

Indonesian English Teachers' Perceptions of Learning and Teaching Materials based upon the Notion of English as International Language

Nina Inayati*

Teguh Hadi Saputro

The University of Muhammadiyah Malang, Indonesia

Paul Kebble

Curtin University, Australia

*Corresponding author

Abstract

This study investigates the attitude of teachers who are aware of the growing concept of English as an International Language (EIL) towards the EIL-based learning and teaching materials and exploring the notion of EIL awareness at a practical teaching level. Specifically, this study discusses Indonesian English teachers' attitudes towards EIL-based teaching materials and their reasons. This study used a survey design to investigate teachers' perceptions of EIL-based materials. Participants were asked to listen to a specific teaching resource presented in various international English language accents and to indicate their teaching preferences and reasoning for these preferences. The findings suggested that the native speaker (NS)-based teaching materials were generally still preferred over the EIL-based one; however, evidence of openness towards EIL varieties to be used in teaching was also detected. Furthermore, the principal reasons for using or not using the EIL-based materials are associated with the intelligibility and awareness of EIL itself, although the nature of intelligibility in material development was more complex. Finally, these findings offer related implications, such as introducing curricular interventions conceptualizing EIL in English language teacher training programs.

Keywords: *English as International Language (EIL), EIL-based materials, English teachers, English varieties*

Introduction

The role of English as a global language has challenged the long-fixed standard norms for language learning and teaching, particularly in countries where English is considered as a foreign language. In addition, the increasing acceptance of the "English as an International Language" (EIL) notion in the field of English language teaching (ELT) is raising awareness of the multiple variations of Englishes around the world (Bolton, 2012). In this regard, English

teachers are increasingly required to shift from the monolithic English paradigm into a more multilingual or multidialectal paradigm (Canagarajah & Wurr, 2011; Matsuda, 2012, 2018; Rose & Montakantiwong, 2018). This notion has been of particular interest to researchers focusing on the attitudes of teachers and students to the paradigm shift (Ren, Chen, & Lin, 2016; Rose & Montakantiwong, 2018; Wang, 2015).

An analysis of results from existing studies points to the continued preference for a “native” norm of English as the variety to be learned or taught in English as an additional language (EAL) classrooms (Chaipupae, 2019; Kaur, 2014; Timmis, 2002; Young & Walsh, 2010). Although the use of the terminology “native and non-native” variants of English has been argued against, with good reason, in this study “native” (NS) includes those using English as a first or only language, whereas “non-native” (NNS) describes those using English as a second or foreign language. It is also important to clarify that some NS-spoken dialects can be difficult to comprehend, even for NSs, so for this paper, the “NS” will represent those English-spoken accents that are widely comprehensible. Language learners and teachers in settings where English is a foreign language (EFL) generally consider a localized form of English as non-standard and, thus, it is not viewed as a “good” variety (Chan, 2013; Ren et al., 2016). Therefore, it is fascinating to learn how the global shift towards English as an International Language is not entirely consistent with the attitudes and demands of EAL teachers and learners.

A study exploring attitudes towards EIL-focused teaching of Indonesian preservice English language teachers who were aware of the notion of EIL was conducted by Lee, Lee, and Drajiati (2019). The key focus of this study was the careful selection of teachers being the “new generation” of English language educators and whether or not they are willing to introduce and implement the EIL notion to their teaching materials. Lee et al. (2019) found these Indonesian preservice teachers showed a relatively high awareness and openness towards EIL. However, a specific study at a more practical level related to teachers’ perceptions about and implementation of EIL-based teaching materials, especially those conducted in the Indonesian ELT contexts, has yet to be found in the literature. Such understandings, we believe, would provide better insights into how EIL is perceived in ELT classrooms and its inherent impact on learning design. In light of this, this research will provide stronger clarification as to whether awareness of EIL would influence teachers to be more open in using both NS and NNS English varieties in their teaching. To be more specific, the problems of the current study can be expressed by the following two questions:

1. What are the English teachers’ attitudes towards EIL-based materials?
2. What are the underlying reasons for their attitudes?

Literature Review

Issues in EIL Teaching

In the English Language teaching (ELT) settings, the tendency towards native norms preference was visible in studies involving students, teachers, and education institutions (Furqan & Rahman, 2019). Timmis (2002) conducted a study using questionnaires to learn teacher and students' perceptions of native speaker (NS) norms, specifically in terms of pronunciation and grammar. The findings indicated most students believed that NS norms were appropriate for pronunciation, while teachers considered World Englishes favorably. Despite the dissenting voice towards the NS norms in pronunciation, both teachers and students perceived NS competency as better in terms of the learning and teaching of grammar. Over a decade later, a study by Kaur (2014) showed that an NS variety was still viewed favourably in ELT. Surveying 72 Malaysian preservice English teachers, Kaur found that respondents described NS accents in more positive ways than the non-native speaker (NNS) accents, reporting that NS is more correct, more proper, and preferable. Similarly, Kang (2015) found that most respondents expressed their preference for NS accents. Conducting a qualitative study employing an in-depth structured interview on 18 undergraduate students majoring in the English Language in a Chinese university, 13 research participants expressed their aspiration to speak like native speakers of English, particularly as it is considered closely linked to a higher level of English proficiency.

In terms of the awareness of EIL in an Indonesian context, while experiential evidence attests to its importance (Lee et al., 2019), persistence in engagement with a "so-called" standard form of English closer to an NS variety was also noted (Lotfie, Wulandari, & Nurhamidah, 2017). For example, when comparing South Korean and Indonesian preservice teachers, Lee et al. (2019) noticed that South Korean preservice teachers still showed a considerable amount of reluctance to use EIL-based materials in their teaching, albeit demonstrating awareness of non-native varieties of English. In comparison, it was noted that the Indonesian preservice teachers held more positive views towards their ability to use various strategies when involved in cross-cultural communication and showed a higher degree of ownership towards their own accent than the Korean counterparts. Conducting a study on Indonesian students' use of the past-time marker "-ed" in written and spoken English, Lotfie et al. (2017) found that while their written use of past-marker "-ed" was found to be considerably consistent, they required far more assistance in the oral production of the marker. Interestingly, the authors argued that the use of Standard English, or NS, was necessary to assist in improving the students' English pronunciation in general as it was deemed helpful in the competitive job market both locally and globally.

