

Original Research Article

Teaching and Learning EIL Approach: A Case Study in Indonesia

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ABSTRACT

This study aimed to explore the experiences of English teacher and students work in actual teaching and learning EIL in the classrooms. EIL is embracing the language variations among nations included native and nonnative English language. In our increasingly diverse communities, this approach is a talkback to the monolingual focus in ELT pedagogy and pay much attention to multilingual in the local and global communities and also situated English language education in global/local multilingualism. This study used of an empirical case study of a senior high school in Indonesia. From methodology perspective, there are two concerns of this empirical study to look for, they are classroom talks. This study had theoretical and practical significances included to show the quality of the teachers and students' learning and teaching EIL approach in two actual classrooms through classroom talk in one of senior high schools, Tebing Tinggi. There were two English teachers and two classes (Grade 1 and Grade 2, approximately with 60 students). The meetings consisted of five meetings with three topics that we had for each class. The results get the validation of Indonesia English varieties as legitimate, comprehensible, and intelligible. There are also some obstacles and potentials that we get from implementing and acknowledging this approach which is poured in teaching reflection. It is a calling for EFL students and teachers' identity to be more critically reflected a transformative mode of teaching and learning English as an international language help us to culture embedded in educational parties.

Introduction

We live in an age of many Englishes, many varieties or world Englishes. But, there are huge obstacles of English students in Indonesia to learn English Language which is far from the reality of Englishes nowadays. This has been attributed to a number of reasons, an English language teacher in most parts of Indonesia are still adopting and adapting systems developed in the Angliphone world as the benchmark of professionalism for their particular context which they implied in their curricula to meet the standards, criteria, and qualification, the beliefs and attitudes of Nonnative speakers toward Natives norms syndrome (Zacharias and Manara, 2013). Teaching EIL was still not solid and convincing enough in term of method, guidelines, suggestions regarding classroom pedagogic, and so on. EFL settings especially in developing countries with large populations and scarce resources such as, say, Brazil, Indonesia, or Egypt, where English has little or no presence outside of the classroom should focus on the learning conditions of the learners themselves (Bruthiaux, 2010). In other words, it needed to be careful to investigate from the phase of 'let's consider change'. In this part, I would like to implement an EIL approach in the classrooms. Then after applying 'let's see if change is already taking place'. This certain case would investigate the students and the English teachers who studied English as foreign language to see how they react toward EIL approach and

not stopped at those points but it also needed to move forward to 'critically reflect on this change', how those issues need to be learned, criticized, evaluated and supported which were less ignoring in the literature. To examining and exploring this current issue, we did this research in one of senior high schools in Tebing Tinggi, Sumatera Utara, Indonesia. There were some reasons I as author took this school as our case study. First, the site consideration this school was my senior high school and it was the best school in Tebing Tinggi where the most of students and parents wanted themselves or their children studied there and this school was the most populous students in this city. Therefore, I tried to see how EIL worked in this mainstream school. Second, there was no research that had ever done before especially about teaching and learning EIL approach. Third, I asked the English teachers that they did not know yet about EIL was. Fourth, I had a chance to collaborate with one of the English teachers there to explore how its implications could be explored in this school.

This research attempts to address how the English teacher and students work in actual teaching and learning EIL in the classrooms. This study had theoretical and practical significances included to show the quality of the teachers and students' learning and teaching EIL approach in actual classroom in one of senior high schools, Tebing Tinggi. Then, from the data, it also gave further analysis in critical pedagogy insights that shed light on how EIL reflected the progressive education in English language teaching.

Literature Review

As English is used to facilitate global communications and used and learned by many estimates more nonnative than native speakers, then the teaching of English as an international language (EIL) must be led by a new set of assumptions and goals because of its international status which offers strategies for promoting students' ability to express aspects of their own culture using the target language because it would be unfair to open such development without some level of pedagogical fostering among the students. Teaching EIL typically encourages: exposure to, awareness of, and respect for different varieties of English and their users, focus on communication strategies to negotiate linguistic differences, use of and critical engagement with the cultural materials from diverse sources, and understanding of the politics of EIL among teachers and students. There are some researchers proposed some ways of teaching EIL approach such as Kubota (2012) suggested border-crossing communication, communicative language teaching (CLT) (Nunan, 1991), and cultural language teaching (Kramsch, 1993). There are some researchers proposed some novelties and ways of teaching EIL approach.

The understanding of teaching EIL implements in teaching approach which influenced in terms of the method which is open development, negotiation, and suggestion (Matsuda, 2012). It uses massive media: YouTube, listening, reading, speaking, writing, actual interaction, film, Facebook, Instagram, Twitter, sitcom, etcetera (Matsuda, 2012). It exposes to native and nonnative speakers that represents in teaching material (McKay, 2012). The goals of this teaching approach for arousing awareness, respect, open, critical thinking, and positive attitudes for interacting across differences and learning beyond the classroom promotes Global learning to local and or local learning to Global (Hino, 2012; McKay, 2002, 2003; Marlina, 2010; Matsuda, 2007). It highly connects with interdisciplinary learning or overlapping discursive subjects: natural, social, economic, math, sociology, psychology, ethnography, etcetera (Matsuda, 2012; Hino, 2012). It emphasizes communicative competence or strategies like communicative strategies, border cross communication, cultural language teaching, and etcetera (Kubota, 2012; Friedrich, 2012; Seidlhofer, 2004; McKay & Bokhorst-Heng, 2008). The material is embracing Standard English and Nonstandard English learning and teaching. They are equal and worthy, no special label, no against.

Therefore, this recent research try to connect EIL approach and critical pedagogy to see and investigate how realistic teaching EIL in this particular senior high school, Indonesia, and also to see how they mean EIL in their learning English.

Methodology

Method of Study

This study used of an empirical case study of a senior high school in Indonesia. From a methodological perspective, there was discourse as talk, classroom talk which in this study dominantly investigated in qualitative (Skutumpah et al, 2015) which was examining how the students' and English teachers' interaction constructed particular meanings, process, and outcomes in the classroom. Understanding discourse in this research use discourse strategies in language classroom which presents a description of the principle characteristics largely from teacher and students' perspective. Shartiely (2013) proposed two level of discourse strategies, macro (propositional discourse strategies) and micro (structural discourse strategies) levels. According to Elizabeth, et al. (2012) defined that propositional discourse strategies examines the overall climate broader structures of students and teacher interactions that effect the productivity of a discussion concerns on any strategy in communication which directs any discourse function including *disputational* (competitive discourse such as, debate), *cumulative* (cooperative dialogue such as drama, role playing), *exploratory talk* (engage critically but constructively with each

other's ideas such as peer teaching). In Shartiely (2013), he determined micro (structural discourse strategies) typically consists of dialogue moves IRF/E and turn takes by both students and teacher that can distinct between monologic reflects authoritative or close to counter position and dialogic reflects persuasive discourse or open to counter position. Through students and English teacher talk in the classroom we knew how their communication went and we also saw their strategy to interact among them such as their English varieties, Indonesia and English, negotiation and other communicative competence.

