participate in the teaching and learning process (Ataş & Sağın-Şimşek, 2021; Freed, 1994; Longenecker et al., 2012; Myers, 2018). When the teacher asks a question, the question is asked to observe whether students can remember or understand certain material (Zwaagstra, 1997).

Questions serve to stimulate students' interest to participate and concentrate on certain tasks, assist in assessing student progress and understanding of certain material, describe and clarify student responses. diagnosing student abilities, stimulating critical and creative thinking, reviewing material that has been taught, asking for opinions, controlling behaviour, and inviting participation in class discussions (Ellis, 1993; Wilén, 1991). Asking questions is the strongest tool a teacher must teach students how to think (Arslan, 2006).

The Use of Please and Okay as Lexical Modification in Requesting

Please based on these findings is also associated with requests (Aijmer, 2009). It is the most prominent lexical item for expressing politeness in English (S. Sato, 2008). In the requesting utterance, this lexical item has positional variations, which are placed at the beginning of the requesting utterance, in the middle and at the end of the requesting utterance and in this context, the speaker places this item repeatedly in the middle and end of the requesting utterance. The placement of the position please at the beginning of the utterance shows the directive action of demands and requests being shown to the hearer. The use of please in the middle position indicates functional variability that can be identified with requests in the form of polite commands and the final position is reserved for task-based requests from the request utterances included before. In addition, in this research data, there is repetition of the word please in the middle and at the end of the utterance asking.

This repetition function is a requesting modification which functions as an increase in the intent of asking from the speaker to the speech partner by indicating that the speaker uses the item, please as a sign of politeness as well. On the one hand, this item reduces the compulsion of requesting, but on the other hand it increases the impact of requesting. This principle seems to be in line with the concept of face put forward by Brown and Levinson (Miller, Christopher A and Smith, 2008). The parameter of power is the relative power possessed by the speech partner or listener over the speaker or speaker. The higher the listener's power, the greater the threat faced, thus the more effort the speaker will need to balance the threat. However, in the context of this study, it seems that speakers have higher power, so please appear in repetition variations.

The second parameter is the social distance between the speaker and the speech partner. In this concept, what is meant by social distance is the opposite of familiarity. Social distance in the context of this research data is that asking is presented in an order, for example in the speech of asking Please tell me. The involvement of the lexical item please is an attempt by the speaker to reduce the impact of the command so that social distance is considered by the speaker not to be an obstacle in interaction. This is supported by statements from speakers regarding the image they want to display to their speech partners. The teacher says, "I chose that image because it is convenient to present a teacher figure that students are not afraid of. In addition, students can also feel more comfortable studying with me. Because if students already have a fear of the teacher, how will they follow the learning process in class properly? That's what I considered. I want the process of teaching and learning activities in the class to be fun for students." She empowers, "In class I represent a teacher figure that students are not afraid of because I am close enough to students. However, my closeness with the students did not make them sore. I did this so that they felt comfortable studying with me and hoped they would have a pleasant learning experience."

The third parameter is the degree of imposition. Please is a pragmatic marker indicating a listener's request to perform the action described in the speech content. The use of please in the speech Please tell me, Look at number one, number one yes. Please read. What did you hear? Yes, Tuti, you are number 1. Join with number 1. And Kania number 2, please and don't stop it. Please continue the video.

Please continue. Based on the four examples of requesting obtained from the data, the requesting the name of the speech partner are indicated as the most threatening utterances.

Apart from the lexical item please, the speaker identifies the speech asking for it with another lexical item, namely okay or in other writing it is written ok. The word ok according to Wikipedia means OK (spelling variations include okay, OK, and ok) is an English (originally American English) word that shows approval, acceptance, acknowledgment, or a sign of indifference. The word is a lexical expression, which is a form that is categorized as a topic marker whose placement can be positioned at the beginning, in the middle and at the end of speech (Fraser, 1999). In this research data, the use of okay in one utterance is in all positions as shown in the example, “Ok, who wants to be the first? Ok, with your partners. Good again first. Ok, who is the winner?”. The function of using okay based on the data found in this study is that the word has a pragmatic meaning (Fraser, 1999). It is to gain approval for the intent of requesting that is spoken by the speaker and presented through questions. The agreement is in the function of opening the topic of conversation when okay is positioned at the beginning, bridging the context of the conversation when it is in the middle position of speech and being a marker to return to the topic or context that was previously spoken when the position of the word is at the end of the speech.