A further issue found in EIL studies relates to the practicality of EIL implementation, which is mainly restrained by the rigid ELT rules and policies in the local contexts (Ranta, 2010). Investigating non-native English teachers'

and students' awareness in the role of EIL in an upper secondary school in Finland, Ranta (2010) found that both teachers and students were aware of EIL, but suggested that this concept seemed to conflict with the school norm-based English deemed suitable for the classroom. Similarly, a study by Pan and Block (2011) on the English language beliefs of university teachers and students in Beijing also suggested that the NS standards played a significant role in shaping the teachers' and students' language learning and teaching because China's curriculum is examination-oriented which itself utilized NS norms. In a similar vein, Lee et al. (2019) stated that although a high awareness of EIL was found, South Korean preservice teachers were reluctant to incorporate EIL-based materials due to the American English-oriented high-stake examination mandated by the government policy.

Although NS norms are generally preferred in ELT, NNS norms are viewed more positively when it comes to identity projection (Kang, 2015; Wang, 2013). A study by Wang (2013) using questionnaires and interviews to explore the perception of EIL amongst professionals and university students in China showed a positive perception of EIL. Although participants generally expressed that NS norms were preferable, they also claimed EIL provided communicative efficiency and cultural identity projection. A study by Kang (2015) also found clear awareness of projecting personal and cultural identity when speaking English by Outer Circle countries' students. This research involved 617 students from six countries: The United States and New Zealand to represent the Inner Circle (IC) countries, South Africa and Pakistan to represent the Outer Circle (OC) countries, and Japan and Korea to represent the Expanding Circle (EC) countries. It was found that students from OC countries generally aspire to develop their own accents instead of those ESL and EFL students in the IC and EC countries who generally expressed their preference to speak English using NS accents. From these studies, it can be deduced that although university teachers and students are clearly aware of the role of English as a lingua franca, current ELT still emphasizes the importance of achieving NS competence.

Concerning the negative perceptions of the use of World Englishes in L2 classrooms, it is deemed necessary to raise further both students and teachers' awareness of EIL in today's global communications and hence its importance in English language learning and teaching (Canagarajah & Said, 2010; Kang, 2015). However, as many EFL learners have limited or even no direct contact with NS users, it may be beyond them conceptually to understand the importance of EIL, and therefore accept engagement with it. Therefore, teachers must be willing to include EIL conceptualization when implementing EIL in their teaching contexts to stimulate students' awareness of the importance of EIL in a global context. An effective way (Morrison & White, 2005; Suzuki, 2011) for teachers to include EIL in their teaching and learning contexts is to develop teaching materials that take the practicalities of the EIL concept into account. In other words, teachers' willingness to incorporate EIL materials into their teaching would gradually influence their students'

awareness of EIL and, thus, might affect their acceptance of the engagement of EIL in their language learning process.

EIL Material Development

Learning and teaching (L&T) material development plays a crucial role in creating English language classes that reflect EIL characteristics. Therefore, the way teachers design and develop L&T materials and activities plays a pivotal role in determining classroom practices that are firmly based on EIL principles. For this, Matsuda (2012) proposed five essential questions that teachers need to ask when developing English language materials to reflect the nature of EIL in their classroom settings. First, which English variety is the material based on: is it the one students need to learn? Second, do the materials offer rich exposure to English varieties to raise awareness about the diversity of the language? Third, do the materials represent a variety of English speakers along with their different cultural backgrounds? Fourth, whose culture is represented in the materials? Fifth, are the materials appropriate for the local contexts where students are learning? By using these five questions, teachers are supported in appropriately developing comprehensive English language learning materials focused on the EIL principle.

In addition to the views examined above, McKay (2018) suggests that in teaching English as an international language, all decisions related to pedagogy should be made by well-informed teachers based on the local linguistic and cultural contexts. To be more precise, McKay and Brown (2016) proposed three essential aspects that teachers need to take into account in teaching English based on the EIL principles: 1) the establishment of clear EIL intelligibility standards, 2) the provision of EIL motivation, and 3) the development of EIL fluency. First, the establishment of EIL intelligibility standard means showing respect to the local culture and promoting a sense of confidence and ownership to the existing local English varieties. In addition, L&T should raise students' awareness of linguistic and cultural differences where English is used and include models of local appropriation that can help students speak English in both local and global contexts. Second, EIL motivation provision means teachers are expected to include successful models of EIL use, including local and international-based materials involving interactions of NS-NNS and NNS-NNS, as well as to provide support in the effective use of English and access to a wide array of international use of the language. Finally, EIL fluency development necessitates equipping students with strategies to handle differences in linguistic and culture of English use, fostering linguistically and culturally effective and cooperative use of English, enhancing students' capacity in contributing to the international body of knowledge of the language, and helping students to achieve intelligibility when speaking in English.

As one of the key aspects in the discussion of EIL, it is essential to consider the issue of intelligibility. Munro, Derwing, and Morton (2006) argue

the existence of two types of intelligibility: objective and subjective. Objective intelligibility means “the extent to which a speaker’s utterance is actually understood.” In contrast, subjective intelligibility, also termed comprehensibility, is defined as “the listeners’ estimation of difficulty in understanding the message” (p. 112). Both arguments are used in the current study to evaluate the intelligibility of speakers of English from various backgrounds. In keeping with the insights of Mozaheb and Monfared (2020) and Murphy (2014), the teachers in this study were asked to assess a speaker’s intelligibility in speaking English by asking themselves how well they understood what the speaker had said. Such data represent subjective intelligibility by giving estimation on the comprehensibility of a text spoken using various accents and thus provides insights on how EIL is perceived by teachers at a practical level, especially in material development.