Participants and Data collection

There were two grades or classes that we took to engage in this research. They were natural science from grade 1 and social science from grade 2. There were some reasons choose these two different classes; first of all it connected to teachers who were available and willing to work with me and the second reasons because the special and different context of the class itself in term of proficiency, grade, learning experience in this school. We collected the data by observing teacher's interaction in the classroom, learning group within and across session learning, obtaining video records of their discourse and of any visible actions, products and materials/resources that are produced by teacher or the group, transcribing their interactions, and link the transcript to corresponding video segments.

Teaching EIL approach in Grade 1 and Grade 2

As we had mentioned early, we had two classes to implement EIL approach, grade 1 and grade 2. I as the author did collaboration with English teacher in grade 1, but the English teacher of grade 2 did not will to work with us. She gave one class of grade 2 in social science for us to teach there solely instead of teaching together. There were consists of five meetings for three topics that we had for each class. In grade 1, Miss Hasni and we collaborated together in term of sharing EIL ideas, made the lesson plan, observed and taught in the class. There were three topics were taught to the students. They were *introduction, congratulation and compliment, and what are we going to do today?* Topic one and two were done within two meetings for 90 minutes for each meeting and topic three was done in one meeting for 180 minutes because at the time they had no regular class so we asked to have additional class. We mostly had teaching and learning in their classroom and one time in laboratory of language. They had English class every Thursday at 7.30 a.m. until 9.00 a.m. The students were forming in a group. Initially there were five groups (Kimoci, Tempe, Wibu, Untidy, and No Life) in grade 1 but because of the limited time so the group narrowed down just three big groups. They were Tempe, No Life, and Kimoci. Those groups were interviewed after post teaching each lesson as well. Grade 2 the class meeting also the same there were five meeting for three topics. They were *suggestion and offering, opinion and thought, and party*. Topic one and topic three spent about two meetings and topic two spent for one meeting. We had the class on Saturday at 12.30 p.m. until 2 p.m. The students also were forming a group namely Chihuahua, Chinchin, Starlight, Girlsquad.

Results and Discussion

Teaching EIL Approach in Grade 1

Expressing Congratulation and Compliment with Different Language Tongue and Having Their International Friend

At the very beginning, Miss Hasni and I provided and demonstrated the lesson by exposing some videos from Japan, Arabic, French, and British to cover the topic of congratulation and compliments. While the students listening the video, they paid attention and followed the video instruction to say the words based on the countries like in Japan, Arabic and the congratulation in British style, and also listened compliment in French language. For French, the students little bit wondered because the language was pronounced so fast and they seemed try to follow it and sometimes laughed. It seemed that they enjoyed listening different words with other countries especially when the languages were different and have special accent or pronounce like French that they just heard. Then, I directed them to go to the next session. That was calling their international friends. I gave some instruction how they talked to their international friend that is introduction and getting to know their international friend like what they had learned from topic one "introduction" then the students would ask how their international friend said congratulation and compliment in their country and asking their independent day because it would connected to the next activities that they would do for next meeting. For the first time, when they heard to my information, they were wondering and little bit shocked. At that moment some of the students were so hysterias and enthusiast. Some of them said "oh my God", screaming, some smiled, laughed. But there were also little bit fear, anxiety, and no idea.

The students were asked to continue talking with their international friends. They are in three groups (Tempe, No Life, and Kimoci group). Actually, each of group had two international friends from other countries. These conversations would be as the information to connect to make their mini drama. But, because of some conditions, only group Kimoci were successful to

talk to both of their international friends. Meanwhile, Tempe group failed to talk to their two international friends and No Life only had one international friend, the second one was not able to communicate at the time. Here are their communication strategies of the group performances. No Life group based on their chatting in this group had good communication and feedback from their international friend. Nina was the leader of this task start greeting, communicating and asking Miss Mavis, a female, their international friend from Taiwan. Nina did not only ask about the questions that the students needed to know but she had followed up interaction or further information to ask more. Moreover, at the time Miss Mavis had a plan to visit Indonesia for one week in North Sumatera. It seemed that Miss Mavis was friendly and helpful to give detail information toward the questions that this group was trying to ask such as Miss Mavis's address, culture in Taiwan, food, party, dependent day, and how Taiwanese peoples celebrate their party. Here Miss Mavis also asked some similar questions that this group asked. The second international friend is Jess Moon, a female from Vietnam. This group also had good communication and exchange information related to the questions that they wanted to know from Vietnam and Indonesia such as celebrating independent day, the food, and saying congratulation in Vietnam. Here Nina asked Jess to make voice note how to pronounce that Nina repeated the sound to make sure either right or wrong. The pattern of communication with Mavis (their chatting could find in attachment): Nina, Mavis, Nina, Mavis, Mavis, Nina, Mavis, Mavis, Nina, Nina. The pattern of communication with Jess: Nina, Jess, Nina, Jess, Nina, Nina, Jess, Jess, Nina, Nina, Jess, Jess, Nina.

Then, Komici group, the communicative strategies, had communication with Thailand people, Chakree, a male. The leader of this group is Mella, a female. Based on their talks, Mella and Chakree just had short conversation which talked about the questions that they wanted to know and Chakree also did not have any question to this group. In my personal chatting with Mella in Wassap, I did inquire why she had short conversation. She said "we were afraid to speak English with foreigner, Miss, we're afraid they'll laugh if we're wrong or don't know what we mean". Therefore, the conversation was rigid as this pattern of communication was Mella, Chakree, Mella, Chakree, Mella, Chakree, Mella. From this situation I thought that they needed more exposures and more activities to communicate with international friends so they would get use and they would cultivate the benefits of this experience in the real life and to reduce or avoid fear to talk with foreign people anymore.

Celebrating Independent Day in International School

At the second meeting of this topic, the students had a mini drama about the independent day. Here, they would like to celebrate with their international class. There were consisted of three different countries, two from Asia or and out of Asia, and Indonesia. They celebrated by playing traditional games Indonesia. In the drama they shared how Indonesia heroes fought for Indonesia's independent day. Having the games, they would say congratulation and compliment with their own language nations, and the last they would read poem or wisdom at the drama to fill their presence as Indonesia students in independent day of Indonesia. Communicative Strategies of Tempe group covered for whole topic and theme of the drama they pictured their drama as in international Tempe school. They were two classed wanted to join the competition to welcome independent day of Indonesia so the international and the Indonesia students participated. The local students taught to international students how the games were done, knowing the winner they said congratulation from Japan and India. Then, they shared their independent day of their countries as well. The pattern of communication was the communication of this drama was intertwined as well. Communicative Strategies of No Life group had. The drama told about an international school where celebrated the independent day of Indonesia by holding a competition among the classes. The international and local students participated in this event. They are Japan, India, and Indonesia. The Indonesia students taught the exchange students about traditional games of Indonesia and then they congratulated their friends who won the games with their languages and shared their independent day from Japan and India. The pattern of communication was each of the students was arranged well to take part in each communication. It has intertwined communication as well. Communicative Strategies of Kimoci group brought the story as same as other group which sharing the independent day to their international friends and joined the games that usually play in that event. Before bringing them the games, this group started giving question how they mean independent day to their friends. Then they shared some expression of congratulation after having the games from Indonesia, Malawi, and Thailand. And the drama ended with short wisdom of honoring independent day. The pattern of communication here was well organized every member got their turns. So, as we could see they had equal part to participate actively in their presentation that previous meeting in introduction.