Based on this explanation, it seems that the use of okay can be related to the idea regarding the characteristics of one of the markers of this discourse, namely connectivity (Schourup, 1999). The word becomes a liaison in the speech of asking to consistent the request so that the intention of requesting can be conveyed to the speech partner. In addition, okay signifies agreement or confirmation (Condon, 1986). Besides that, it functions for acceptance (Sadker & Sadker, 1985). On the other hand, it also functions as a bridge or connecting device between two stages or phases. It also serves as an acknowledgment that it is an obligatory turn to perform a verbal or nonverbal action, thereby releasing the speech partner from any current obligations to continue with their turn. The use of the word okay in all positions found in the research data is related to the reason the speaker expresses the requesting to the speech partner. The teacher says, “My goal is just to provide stimulation to students so that they speak actively. If you don't do that, sometimes students point to each other to answer questions. In addition, questions were asked to check student understanding”. Speakers use okay as a question modification device with a function to motivate and the use of the word is adjusted to how the speaker's habits interact with the speech partner (Condon, 1986). The point is that okay can be used to mark the context of speech maximally and informatively and can be widely applied to many contexts that need it (Condon, 2001).

In line with these, the use of conventional indirect requesting by non-native English teachers is an effort to maintain smooth communication and harmony of interaction in the teaching and learning process. In other words, the identity displayed by the teacher through the choice of asking strategy is the teacher's attempt to have good communication with his students. According to Zimmerman (in Antaki, 2008), the concept of identity considers the use of certain linguistic devices or discourses by those who use them as a means of referring to and making inferences about themselves and others with views built from rhetorical devices. In repeated asking utterances, the teacher uses it as a form to control the discourse. Asking to be repeated in the form of an interrogative, for example, is a challenge for competence, because there will be more structure and variations, which will result in the request being responded to, rejected or postponed. Through asking speech, the English teacher acts as a cultural mediator (Stickler, 2021). As a cultural mediator, teachers speak two languages and two cultures to convince their students. The identity of the language teacher will be built from this context so that it will image the ideal teacher.

The results of requesting of non-native English-speaking teachers who interact with students show the efforts of the teacher to provide opportunities for students to participate, namely by using internal modifications. The internal modification used reduces the impact of the syntax type. The type of syntax used is an interrogative sentence. By using interrogative sentences, students are motivated to continue to participate in the teaching process. Besides this, although in terms of quantity, the number is still greater in the use of interrogatives, but even in internal modifications the teacher uses impact enhancers with the type of repetition of requests. The dualism of atmosphere is also supported by the level of teachers who are at the advanced level of foreign language users so that in the process, the teacher becomes a source of information for linguistic and cultural language knowledge.

CONCLUSION AND SUGGESTIONS

Requesting a non-native English teacher can be seen as a form of advocacy for the importance of linguistic diversity and the value of non-native speakers' expertise in teaching English as a foreign language. It can also help to challenge stereotypes and assumptions about what makes a "good" language teacher and can promote greater recognition and respect for non-native English teachers in the profession. Additionally, requesting a non-native English teacher may be beneficial for students who share a similar linguistic and cultural background with their teacher. Non-native English teachers may have a better understanding of the specific challenges that these students face and may be able to provide more targeted support and guidance in their language learning.

Requesting a non-native English teacher identity may be a barrier to being hired or respected in their field. The teacher may have a different approach to teaching English as a foreign language than native English teachers. For example, they may be more attuned to the challenges that non-native speakers face and may have developed strategies for helping students overcome those challenges.

To these potential issue regarding requesting of non-native English teacher, some potential areas where further research needed are the factors that influence student or school preferences for native vs. non- native English teachers, for example, some students may believe that native speakers are better at teaching the language, while others may prioritize having a teacher who shares their linguistic or cultural background. At last, the impact of requesting non-native English teachers on language education policy relates to whether increased demand for non-native English teachers leads to greater investment in training and professional development opportunities for these teachers, or do they continue to face barriers to advancement and recognition in the field?

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