Method

The research employed a survey design supported by interviews in order to tap into teachers’ perception of oral English L&T materials spoken by people from various linguistic backgrounds. A survey design approach was chosen as a means of collecting and collating data within a population to ascertain attitudes, trends, and opinions (Creswell & Creswell, 2017). In addition, we were inclined to believe that it also has the potential to reach a wide range of respondents in large geographical areas in a timely manner (Fink, 2013), which fits the aim of the study. A short 150-word recount English text entitled “Do they speak English?” taken from a textbook aimed at pre-to-post intermediate English language learners was used. The text was read by six speakers, all from different linguistic backgrounds, who were chosen due to their representativeness of the Kachru’s (1992) concept of Inner Circle (IC) countries (e.g., American, British and Australian), Outer Circle (OC) and Expanding Circle (EC) countries (e.g., Indonesian, Chinese and Rumanian). Although the development of English globally has challenged the initial definition of the three concentric circles proposed by Kachru, as argued by Xiaoqiong and Xianxing (2011), the use of Kachru’s concept as a “starting point: a point of departure” for this study is considered valid in that it can help represent the diversity of World Englishes and their geographical settings.

This study targeted English Language teaching staff who teach university students at the undergraduate level in various higher education institutions in Indonesia. The researchers invited instructors familiar with EIL concepts and environments to complete it; thus, a lack of understanding of EIL did not impact the study’s objectives. The participants were asked to listen to the audio materials and to indicate their preference in choosing certain materials for teaching, along with reasons for choosing or not choosing them. At the end of the data collection process, 46 participants had completed the questionnaire. All participants had tertiary education qualifications ranging from bachelor to doctorate degrees and reported they had engaged with the notion of EIL either

during university courses or professional development seminars. When asked about their overseas experience, 10 of them said to have stayed abroad for more than a year, seven between a month and a year, six less than a month, and 23 have never been overseas. But all of them had varying levels of experience meeting or working with people from overseas. With such a profile of respondents, we believe that this study can provide an informed overview of the Indonesian university English language teachers' perceptions towards EIL-based materials.

In order to gain a deeper understanding of the reasons for the participants' preference for EIL-based materials in L&T, four participants were interviewed to triangulate the data and procedure, thus strengthening the trustworthiness of the research findings. As suggested by (Creswell, 2012), triangulation offers validation of the data obtained as it allows cross-examination of the data from one instrument with that obtained from another. Besides, a qualitative method such as an interview is known for its ability to capture meaning through the analysis of chronicled socially constructed understandings of the individuals involved (Duff, 2008; Merriam, 2002). In this case, the respondents representing the highest and the lowest attitudes towards EIL-based materials were interviewed to delve deeper into their reasonings in using and not using the materials, which was limitedly obtained in the questionnaire. During the interview, the recordings were again played for them, and their questionnaire answers were discussed one by one for further clarification. The recordings of the interviews were then transcribed for analysis.

The questionnaire and interview data were then analyzed descriptively based on the specific objectives of the study. First, the questionnaire's closed item responses were analyzed using a weighted mean to investigate the general trends regarding the teacher respondents' attitudes towards EIL-based materials. Next, the questionnaire's open-item responses along with the interview results were analyzed thematically to find and classify the teachers' reasons to use or not to use the materials.

Findings

This section presents the results from the questionnaires and interviews following the main foci of the paper, namely the Indonesian higher education teachers' perception of the EIL-based L&T materials and the reasons underlying those attitudes. It is important to note that in the analysis, the terms General American (GA) and Received Pronunciation (RP) are used to refer to the two most widely-acknowledged accents, which have long become the standard pedagogical models in the teaching of English as a foreign language (EFL) internationally.

Teachers' Perception of the EIL-Based Materials

In general, the questionnaire results showed the participants' tendency to prefer teaching materials spoken by native speakers (NS) rather than non-native speakers (NNS). This is indicated by the grand mean for NS of 7.86 out of 10, meaning that the respondents reported a higher willingness to use the materials spoken by native speakers. In comparison, the grand mean of materials spoken by non-native speakers is 5.83, indicating a lower preference for the materials. However, it should be noted that such means also suggest the survey respondents do not generally reject materials spoken by non-native speakers as the mean sits close to the neutral scale between using and not using the teaching materials. In other words, although NS-based materials were preferred, teachers also demonstrated signs of openness towards the use of NNS-based materials. Figure 1 illustrates the order of preference towards the NS and NNS-based materials by the teachers.

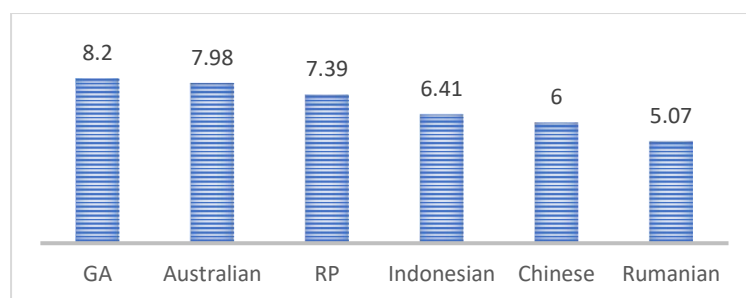


Figure 1. The preference means of the NS and NNS-based materials

The preference of NS-based materials (grand mean = 7.86) can be further specified through analysis of preference means as, in this study, NS-based materials given were in three different varieties. First, the General American (GA) variety was the highest preference with the mean of 8.20, with 96% of respondents reporting a willingness to use these materials. Australian English (AE) received exactly the same percentage as for GA for those who reported likeliness to use. Next, Received Pronunciation (RP) was the least preferred among other NS varieties, with 78% of respondents reporting likeliness to use the materials. The considered means and percentages show teachers' broad willingness to use the NS-based materials in their teaching.