Most of the feedback toward Tempe group was good. They said they were interested, fun, happy, enjoy, natural including their performance, video and poem. Group No Life, based on my observation while they were talking, the students paid attention to their dialogue and lack of relax, and no improvisation for their action or expression. This is also supported from their feedback of other groups like Mella, Dwi, and Naomi. But when they displayed the video, reading poem, and singing independent day of Indonesia song. They did well and the other group also sang this song together with clapping hands.

Therefore, the others said that the drama, video, and poetry was good, fun, interesting, nice, it reminded them to their independent day. For overall students' feedback toward Kimoci group was good with some suggestion such as the standing performance that behind the classmates, their text reading focus, voice, and expression need to fix and improve more. These three groups had the feedback from their friend to appreciate and improve their performance and learning in the future. Most of the communicative pattern of their drama was well organized; each of the students took part in role, talks, and actions. There was no dominant talk, they worked cooperatively. Here are some English variations that they had while performing their drama.

Extract 1

Kimoci Group

1. Miranda: yes, you right! Take the example of a Thai country that doesn't have Independence Day. They only had a National Day. (They used past tense instead of present tense)
2. Lutfi : Hmm, I agree with you. So, what do you think about the Independence? (Independence is uncountable noun, no needs an article)
3. Rafli : how to do the eating crackers? is it difficult? It looks like a lot of people are interested in eating crackers haha (they used direct translation from Indonesia to English strategy)

Tempe group

1. Teacher: Good morning, students. Soon will be held a contest for Indonesian Independence Day, who will be participate it? (They missed the subject and the others they used over words which is redundant like "be" and "it")
2. Janna: balap karung is a game, that you wearing a sack on your legs, then you run with it as fast as you can. (over using -ing).

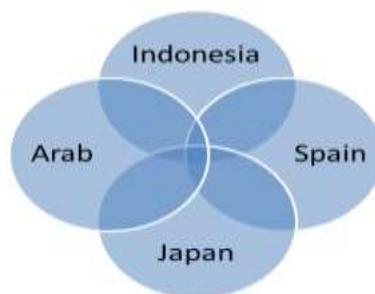
No Life Group

1. Ester: How if we playing a game? (They were missing "to be")
2. Faddilah: what? Terima kasih? What is it mean? (They used "to be" instead of does)

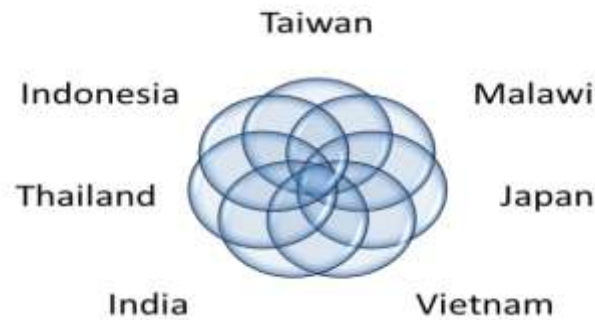
As we could see from their scripts, they had many English variations as their strategy to communicate with their friends. They used direct translation, redundant words, missing to be, confusing to use either "to be" or "does". But all the English variations that they had were understandable, it did not break the meaning, and it's contextual. Through this teaching and learning approach of this topic, it could be seen clearly that the students had many English exposures from many nation English about how they share their congratulation and compliment in their language in the first meeting such as Indonesia, Arab, Spain, and Japan and then the second meeting they played the role as international students such as from Taiwan, Malawi, Japan, Vietnam, India, Thailand, Arab, Spain, and Indonesia in their drama.

Figure 1. Students' Exposures of Nation Englishes through EIL Approach in Topic Congratulation & Compliment

First Meeting of Congratulation and Compliment



Second Meeting of Congratulation and Compliment



When the students learned the other topics (for designing of lesson plan information see them in appendix), we could see their progressive and attention in term of acknowledge diverse perspectives about their close and far neighbor in topic *Introduction* and more accurate Indonesia English variation in their hands activities while making lemonade in topic *What are you going to do today?*

Acknowledging Diversity from Close and Far Neighbours

In the topic of introduction, we wanted to bring them to introduce their friend internationally from other countries, close and far neighbor. Close here was around Asia countries and far here was out of Asia or native English people. They would share their international friends' identity, cultures, languages, peoples, negative and positive issues and they also introduced themselves who they were and their own country, Indonesia. The goals of this lesson were to have awareness and sensitivity about international issue in term of the peoples and the countries where English is spoken as first language and second language users. Through this lesson, they would see how English roles works got into peoples from all countries. Then, they were able to introduce their personal and national identity as Indonesia and also, they knew some information about their close and far neighbor as their modality to prepare them to be a global citizen and use English as an international language user. The teaching of topic 1 here I introduced my name, my teaching purpose, and my education records from elementary school, junior high school, senior high school, bachelor degree, and graduated students. I also shared my experience studied in Taiwan like the living in Taiwan, the map of Taiwan, location of my university in NDHU, the view of NHDU, and my teaching experience in cram school in Taiwan, and language of Taiwan, the food and drink in Taiwan, and having international friends. After introducing myself, I let them to see my international friend who are introducing about her identity, her national identity, her languages, her cultures, food, drink, the video making their special food, and she also shared her positive and problem that currently happen in her country issue, kidnapping.

Group performances of students were formed into five groups. They were Tempe, Kimoci, No Life, Wibu, and Untidy. First group is students' works and Presentation of Tempe Group, mostly the students gave information to their classmates about their information (their born, their school which supported by their own school and city's image), their close and far neighbor (map, globe, video, language, experience talk of Mongolia friend, culture, negative and positive issue). In their presentation, they showed that they had real communication with their international friend from Mongolia. There were two students who spoke most in this group. The second group is Wibu group informed their friend about Indonesia as their identity, Indonesia's flag, map, languages, famous island (Bali), food, and drink, negative and positive issue. Then, they introduced their close and far neighbor from Japan and Greece and There was one student who spoke most.

Kimoci, the third group presentation was about giving information to their classmates such as their close from Japan and far neighbor from Great Britain (map, globe, language, the famous singer and actress of the countries, the languages, and culture, negative and positive issue). There were two students. The group of No Life gave information about the wonderful Indonesia through video, then India as their close neighbor, and USA as their far neighbor. They shared this information which connected with the understanding of the students commonly. They had prior knowledge and connect to the new information. Like they connected with popular people in USA (Obama, President of America) and Sharukh Khan (Actor in India), the film of Andini which played in Indonesia, and provided bad and negative issue which highly connected with teenager problems such as drugs, smoking, early marriage. From No Life group, again there was one student spoke in this group dominantly. The last is Untidy group; their presentation was an informative for the students that shared about

Indonesia, India and Argentina. They covered their presentation by telling the flag, map, languages, popular actress or actor, food and drink, culture, and negative and positive of the countries as well.