Correspondingly, the NNS-based materials (grand mean = 5.83) also offered three options; Indonesian, Chinese, and Romanian accents. The Indonesian variety of English gained the highest mean (6.41), which is explainable as both the teachers and respondents were Bahasa Indonesia speakers. A continued examination of data shows 67% of the respondents reported a likeliness to use this material in their teaching contexts. Next, the Chinese variety was second with a mean of 6.00 and with 63% of respondents stating they would use these materials. It should be noted that, with the mean of six and above, both Indonesian and Chinese varieties generally fall into the

category of materials that the teachers were likely to use as their teaching materials. Finally, the Romanian variety gained the lowest mean (5.07), indicating a low interest of teachers prepared to use these specific materials. Furthermore, only 39% stated their willingness to use this material in their ELT.

Reasons Underlying Participant Perceptions

Analysis of the reasons for the teachers' perception was obtained from the answers to the open questions in the questionnaire and the interviews.

Based on the questionnaire's open data analysis on whether to use or not the six presented ELT materials, it can be seen that 65% of these materials are likely to be used and 35% are not (see Figure 2). Considering 50% of the accents used in the survey are NS-based, and the other half are NNS-based, this finding is in line with the general tendency towards NS but with some openness towards NNS, explained in the previous section.

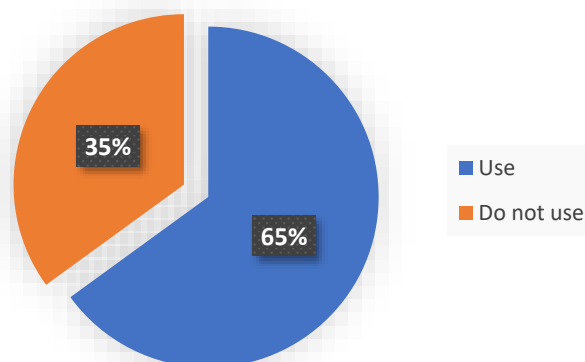


Figure 2. Percentage of respondents' likeliness to use the materials

When examining in more detail both the reasons to use or not to use the ELT materials, although several reasons were discussed, intelligibility was by far the most prominent, formulating almost half (46%) of all stated reasons.

Reasons to Use the EIL-Based Materials

For reasons to use the materials, thematic analysis to the open responses in the questionnaire revealed that the teachers' reasons to use ELT materials could be classified into seven major areas (see Figure 3). The first and most important reason, as the survey analysis shows, is that the material has good intelligence (37%). Further exploration on the detail of the verbal data shows that what the respondents regard as good intelligibility is when the accent used is comprehensible for both teachers and students, especially in terms of clarity and accuracy of the pronunciation, as well as the fluency and acceptability of the speaking pace. After intelligibility, the second reason most referred to by the respondents was that the materials were NS-based (18%). This shows that NS norms still have a profound influence on English teachers in deciding the

types of accents used in their teaching materials. The third biggest reason frequently mentioned by the survey respondents was markedness (16%) which signifies that the materials were regarded as attractive or good models of speaking English for students.

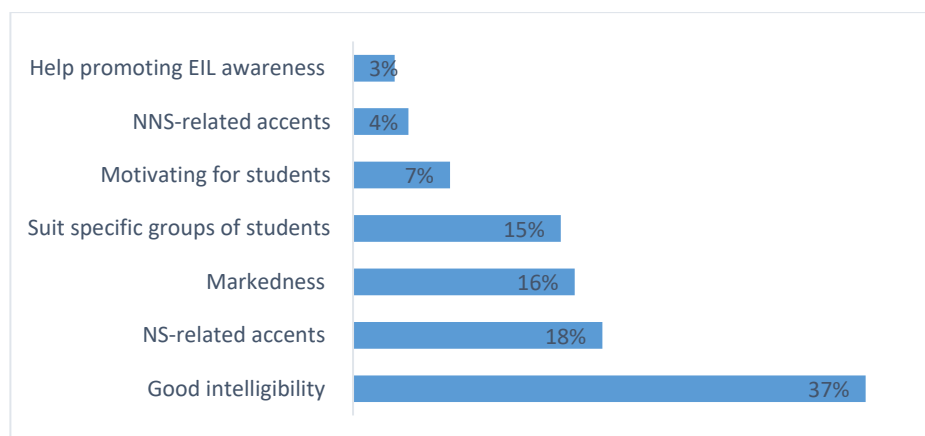


Figure 3. Reasons to use the EIL-based materials

Reasons not to Use the EIL-Based Materials

As for the reasons not to use certain materials, they were classified into six broad categories (see Figure 4). Problems with intelligibility came as the first reason most referred to by the respondents (63%). To be more specific, the respondents thought that some accents used in the materials were too difficult for students to understand, and thus, they were unlikely to use the materials. The next reason mentioned was problems because the materials were spoken using NNS-accent (16%). Finally, other reasons referred to by the respondents were that the materials were not suitable for their specific groups of students, have low markedness levels, have some technical problems such as unclear recording, and have NS-related accents problem which was considered too sophisticated for certain level of students to understand.

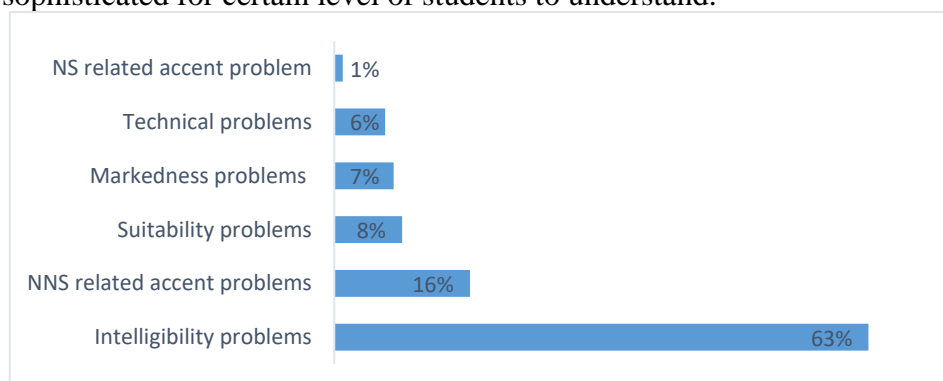


Figure 4. Reasons not to use the EIL-based materials

Using EIL Teaching Materials

Analysis of the interview data shows that all teacher interviewees, with either positive or negative attitudes towards EIL-based ELT materials, pointedly demonstrated an awareness of EIL by acknowledging that, in reality, there are multiple varieties of English and English accents. However, reflecting on those varieties being utilized in the classroom contexts, teachers commented it would depend largely on the level of students' English language proficiency. In this case, what was deemed by these teachers as good materials would generally be used in L&T for all levels based on intelligibility, and hence comprehensible. These materials would utilize the often referred to as "standard" Englishes, commonly interpreted as that of American and British accents, while less widely used English accents were used only under the conditions that students are of a relatively advanced level and the speed of speaking is relatively slow. This notion is supported through the survey findings in which a general tendency towards native accents was clearly noted, as seen in Excerpt 1:

- (1) SI : *For me, this doesn't represent native speakers, and so it's not suitable for beginner-level students that I teach. ... for more proficient students, I think it's okay, just not for low-level students because they usually understand better if they often hear the accent.*

In addition to students' proficiency, another aspect all teacher interviewees agreed as priority was familiarity and popularity of the English accents. All teacher interviewees agreed that pronunciation familiarity is closely related to engagement with certain accents through such channels as popular media (e.g., movies, vlogs) and standardized English tests (e.g., TOEFL, IELTS) and therefore facilitates students' comprehension. For clearly accented NS audio materials, all teacher interviewees agree they would use them only as teaching materials for an introduction to and exploration of varieties of English accents. They considered accented materials are good even for students of low proficiency level to know and be aware of such varieties, but not as the main ELT materials, especially with linked exercises and tests as the Excerpts (2) and (3) state:

- (2) NU: *Familiarity matters, like American, British is also popular, and many students are familiar to them, it helps them to understand the materials more.*
- (3) SI: *Sometimes, I also use non-native accented materials, but only for introduction—those accents are not only American or British but there are also other accents. But again, it's only for general introduction; for the main teaching materials, I use the native ones.*

Finally, all teacher interviewees expressed agreement that intelligibility is the number one priority in selecting audio teaching materials, meaning they

would use English materials that would clearly “get the message across to the students, regardless of the accent. However, it is interesting to note that each defined intelligibility using different standards when asked about what the most important criteria were when choosing intelligible audio materials. One respondent, for example, noted that it is all about clarity and speed in speaking, while another respondent mentioned familiarity with the accent. And yet another respondent mentioned that they preferred to use a native accent first, then the speed of speaking as expressed in Excerpts (4) and (5):

- (4) DA: *When I choose audio material, I mostly think about clarity and speed. I don't really mind about the accent.*
- (5) NU: *First, familiarity, as I said before, familiarity with the accent can facilitate students to understand more about the materials.*

Discussion

It is apparent that the English teachers in the current study preferred NS-based materials to be used in their classroom, although most of them were familiar with the EIL, English as a lingua franca, or world Englishes concepts. They also expressed, having lived in Indonesia and used English professionally and socially, they were adequately exposed to and experienced in an EIL environment. The findings confirm the results of previous studies on teachers' perception of EIL varieties (e.g., He & Zhang, 2010; Kaur, 2014; Wang, 2015), although most of the previous studies do not necessarily explore the teachers' willingness to use EIL-based materials in a practical level in their English language teaching contexts. Further to this, this preference seems to be in with most EIL research on students' perceptions about EIL. In this regard, it is likely that NS norms still own their place to be the “standard” English for most of the speakers from both outer circles (OC) and expanding circle (EC) (Derwing, 2010; Kang, 2015; Qiong, 2004; Sung, 2016). This NS norm orientation has been long ingrained within speakers of OC and IC when it comes to “correct” and “standard” English and, to an extent, has formed teachers' belief in selecting their teaching materials.

Needless to say that NS-based materials are preferred over NNS-based ones in the scheme of things we have signposted, the results of the current study suggest that more English teachers in both outer and expanding circle countries are aware of the concept of EIL and its importance in today's global communication, providing significant implications for English teaching. The grand mean of 5.83 for NNS-based materials unmistakably indicates a lower level of willingness of these teachers to use them in ELT, but not a total rejection. This supports and extends findings from previous research by raising awareness of the EIL concept, which most people in both OC and EC find appealing (Crystal, 2003; Graddol, 2006; Kang, 2015; Ren et al., 2016).

It is interesting to learn from this research how the notion of EIL and the many varieties of English is taking hold of teachers' perspectives and how they

should design and develop teaching materials to embrace the EIL notion, even though they still regard NS varieties are more appropriate in their ELT contexts and settings. This finding is supported by Furqan and Rahman (2019), who also noticed that, albeit still small, there are emerging tenets challenging the native-speakerism ideology among Indonesian English Language teachers. These teachers are likely to realize that how English is currently used internationally has to be reflected in their teaching, and hence their teaching material design. Globally, everyone uses English in “their” way, and only a few sound like the traditional NS norms, regardless of what their first language is. The literature already suggests it is more difficult to find speakers talking in both pure GA and RP, even those in Inner Circle countries (Crystal, 2003; Graddol, 2006). Also, it has been shown to be too demanding for many L2 speakers to sound like the stereotypical native speakers (Ortega, 2009; Yeh, 2019). In short, the EIL phenomenon is a fact of global life that English teachers or teacher trainers cannot deny or ignore, and fortunately, the majority appear to be cognizant of the fact. The evidence gleaned from the current study shows that what teachers perceive as EIL should be promoted in the class to raise more awareness of the increasing importance of EIL globally. Another point is that teachers are likely to acknowledge the role of EIL in increasing students’ motivation to learn English. This notion concurs with the findings of McGee (2009), Marlina (2014), and Kang (2015), who suggest that EIL and intelligibility are able to provide students with more of a sense of achievement rather than using NS norms as learning and assessment goals, which can be very often demotivating and discouraging to students.