Most of the groups' PPT was well organized supported with much information, pictures, video to help other students to know and clearly see the close neighbor and far neighbor and our country as well like one of the group show the wonderful Indonesia video with a live, interesting image, sound, people, and voice that represent the beauty of Indonesia. The end of the video, all of them were wondering, clapping, and proud. I saw that each groups' contents in one slide was consisted of many points like in culture. They shared the traditional clothes, the national events, the traditional house, the temple, the traditional writing, and traditional musical instrument. It seemed that they had a lot of preparations and read some references from internet. Overall, the power point was clear, interesting, well organized, understandable, and complete. They also were skillful to bring nowadays issues and news and highly connected with their teenager's worlds such as the negative issue in India that is early marriage when this group showed it in the short video of Andini which this film also displayed in Indonesia channel TV. They introduced famous people like in Japan, Satomi, an actress and from Britain is Zann, a singer who was teenagers' favorites, Aryan Khan as the son of Sharul Khan. Leo Messi, famous football player.

The feedback to Tempe, Kimoci, and No Life group such as good work, clear enough, which was great, it was fun, interesting, educated, nice, they so thankful for the information. Each group also got comments (Tempe group did not explain about Indonesia, Wibu group got some suggestions like the presentation was monotone or less cheerful, the voice was less loud, the writing was small, other students also noticed that their members did not talk much, and some information was skipped, too many Bahasa, too much imaginations, and jealousy words (Messy is not your boyfriend) and questions (what the positive issue from Canada is) from others.

They learned many things which did not learn the basic content knowledge of how people or the student introduce themselves such as name, age, born, address, favorite, and other basic information. But here they could introduce their close and far neighbor out of Indonesia such as the language, the culture, and the cuisine, the positive and negative issue of them which was building interdisciplinary learning, community based and problem posing. The information of each group was so rich and much information with five groups with presented different countries. That impact was the limited time forced us to be quick and rush their presentation which created other problems that made all the members did not actively participate or lack of the qualities of classroom dialogue among students. So we thought that it would be better to reduce the information that the student wanted to share and give a lot of space for open dialogue toward students' presentation in order they could express, share, and construct their ideas more through talks. While the students performing in front of the class some of them spoke Bahasa Indonesia. It seemed to me the failure of English teacher because in English traditional eyes it is not learning English, not soul English, it is not English. But, we need to look again at the processed by which the norm gets normalized. When I did analysis toward the students' perspective what they learned to connected to what they meant in our own mother language. It was much more touched or stick in their mind. I thought that it was meant a lot. English is not for killing other languages and or make English as major language than other. But, English is resources for students to meet themselves as multilingual students in their primary language.

Tutorial Making Lemonade 17 Agustus Grade 1

In this meeting, the students could see the diversity of other countries make their lemonade juice and then we as Indonesia could also take learning and sharing our lemonade especially celebrating our independent day and how they could mean these activities with independent day their lemonade 17 Agustus. The talk is about their topic "what they are going to do today?" here we learned about *will and to be going to* from America and Indonesia, the function, the philosophy, the procedure, and then directed them to make their own lemonade. Most of the pattern of the interaction was traditional interaction that is initiation from the teacher and respond from the students and follow up from the teacher again. Based on the results, most of the communicative strategies that each group had were more about collaboration, negotiation, debate, and complaining, praising, change information, humor things. The communicative patters were also various and intertwined among them. In these activities learning design, I found there were many Indonesia English variations and communicative strategies as well. Indonesia English variations were found such as ignored *tobe*. They used statement sentence instead question sentence and inserting right at the end of their sentence. They excessive use the words repeated the words. they used jargon language like *barbar* (brutal), *gabut* (starving), *butek* (muddy) with mix language, Indonesia and English. Special term by saying "it was called in Indonesia" such as *serai* (grass lemon), *telenan* (cutting board), *geprek* (smashing). *saringan* (filter), *memeras* (squeezing). Here is the extract of the students' dialogue.

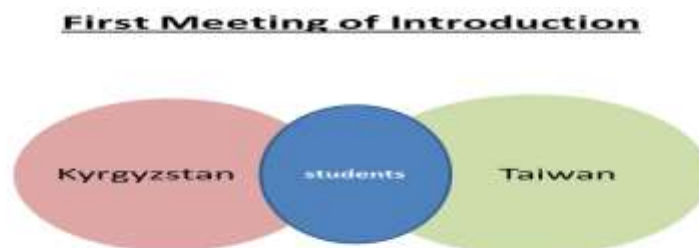
Extract 2

1. *Members: Hi guys. We are No Life. We are going to make. Lemonade*
2. *Rizky: The ingredient to make lemonade*
3. *Nina: There is pineapple*
4. *Saddam: There is lemon*
5. *Nina: There is gingers*
6. *Saddam: There is serai*
7. *Nina: Grass, Grass, ya?*
8. *Slyvi: We call it serai*
9. *Saddam: In Indonesia*
10. *Rizky: This is watermelon*
11. *Nina: And saringan*
12. *Sddam: We call It in Indonesia*
13. *Rizky: This is knife. This is bottle (it supposed to be cups not bottle) and this is our teapot*
14. *Saddam: slyvi: This is (pointed cutting board) telenan.*
15. *Slyvi: We call telenan*
16. *Saddam: In Indonesia we call telenan*
17. *Rizky: This is for constructor (it supposed to be squeezer). Let's do it. First we will peel pineapple*
18. *Nina: Semua ya? (all?)*
19. *Saddam: Sigap, cepat, come on come on*
20. *Slyvi: Hurry up, hurry up*

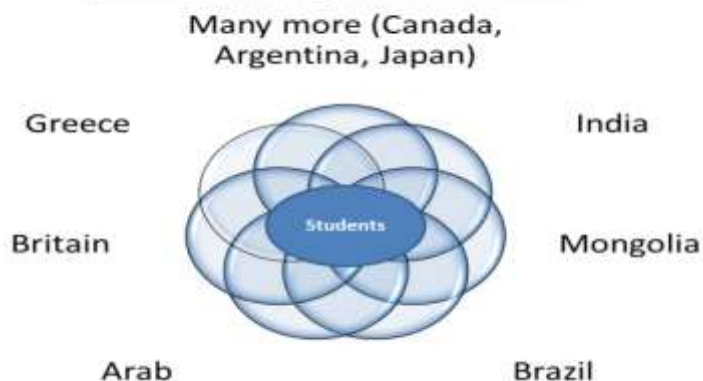
In shorts, there are many more we could find English variations of Indonesia English or nonstandard English included ignoring Ungrammatical sentences (no tobe, will+Verbing, incomplete sentence, third personal person without es/s, question sentence but stated in statement sentence), and used excessive words like very very, no no, yes yes, short word or basic words. They also used strategies in speaking English like asking their friend how to say that in English, friend's correction, used translator in hand phone. They tried to put their word in concrete situation (like connected with what they saw, what they did that they could point out and expressed it contextually) like *this is, that is*. They kept repeating their statements. They also said close meaning like *cover* instead of *lid*, division eat and drink instead of consumer division. I saw in their tutorial video, each group had free expression to share their activities in their limited or advance English. They did not shy to ask their friends about the words that they did not know and they were not afraid for making mistakes even they laughed together. Through their tutorial video and presentation of making lemonade, I found more Indonesia English variations from them in real context than in formal teaching learning setting. Moreover, when we connected in the context of globalization, our interactions are becoming highly unpredictable.

This following figure shows the students' exposures of many nation Englishes through EIL approach from topic *Introduction and what are you going to do today?*.

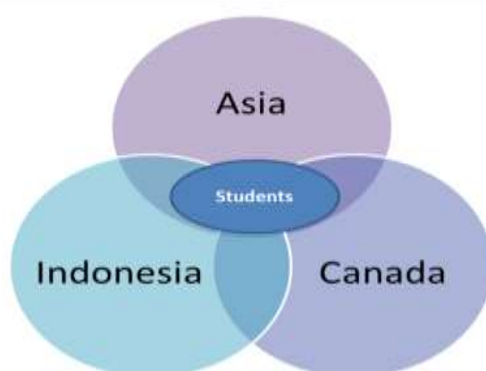
Figure 2. Students' Exposures of Nation Englishes through EIL Approach in Topic *Introduction and What are You Going to Do Today?*



Second Meeting of Introduction



Meeting of What are You Going to Do Today?



Teaching EIL Approach in *in Grade 2*

For the First Time to Interact with Their International Friend

The communicative strategies of Starlight, they introduced themselves to their international friend and then they asked the questions based on the listed questions that I prepared to them. Based on their interview, only Theresia spoke with the international friend. Meanwhile, the rest of the members did not involve in the interaction. They had international friend from Thailand which already assigned for them. While they were talking, they tried to find out the conducive place since at the time the class was so crowded since other group also had interaction with their international friend, but unfortunately, this group members did not speak communicatively to him because lack of confident and afraid to make mistake. Only Theresia and Fajar asked him, the other looked isolated themselves and be ignorant. They had called him around 12 minutes. Here is their note that they got by asking him about their party in Thailand. They seemed still hard to enjoy the communication, their discourse was limited. There was no question from their international friend like Chakree (Thailand) and Airi (Japan) and they kind of wanted to talked based on the listed questions only. Selfi said she did not know her well so hard to speak a lot and she did not want to speak mix language. Moreover, Aulia said that she also wanted to ask or not because she was reluctant to asked more. However, they actually had many questions in their mind. The rest of the members lack of confident so they were watchers, listeners, looked isolated themselves and be ignorant, they just greeted at the beginning of calling and the end of the calling.

The other problem was the time, the small sound from the hand phone, the small screen in of their hand phone, the noisy of their classroom while receiving their calling from their international friend, some of them said that that was the first time for them. One group was failing to connect with their India friend because of the crowded class. While the students presenting the information about their talks with their international friends they had, I did not ask the other students to follow up like giving respond and questions to their information from other country further, so the information that they got and shared to

the classmate as just superficial information that made the learning was not deep or beyond. Based on their respond from the interview, they just asked based on the listed questions it seemed that they saw these activities only assignment.

Tutorial Making Lemonade 17 Agustusan Grade 2 Version

At the second meeting, I shared some information about the party session two that was making lemonade; before we made lemonade, I shared the benefits of drinking lemonade, philosophy, the procedure from India and Canada from videos. When I share the material, the students were position themselves as traditional students. It could be seen from the pattern of dialogue in the classroom between students and me. It was rigid. They answered when they were asked, they gave short answer with one word or three words like yes, no, and simple words, and when I spoke loudly and spoke Indonesia than they simultaneously answered together with other. Here I spoke a lot than them. Some of them just listened, watched, paid little attention, and gave short answers. While I was teaching, I used bilingual speaking to them, Indonesia and English. When I asked them in Indonesia with the loud voiced then they started to respond with Indonesia and more confidently but when I spoke English and not loudly some of them seemed ignore my presence. Not all students entered this class while I was sharing this teaching material. Only 25 from 35 entered the class with permission (for preparing the independent days) and without any permission (did not want to learn). The class was forming in the group session. There were four group joined these activities instead of five group because Jimbols did not participate seriously. I tried to encourage them to speak or respond in English. Mostly, they had short answered when I asked them to answer. I prepared some videos from many countries such as first video is the benefits of Lemon from America English and then While they were listening the video of making lemonade, most of the students gave their full attention because it could be seen they were laughing while listening the India English speaking accent, then they paid attention to the action, wondering expression, and give comments to their friend about what they just saw. But unfortunately, the girls' squad who were struggling with English, they talked to their friends instead paid much attention to the video. Even, in the midst of the class teaching, some of the members went out and did not back. I also realized that I did not give any nurturing stance for them, that made them may be being ignorant.

Most of the students who gave responds were the students who sat at the front and centre they were Chinchin, Chihuahua, and Starlight. Meanwhile, the groups who sat little bit far from the front class were Girls squad and Jimbols who were struggling students. There are some slides I asked them to read in order to grab their attention and make them concern to what they would do. Then I explained what the ingredients, equipment, and instruction like making the video, the theme, and the time while making their lemonade. When started taking and sharing the ingredients to the students. The students became so brutal especially Jimbols. They were asking their equipment and ingredients which is not complete as other group. Even though, I already shared to them that the equipment needed to share to other group so they need to wait after other group finished using it. But, Jimbols was impatient and tried to take other group equipment and fruits. Moreover, Jimbols did not bring their own equipment that I asked them to bring like their teapot, knife, cutting board, and glasses. Therefore, the class became not conducive and so noisy.

Communicative strategies and resources of Starlight group, they introduced their two lemonades and the procedure as well and then they gave to other group to taste their drinks. They spoke interactively so they had intertwined. I encouraged all the members in Starlight to speak because I saw that most of the time Theresia spoke most. So the other members got turn as well. Here Rizky started to speak to introduce their drink, the theme, the ingredients that they used and the types of their lemonade. Then continued by Fajar, actually Ridho wanted first but unfortunately, he could not make it without any instruction from their friends. So Fajar did it to explained how they made their drinks. He shared it well, confidently and fluently with Indonesia English which did not reduce the meaning of what he was trying to tell. Rizky and Fajar also did not care about their grammar, they just talked and some word they asked to their friend or me. They used English communication strategies.

Extract 3

1. *Rizky: Ok, our theme is August 17, because this is our flag. This is red and this is white*
2. *Akhtar: Look at this red and white*
3. *Fajar: So what about this orange?*
4. *Rizky: There are watermelon, pineapple, sugar water, sugar water, lemon, water of course. Continue (asked Akhtar but he did not want)*
5. *Ridho: Aku mau, tapi aku ga tahu gimana bilanginya*
But then Fajar explained it because Ridho seemed hard to put the words without any instruction from them. So at that moment while Dawn started speaking he went out for a while.

Fajar: How to make this drink first, you have to cut the fruit into small pieces and then kotak kotak like that

6. *I: Dice*
7. *Fajar: And then you mix it with the lemon water. Yes, it can be so sensation and then we will make it topping with the orange*
8. *Theresia: For the decoration*
9. *Fajar: like that*
10. *Rizky: so what setengah rasa?*
11. *Theresia: Half*
12. *Rizky: So half sweet and half sour. So fresh*

After introducing their drink, they called Girls squad to tried and they reassured that the other group members would not be disappointed to test their drink. While other group tasted they admitted that their drinks was good and nice, good combination, it could be drink for celebrating 17 Agustusan, the independent day events. They also got comment as well that their drink was too sweet. I also tasted the drink. It was nice and fresh. All of starlight members were happy, proud got positive feedback and I thought that they deserved to get it because from all group they did seriously, creatively, and thoughtfully.