Following on from the above discussion, although teachers are likely to have a positive attitude towards EIL varieties, they are still prioritizing NS-based materials when designing and preparing English language learning and teaching. This focus, however, triggers a new phenomenon on the development of the English teachers’ understanding of what constitutes today’s OC and EC and hence NS, NNS, and EIL. The role of the teachers’ belief is crucial in determining how teachers conduct their real teaching practice in terms of material development, teaching principles, and assessment (Breen, Hird, Milton, Oliver, & Thwaite, 2001; Young & Walsh, 2010). Concerning EIL varieties and their inclusion in English language learning classrooms, it appears that teachers’ understandings are divided into a) the willingness to use the varieties as the teaching materials and b) the high preference for NS-based materials. In this case, one of the implications of the study is that there should be more effort from the proponents of EIL to not only raise English teachers’ awareness of EIL varieties but also provide practical ideas of how to use EIL varieties in the classroom. Some ideas that can be considered by teachers are proposed by Nguyen (2017), who designed an EIL intervention in the curriculum of the teacher training program, allowing them to be more actively exposed to EIL issues through reading and writing activities. Complementing Nguyen’s study, Bozoglan and Gok (2017) introduced a dialect awareness training intervention in the teacher training program using technology-enhanced

instruction to focus more on the speaking and listening aspects. These practical interventions and activities could therefore become the basis for the provision of English language teacher training and development in Indonesia.

In addition to what we have discussed in the preceding paragraph/elsewhere in this paper, it is very important to note that intelligibility is the main consideration that the English teachers expressed in terms of either choosing or not choosing the EIL varieties in their L&T materials. This chimes in well with the fact that intelligibility has been acknowledged as the core focus for EIL goals of communication (Derwing & Munro, 2005; Suntornsawet, 2019; Yano, 2001). This study has shown that intelligibility is likely to be the dominant consideration for teachers deciding to use or not use EIL varieties in their ELT classroom. However, the notion of intelligibility within this research has shown to be more complex than purely for accurate communication purposes. These complexities appear, for example, in determining the criteria of intelligible materials and in how teachers take responsibility for deciding whether a particular EIL variety will be intelligible or not for their students, or even the level of intelligibility. On the one hand, it is compulsory that teachers prepare materials to suit their students' needs (Nation & Macalister, 2010), but the considerations of what constitutes suitable learning materials can be a matter of subjectivity, experience, and linguistic competence. With regard to the reflections of the engagements with the teachers in this current study, selecting intelligible spoken materials can be subjective when choosing NS or EIL varieties. The issue of subjectivity occurs when teachers claim to know what students' English communication needs are by means of general assumption using their own perspective of the required level of intelligibility. It can be argued then that it is the students' needs that are of greater importance, and that teachers are required to assess and accommodate these in their L&T preparations. In this regard, Crystal (2003), Graddol (2006), and Matsuda (2018) argue that EIL is a real phenomenon that impacts what English language learning students have to accomplish to face today's challenges as international community members. Therefore, teacher subjectivity might negatively influence a student's ability to see and accomplish what is really needed in a globally connected environment and should be addressed as a result.

Conclusion

The current study found that NS-based ELT materials are still generally preferred by Indonesian English language teachers, even though they are familiar with the EIL concept and its global engagement. However, openness and willingness to use EIL materials were also clearly indicated by these teachers. The research output suggests both opportunities and challenges to proponents of EIL in terms of EIL implementation in English language learning classrooms in Indonesia. Opportunities are indicated by teachers discussing their willingness and openness to use EIL varieties in their teaching, this perhaps being a positive movement towards promoting and developing EIL-

based L&T materials. Therefore, more efforts and energies may be needed at the teacher education stage by increasing the use of EIL-based materials in teacher-training programs and by examining the increased global requirement for intelligible and successful EIL engagements. This research also suggests there is more to be learned about why EIL varieties are not preferred by English teachers even though EIL learners understand and experience today's EIL phenomenon, which can, in turn, serve as teaching and learning goals in Indonesian English classrooms.

The current study provides a focus on both opportunities and challenges for EIL proponents to realize the extended implementation of EIL in English language classrooms in Indonesia and further afield. However, further empirical research needs to be conducted to examine the opportunity, particularly in relation to meeting learners' needs, and to understand and overcome the challenges, including teacher training and teacher subjectivity. Last but not least, we believe that our study has also engaged with the complexities of intelligibility in selecting teaching materials, which is also a crucial area of EIL L&T that needs to be further researched.

References

- Bolton, K. (2012). World Englishes and Asian Englishes: A survey of the field. In A. Kirkpatrick & R. Sussex (Eds.), *English as an international language in Asia: Implications for language education* (pp. 13-26). New York: Springer.
- Bozoglan, H., & Gok, D. (2017). Effect of mobile-assisted dialect awareness training on the dialect attitudes of prospective English language teachers. *Journal of Multilingual and Multicultural Development* 38(9), 772-787. <https://doi.org/10.1080/01434632.2016.1260572>
- Breen, M. P., Hird, B., Milton, M., Oliver, R., & Thwaite, A. (2001). Making sense of language teaching: Teachers' principles and classroom practices. *Applied Linguistics*, 22(4), 470-501. <https://doi.org/10.1093/applin/22.4.470>
- Canagarajah, A., & Said, S. B. (2010). English language teaching in the outer and expanding circles. In J. Maybin, J., & J. Swann (Eds.), *The Routledge companion to English language studies* (pp. 157-170). London: Routledge.
- Canagarajah, A., & Wurr, A. (2011). Multilingual communication and language acquisition: New research directions. *The Reading Matrix*, 11(1). Retrieved from http://www.readingmatrix.com/articles/january_2011/canagarajah_wurr.pdf%5Cnpapers3://publication/uuid/5C732B07-A001-45F7-AF2E-996361E081C5
- Chaipapae, P. (2019). Insights into the effects of accents on English Listening Comprehension. *Asian EFL Journal*, 23(4.1), 30-52.
- Chan, J. Y. H. (2013). Contextual variation and Hong Kong English. *World*