Communicative Strategies of Chihuahua, they presented their drinks and had suggestion or feedback from other groups toward their drinks. There was one member was confident to present their drinks. She tried to speak English to present their two different drinks, lemonade with pineapple, watermelon, and lemon. And the second drink was orange with lemon. She spoke mix language, Indonesia and English. When she did not know the English word, she was trying to ask me such as cinnamon, sugar water, squeeze, mix, decoration.

Extract 4

1. *Veronica: campur apa?*
2. *I: Mix*
3. *Veronica: Oh we put our pineapple to this drink kok diam wei. And we mix orange peras aja?*
4. *I: Squeeze*
5. *Veronica: Squeeze and we put kayu manis apa?*
6. *I: Cinnamon*
7. *Veronica: Cinnamon and we put ice. Ok ini sudah selesai (they turned their drink to the second lemonade)*
8. *Veronica: Kita putar putar. Terus itu, and then this is watermelon, lemon, and pineapple. We put lemon, water, air gula apa miss?*
9. *I: Sugar water*

But the other members, like Citra and Fatimah relied on Veronica to explain their drink. They kept silent while Veronica was speaking. She spoke with Indonesia English variation like inserting Indonesia language and did not pay attention with the grammar the fruit is (ignoring the plural noun and plural tobe). They got some feedback from Chinchin, they said that their drinks was sour and abstract. They also put grass lemon to their drink that was not matched. So it would be better not put it or they need to boil or smash first before they combined to their drink, but overall it tasted good. Here again from Chinchin only Aulia, Sri, and Natal shared their suggestion toward their drinks the other kept silent like Selfie.

Communicative strategies of Chinchin, they were telling how they made their lemon, sharing their condition of lack of equipment and negation how to make their own lemonade. The most speakers were Aulia and Sri. The other did not speak much because they were hard to put words. They did not explain all their process of making lemonade. They had many pauses at their video and the only student, Aulia, spoke in this video recording. The other group members (Jimbols) took their equipment like their knife and fruits that made Chinchin were rage. But for overall they enjoyed making their lemonade and sometimes they ate their lemonade together. They made two different lemonades: lemon with pineapple and lemon with orange. They made beautiful topping. In their presentation of their drink they explained how they made them. There were Aulia and Sri again who took part to explain it because they according to them these two friends were good at English. It could be seen when they explained their drink better and fluent enough with their mix language in front of the class.

Extract 5

1. *Sri: For this drink (the first variation of their drink) we use watermelon and lemon for the main apa bahan utamanya. Kami juga pakai jeruk, orange. Ini kayu manis apa miss?*
2. *I: Cinnamon*
3. *Sri: Cinnamon and pineapple too and we put water and ice and apa? Sour water and for this drink (the second variation) we use orange and then we squeeze it and mix it with lemon and sugar water and we we add water and ice and pineapple too. For the topping we put cinnamon and this orange.*

They got feedback from Chihuahua, they said their drinks was not delicious because one drink was no taste and the second drink was too sour. Chinchin responded that they put much lemon there and so they made water much to reduce the sour and they had no sugar much. The atmosphere while they were presenting was so exploded because they got tight comments which made some arguing among Chinchin and Chihuahua, but still joyful and laughed.

Girls Squad Group: Communicative Strategies, they shared how they made their drinks to their classmates and only two from four of them spoke to share their drink in front of their classmate. This is the pattern of their talks Risa, Putri, Risa, Putri, Risa, Risa, and Risa and another group feedback (Theresia and Rizky). They made their drinks with two different lemonades. They are lemonade with fruits (pineapple and watermelon) and original lemon with sugar. They had simple drink than others. Risa explained their drinks. At the time Risa asked me, whether they have to say in English or not and I said you could mix the language, Indonesia and English. They also ask some words to me like cinnamon in English, and used ungrammatical sentence. However, the rest of their friends like Widya and Laila did not speak. It seemed that they had no word to say and looked so powerless.

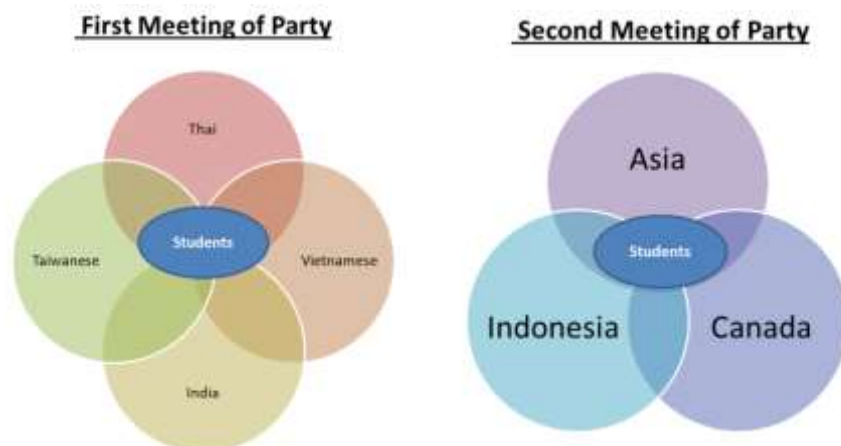
Extract 6

1. *Risa: Hi we are from girl squad. Ingin menjelaskan apa yang sudah kami buat. The first kami we make lemon tea*
2. *Putri: Lemon original not tea*
3. *Risa: This is apa miss? (Pointed out the cinnamon)*
4. *I: Cinnamon*
5. *Risa: Lemon tea original with cinnamon. Jelasin lah*
6. *Putri: Dan ini ada sop buah. Ada nenas dan semangka*
7. *Fadilla: Pakai bahasa inggris*
8. *Risa: Kami membuat lemon juice*
9. *Putri: Lemon segar. So good (Lemon, so fresh, so good)*
10. *Members: Laugh*

From their presentation, I saw that they were not confident with their drink and felt sorry for not making good drink because based on starlight group feedback they said that their first drink was not bad but the second drink was too sour and they suggested to taste first before serving and added little sugar more.

This following figure is the students' exposures of Englishes and English learning while interacting with their international friends to ask how their international friend celebrate their party and related information about that and then the next meeting, they made their own celebration "independent day" by making lemonade after acknowledging other nations' version.

Figure 3. Students' Exposures of Nation Englishes through EIL Approach in Topic Party



Grade 2: Offering & Suggestions and Opinion & Thought

When the students learned the other topics, we also could see their progressive and attention in topic *offering* and in topic *opinion and thought*.

Seeing Social Problem across National Boundaries

In Topic offering and suggestions, teacher taught by connecting the global issue so the students would have sensitivity and awareness to give contribution locally and globally toward the problems that exist from other countries and our country as well. They learned about kidnapping from many counties such as from Nigeria which has highly rate of Kidnapping and Kyrgyzstan as well. Then the other countries that gave solutions toward this problem as an offering and suggestion such as they were from Indonesia, America, and Brazil. In topic 1, Miss Ida and I seemed not achieve the goal of the learning because both of us did not well prepare our material (Miss Ida and I had limited time to discuss and design the lesson plan), the time management (operating facilitation like projector, cable, loudspeaker, etc.), and the students' condition (they were kept silence, not active, passive, lazy to do homework. Moreover, some students did not join the class or they skipped the class) that made the first topic teaching and learning within two meetings was teacher center or rigid classroom learning. In topic 1, the English variation that teacher had was *sister class* instead of *senior* (close meaning) and mix language while we were teaching and students as well when they answered the teacher's questions they used mix language or and Indonesia.