- Englishes*, 32(1), 54-74. <https://doi.org/10.1111/weng.12004>
- Creswell, J. (2012). *Educational research: planning, conducting and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education Inc.
- Creswell, J. D., & Creswell, J. W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. United States: SAGE Publications.
- Crystal, D. (2003). *English as a global language*. Cambridge University Press.
- Derwing, T. (2010). What do ESL students say about their accents? *Canadian Modern Language Review*, 59(4), 547–567. <https://doi.org/10.3138/cmlr.59.4.547>
- Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation Teaching: A research-based approach. *TESOL Quarterly*, 39(3), 379–397. <https://doi.org/10.2307/3588486>
- Duff, P. (2008). *Case study research in applied linguistics*. New York: Taylor & Francis Group, L.L.C.
- Fink, A. (2013). *How to conduct surveys*. Thousand Oaks, CA: SAGE Publications.
- Furqan, A., & Rahman, A. A. (2019). The analysis of native and non-native EFL teachers in Indonesia: A review of literature. *Asian EFL Journal*, 23(3.4), 316-333.
- Graddol, D. (2006). *English next?* London: British Council.
- He, D., & Zhang, Q. (2010). Native speaker norms and China English: From the perspective of learners and teachers in China. *TESOL Quarterly*, 44(4), 769–789. <https://doi.org/10.5054/tq.2010.235995>
- Kachru, B. B. (1992). World Englishes: Approaches, issues and resources. *Language Teaching*, 25(1), 1-14.
- Kang, O. (2015). Learners' perceptions toward pronunciation instruction in Three circles of World Englishes. *TESOL Journal*. <https://doi.org/10.1002/tesj.146>
- Kaur, P. (2014). Accent attitudes: Reactions to English as a Lingua Franca. *Procedia - Social and Behavioral Sciences*, 134, 3-12. <https://doi.org/10.1016/j.sbspro.2014.04.218>
- Lee, J. S., Lee, K., & Drajati, N.A. (2019). Preservice English teachers' perceptions of English as an international language in Indonesia and Korea. *Journal of Multilingual and Multicultural Development*, 40(3), 230-243. <https://doi.org/10.1080/01434632.2018.1503669>
- Lotfie, M. M., Wulandari, D. F. & Nurhamidah, I. (2017). Past-time marker –ed in the speech and written work of Indonesian English majors. *The Journal of English as an International Language*, 12(2), 56-72.
- Marlina, R. (2014). The pedagogy of English as an International Language (EIL): More reflections and dialogues. In R. Marlina & R. A. Giri (Eds), *The pedagogy of English as an International Language* (pp. 1–19). Cham: Springer.
- Matsuda, A. (2012). Teaching material in EIL. In L. Alsagoff, S. L. McKay,

- G. Hu, & W. A. Renandya (Eds.), *Principles and practices for teaching English as an international language* (pp. 168-185). New York: Routledge.
- Matsuda, A., (2018). Is teaching English as an international language all about being politically correct?. *RELC Journal*, 49(1), 24-35.
<https://doi.org/10.1177/0033688217753489>
- McGee, K. (2009). Attitudes towards accents of English at the British Council, Penang: What do the students want? *Malaysian Journal of ELT Research*, 5, 162-205.
- McKay, S. L. (2018). English as an International language: What it is and what it means for pedagogy. *RELC Journal*, 49(1), 9-23.
- McKay, S. L. & Brown, J. D. (2016). *Teaching and assessing EIL in local contexts around the world*. New York: Routledge.
- Merriam, S. B. (2002). Introduction to qualitative research. In S. B. Merriam (Ed.), *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, USA: Jossey Bass.
- Morrison, R., & White, M. (2005). Nurturing global listeners: increasing familiarity and appreciation for world Englishes. *World Englishes*, 24(3), 361–370. <https://doi.org/10.1111/j.0083-2919.2005.00417>.
- Mozaheb, A. A. & Monfared, A (2020). Attitudes towards pronunciation issues in three Kachruvian Circles. *The Journal of English as an International Language*, 15(2), 27-51.
- Munro, M., Derwing, T., & Morton, S. (2006). The mutual intelligibility of L2 speech. *Studies in Second Language Acquisition*, 28, 11-131.
- Murphy, J. M. (2014). Intelligible, comprehensible, non-native models in ESL/EFL pronunciation teaching. *System*, 42, 258-269.
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. New York: Routledge.
- Nguyen, M. (2017). TESOL teachers' engagement with the native speaker model: How does teacher education impact on their beliefs? *RELC journal*, 48(1), 83-98.
- Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder.
- Pan, L., & Block, D. (2011). English as a “global language” in China: An investigation into learners' and teachers' language beliefs. *System*, 39(3), 391-402. <https://doi.org/10.1016/j.system.2011.07.011>
- Qiong, H. X. (2004). Why China English should stand alongside British, American, and the other “world Englishes.” *English Today*, 20(2), 26-33.
<https://doi.org/10.1017/S0266078404002056>
- Ranta, E. (2010). English in the real world vs. English at school: Finnish English teachers' and students' views. *International Journal of Applied Linguistics*, 20(2), 156-177. <https://doi.org/10.1111/j.1473-4192.2009.00235>
- Ren, W., Chen, Y., & Lin, C.-Y. (2016). University students' perceptions of ELF in mainland China and Taiwan. *System*, 56, 13-27.

- <https://doi.org/10.1016/j.system.2015.11.004>
- Rose, H., & Montakantiwong, A. (2018). A tale of two teachers: A duoethnography of the realistic and idealistic successes and failures of teaching English as an international language. *RELC Journal*, 49(1), 88-101. <https://doi.org/10.1177/0033688217746206>
- Sung, C. C. M. (2016). Does accent matter? Investigating the relationship between accent and identity in English as a lingua franca communication. *System*, 60, 55-65. <https://doi.org/10.1016/j.system.2016.06.002>
- Suntornsawet, J. (2019). Problematic phonological features of foreign accented English pronunciation as threats to international intelligibility: Thai EIL pronunciation core. *The Journal of English as an International Language*, 14(2), 72-93.
- Suzuki, A. (2011). Introducing diversity of English into ELT: student teachers' responses. *ELT Journal*, 65(2), 145-153. <https://doi.org/10.1093/elt/ccq024>
- Timmis, I. (2002). Native-speaker norms and International English: a classroom view. *ELT Journal*, 56(3), 240-249. <https://doi.org/10.1093/elt/56.3.240>
- Wang, Y. (2013). Non-conformity to ENL norms: a perspective from Chinese English users. *Journal of English as a Lingua Franca*, 2(2), 255-282. <https://doi.org/10.1515/jelf-2013-0015>
- Wang, W. (2015). Teaching English as an international language in China: Investigating university teachers' and students' attitudes towards China English. *System*, 53, 60-72. <https://doi.org/10.1016/j.system.2015.06.008>
- Xiaoqiong, B. H., & Xianxing, J. (2011). Kachru's three concentric circles and English teaching fallacies in EFL and ESL contexts. *Changing English*, 18(2), 219-228.
- Yano, Y. (2001). World Englishes in 2000 and beyond. *World Englishes*, 20(2), 119-132. <https://doi.org/10.1111/1467-971X.00204>
- Yeh, A. (2019). Problematizing the commodification of ESL teaching in the Philippines: Mediating expectations, norms and identity(ies). *The Journal of English as an International Language*, 14(1), 92-118.
- Young, T. J., & Walsh, S. (2010). Which English? Whose English? An investigation of "non-native" teachers' beliefs about target varieties. *Language, Culture and Curriculum*, 23(2), 123-137. <https://doi.org/10.1080/07908311003797627>

Note on Contributors

Nina INAYATI teaches English and education at the University of Muhammadiyah Malang, Jalan Raya Tlogomas 246, Malang, East Java, Indonesia 65144. She obtained her Master of Education from the University of Adelaide, Australia. She has published textbooks, research papers, and conference proceedings. Her research interests are in technology in ELT, autonomous language learning, and English as International Language. Email: nina@umm.ac.id

Teguh Hadi SAPUTRO is a lecturer in the English Language Education Department of the University of Muhammadiyah Malang. He earned his Master degree in Applied Linguistics from Victoria University of Wellington, New Zealand. His research interests are in English as International Language, computer-assisted language learning, and Task-Based Language teaching. Email: teguhhadisaputro@umm.ac.id

Dr. Paul KEBBLE is a lecturer in academic and professional communications, Curtin University, Australia. His career has spanned four decades and eight countries, including 10 years in South-east Asia. His research interests are in culturally appropriate English language teaching professional development and technology in language learning, teaching and assessment. Email: paul.kebble@curtin.edu.au


Appendix: Summary of the Survey Results

A. Respondents' Profile

Gender	▪ Male	1	▪ Female	5
Age	▪ Under 30	4	▪ 40-49	
	▪ 30-39	9	▪ 50+	
Length of Teaching	▪ <5 years	3	▪ 10-20 years	
	▪ 5-10 years	2	▪ >20 years	
Highest Education	▪ Completed undergraduate degree	1		
	▪ Completed master degree	0		
	▪ Currently doing doctoral degree			
	▪ Completed doctoral degree			
Overseas Experience (Combined Duration)	▪ Never	3		
	▪ Less than a month			
	▪ Between a month to a year			
	▪ More than a year	0		

B. Summary of Attitude Towards EIL-Based Materials

Notes: Respondents were asked to listen to a short 150-word text spoken by people of different linguistic backgrounds and to indicate their willingness to use each recording as teaching material.

Scale: 1 2 3 4 5 6 7 8 9 10
I will not use it  *I will definitely use it*

No	Questions	Accent	Mean
1	How likely will you use this recording for teaching materials?	American (GA)	8.2
2		Indonesian	6.4
3		Australian	7.9
4		Chinese	6.0
5		British (RP)	7.4
6		Rumanian	5.0

C. Summary of Reasons to Use and Not to Use

Notes: This data was the coding results from the survey's open responses about the reasons to use and not to use the recording/ materials.

1. Recording 1 (American/ GA)

Reasons to Use	Frequency	Reasons Not to Use	Frequency
Good Intelligibility	47	Suitability problems	2
NS related accents	12	Technical problems	1
NNS related accents	0		
Promoting EIL awareness	1		
Suit specific groups of students	5		
Markedness	4		

2. Recording 2 (Indonesian)

Reasons to Use	Frequency	Reasons Not to Use	Frequency
Good intelligibility	13	Intelligibility problems	13
Promoting EIL awareness	7	NNS related accent problems	8
NNS related accents	5	Markedness	6
Suit specific groups of students	3		

3. Recording 3 (Australian)

Reasons to Use	Frequency	Reasons Not to Use	Frequency
Good Intelligibility	22	Intelligibility problems	4
NS related accents	12	Suitability problems	1
Promoting EIL awareness	11		
Suit specific groups of students	4		
Markedness	4		
Motivating for students	1		

4. *Recording 4 (Chinese)*

Reasons to Use	Frequency	Reasons Not to Use	Frequency
Good intelligibility	11	Intelligibility problems	16
promoting EIL awareness	7	Technical problems	5
suit specific groups of students	5	NNS related accent problems	4
NNS related accents	3	Suitability problems	2
motivating for students	1	Markedness	2

5. *Recording 5 (British/ RP)*

Reasons to Use	Frequency	Reasons Not to Use	Frequency
NS related accents	15	Intelligibility problems	7
Good intelligibility	10	Technical problems	1
Markedness	7	NS related accent problem	1
Suit specific groups of students	7		
Motivating for students	2		

6. *Recording 6 (Rumanian)*

Reasons to Use	Frequency	Reasons Not to Use	Frequency
Suit specific groups of students	8	Intelligibility problems	37
Promoting EIL awareness	6	NNS related accent problems	8
Motivating for students	6	Suitability problems	3
Good intelligibility	5		