The first topic the students learned the factors of this problem why it was happening and the solutions toward this problem. They learned that each country had problems and solutions that might be able to solve this global issue as they had seen from the videos or YouTube. They had sympathy to do what they could do as local and global citizen. So it needed not only end with the content of subject matter that was expressing offering and suggestion but also the real meaning of this topic to be able to give suggestion and offering from the smaller to wider issue. The more extending our contribution to global is the more important English role in our lives. Topic 1 I did realize that my teaching preparation was lack. Therefore, I should have deep discussion from the students to share their suggestions and offering about the case of countries that we learned, careful to choose the material of English proficiency level, and more emphasized students' voice to ask their wants and needs how they wanted to learn and have task for this topic instead of unilateral decision from me by ignoring their contribution and ideas to involve making this assignment plan. It would be much more empowering to the students and gave much space for student-center and share the authority to have this lesson to let them more immerse to this topic with EIL approach.

What's in Your Mind (another people's Mind)?

The goal of topic of opinion and thought was to help the students to share their opinion and thought about their friend locally and globally. Locally they could share their opinion about their friends' personality, favorite singers, actress, fake versus real friend, success versus fail, beautiful versus ugly, tips studying English and connected to global news and information included Singapore, India, and America resources. In our interaction the students preferred to have fun class with many laugh and desire attention to the students' ridiculous idea or stances. The class was little bit noisy especially when their attention was disturbed by their friends. That was why sometimes I asked them to read together to grad their attention and to concern to what we were going to do. I found some difficulties that they faced while learning in the classroom. Jimbols, were hard to make a question into English so they negotiate to make in to English and they also were afraid to share their agreement

because it is in English. Most of the students had short answers and sometimes they could not put their words and mostly the students who are good at English spoke dominantly in the class. I could say that they could answer easier if the question yes or no or just needs short answer, but if the question about giving elaboration they kind of hard to share their ideas in English.

In this relearning of teaching, the teacher could fix this with giving trigger questions with students' world in the future. The other problems were from the facilitation from the projector was quite inconvenient, there was a lot of black spot on the screen moreover most of my material was using video. I lifted the laptop above with my hands so they could see well. But still it could not cover whole side. Therefore, based on the video recording, not all students saw this video at the classroom. In topic 2 I tried to make the level of learning easier and not demanded so I did not ask them to have homework. There were some missing activities (e.g. I did not follow up or asked why they gave their opinion and thought toward their statements, choices, similarities, differences). In my teaching I was emphasizing speaking and listening and hands activities. But I ignored writing and reading activities. I should carry out the literacy skills which are also important to experience with for example mass media here the writing which is low tech media to do self-writing about their thematic inquiry which related to opinion and thought. English variation that I found from topic 1 the grammatical error (e.g. what the learning English your like?), translate from Indonesia to English directly, overgeneralization (e.g. we are not hear), mix English (e.g. how to be a police *menurut kami*), closing meaning strategy (e.g. their group is cross), ungrammatical structure (e.g. how to be confidence when you speak in public?) but most of them were understandable among nonnative speakers and moreover if among of them connected to the context of what they were discussing. It was also supported by some scholars, the inclusion of first language (L1) users within ELF interactions showed that native English speech no longer functions as a benchmark for ensuring communicative success (Jenkins, 2006; Seidlhofer, 2011). Instead, what has traditionally been seen as language error in English as a second or foreign language is treated as a language variant (Jenkins, 2006), with ELF interactions "likely to include borrowing, code-switching, and other types of crosslinguistic interaction" (MacKenzie, 2014, p. 4) due to the common multilingual status of its users. Considering the specific language ELF users produce and the communicative strategies they employ to allow for mutual intelligibility, Crowther & De Costa (2017).

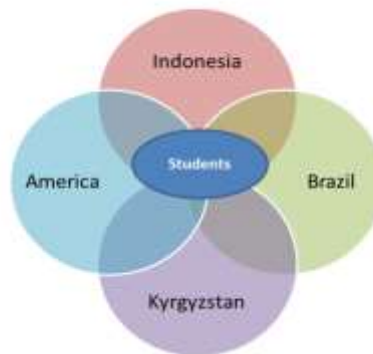
In the following figure, we could see that the students' learning about the social problems among nation and how others' country might give their suggestion based on their case like in Kyrgyzstan's case and other nations like America, Indonesia, and Brazil. In opinion and thought, the students learned to respect the same and or different opinion and thought about something.

Figure 4. Students' English exposures from nation Englishes in Topic *Suggestion & Offering and Opinion & Thought*

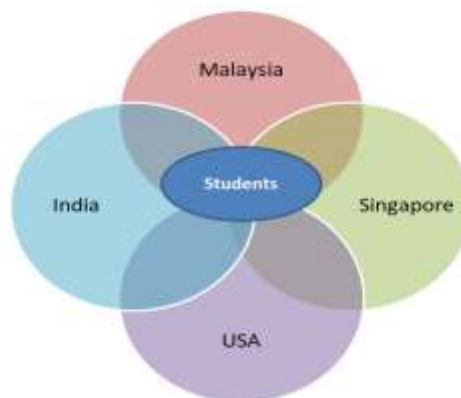
First Meeting of Suggestion and Offering



Second Meeting of Suggestion and Offering



Meeting of Opinion and Thought



Implications

One of the teaching approaches of EIL by having meta-awareness which is introduced by Dogancay-Aktu & Harman (2012). I took this method in designing these curriculum units by considering the place, the proficiency, the praxis, and meta-understanding. This is that we could understand how we needed to see the students proficiency from each grade, the exposing of places both nonnative English and native English, the praxis (included thought, desire, and action of each grade), and meta-understanding in term of the linguistics, identities, cultures, and pedagogy skills. Here is the retrospection of each grade.

Grade 1 EIL teaching

- Proficiency: Based on the students' background, most of the students had good English record year learning; they could listen, speak, read, and write English basically. It could be seen from the information of the participants in chapter 3.
- Praxis: they had strong desire to study English, most of the task and activities were accomplished, had high expectation to get involved with global expanding in the future. The teaching design for their background, the first topic goals the students were able to introduce their personal and national identity as Indonesia and also they know some information about their close and far neighbor as their modality to prepare them to be a global citizen and use English as an international language user. Like in the second topic goals, the students concerned the English variation with cover non-native English speaker and native English speaker to say and teach congratulation and compliment. The third topic, they could see the diversity of other countries make their lemonade juice.
- Place: Each topic of the lesson was learning from expanding, outer, and inner circle. First topic one, they had introduction from me who studied in Taiwan and my collage, Kyrgyzstan. Then second meeting, they introduced themselves as Indonesia students, their close (Japan, India, Mongolia, and Arab) and far neighbors (Canada, Greece, Great Britain, Brazil, Argentina). Second topic, the students got learning congratulation and compliment from Arab, Spanyol, Japan, and Indonesia. They also were exposed with their international friend from Taiwan, Malawi, Japan, Vietnam, India, and Thailand. Third topic, the students knew some ingredients of making lemonade from Asia and Canada. We also matched the phenomenon in Indonesia, independent day and embedded with the activities.
- Understanding: First, understanding in term of Meta-linguistics: the students getting to know the nation English like Indonesia India English, Japanese English, America English, British English, Arab English, and etcetera like in gratitude, greeting, saying congratulation, compliment, and name of exotic cuisine, and places. Second, understanding in term of Meta-culture: they learned flag, map, written languages, famous island (Bali), food, habits, and drink, negative (teenager problems such as drugs, smoking, early marriage) and positive issue. Third, understanding in term of Meta-proficiency: Based on their performance, they were good at expressing their ideas, soft skills like collaboration and teamwork, matched with the students' interest (positive issue from other countries, tourism, traveling), favorite (international actors and actress), teenager issues (games, assignments, love, football, technology, kidnapping, early married), massive media (YouTube,

Instagram, Was sap, PPT, doc, drama, tutorial, songs, pictures, video), and update. Fourth, understanding in term of Meta-identity: They learned how they saw themselves as Indonesia (motherland lover, mindset change, proud, and criticism) and how they learned other countries both the positive (inspiring, motivating, and homework for their future responsibility) and negative issue (gratitude of what they had in Indonesia, empathy, and motivating). Fifth, understanding in term of Meta-pedagogical: the students had presentation to introduce their close and far neighbors in front of the classroom; they had interaction with international friends, mini drama, and tutorial making lemonade, giving feedback to their performance.

Grade 2 EIL teaching

- Proficiency: generally, the students had special characters and the teachers need extra energy to the classroom management. In their opinions, English was hard, they felt nervous to speak English, complicated, hard pronunciation. The students were more struggling to make sentence.

- Praxis: The students wanted to learn English and good at English. They needed nurturing English teacher who could help them to learn English slowly and stepped by step. First lesson, the goal of the learning the students had sensitivity and awareness to give contribution locally and globally by knowing the problem and potential ability to be shared since each person, community, and country has complex problems as weakness and potential ability as power to share with. The second goals of topic Opinion and thought, the students could share their opinion and thought about their friend locally and globally. The goals of topic three were the students getting to know some parties from international friends, how they celebrate that and express the celebration with the special drinks like they could see the diversity of other countries make their lemonade juice for celebrating independent day like in Indonesia with Lemonade 17 Agustus.

- Place: the students learned their first topic from Kyrgyzstan issue like Kidnapping, and Then I led them to the other countries that gave solutions toward this problem as an offering and suggestion such as they were from Indonesia, America, and Brazil. The second topic, Opinion and Thought, they shared their opinion about their friends locally and globally I connected with the popular actress out of Indonesia like Malik Zank, then I also brought some videos like from Singapore to show how they mean and determine real friend and fake friend. I chose this because this idea suit to teenager's life and definitely different people even country have different point of view. The second video is about tips studying English from India to give them some ideas especially the students who were struggling with English and it also would asked the students' opinion and thought how they ways to study English effectively. The third topic, they called my classmate and collages (Thai, Vietnamese, India, and Taiwanese) from NDHU, Taiwan. And how making Lemonade from India and Canada.

- Understanding: First, understanding in term of Meta- linguistics: most of our talks were hearing their friends' opinion about their classmates (similar with whom and with what character), their favorite singer or songs, their opinion about real friend and fake friends, and the opinion about beautiful vs. ugly and success vs. fail. All of the ideas definitely expressed the agreement and disagreement toward their friend brought different opinion and thought for each person and group. Second, understanding in term of Meta- culture: the students knew how other countries celebrate their national party with the drink and food and the meaning of those representations. Third, understanding in term of Meta- proficiency: they could express their suggestion and offering based on the case they had included locally and globally. They could share and asked their friend opinion and thought, the students shared the benefits of drinking lemonade, philosophy, the procedure from India and Canada from videos. Fourth, understanding in term of Meta-identity: how they could see their identity as Indonesia in term of their nation English and other nation English, they knew their presence as local and global citizen to express their suggestion, offering, thought, opinion toward issue and ideas that the students ad. The last, understanding in term of Meta-pedagogical: this grade less same like grade 1, most of the meeting just did in presentation with video, songs, short reading, exposure from inner, outer, and expanding English circle, communication with their international friends, and tutorial making lemonade. Miss Hasni and I designed this teaching approach by paying our attentions to some Meta points. Those Meta perspectives brought the complexity, integrated of each other, and go beyond single dimensional.

My Technical Teaching Reflections

It is a fruitful journey for me to conduct a research where the school members allow me to work with them to develop and implement EIL curriculum in their classes. I was so enthusiastic to introduce, teach and promote this ideas, paradigm, and approach to the students and teachers. I felt like they inspired and motivated of this teaching approach especially while I brought my international friends included the video recording and actual interaction with them (Japan, Taiwan, Malawi, India, Thailand, Vietnam). Some of them enjoyed to get exposure with international issue that go beyond their subject matter that they usually had and set. We tried to build interdisciplinary learning such as the language, the culture, and the cuisine,

the positive and negative issue of them which was building interdisciplinary learning, community based and problem posing. They actualized their learning through presentation, drama, and making tutorial of lemonade. Here we adopted the topic, EIL approach (English nation variations) and the phenomena of our community, Independent day which was emphasizing orate or authentic communities than rigid official curriculum or syllabus or textbook for society goals instead institutional goals. Based on the discourse strategies and resources we had, the students spoke with various language functions, free to express their own English variations, and had complex communicative pattern that was seen from their performances in presentation, drama, and tutorial. Here we tried to make it as natural talk as much as possible. Therefore, they had deep personal engagement more. How they meant Indonesia with other countries, how they meant independent day while actualizing their drama and how Indonesia roles to share their independent day to their international friend, and shared their ownership of lemonade to others in their tutorial.

The things that I needed to give attention that is the technical problem especially for the class who had problem with classroom management to win their heart, concerned their interest, not ignore their needs, and open dialogue to them by getting to impart with them and struggling students who hard to put word in English needed to give motivation and enforcement to breakthrough their English learning problem or English perspective issues. The other things, when it was connecting to real communication with their international friends. I need to have plan improvisation (well plan, plan, plan!) such as: The media interaction: laptop would be better than hand phone which consider the screen and the volume; The signal connection: I need to make sure that the signal was good enough so they could communicate smoothly; The time: I should make a lot of space to let them communicate freely which is not rushed by time so they also could share what they had talked with him or her to their classmates; Making well appointment with the international friends and have some alternative if suddenly the unexpected happen (which could not reach the initial target); Motivating the students to see and mean these activities for building good relation with global friends; Encouraging each of member to participate to communicate. Moreover, from the results also said that some of them reluctant to speak and have no idea to talk and see it as an assignment. From this case, I should encourage all the members to speak and asked the questions as much as possible and see this experience as building relationship to have global friendship instead of as assignment and codevelope the classroom interaction more livelily by opening dialogue among students to follow up the information that they got from their international friend.

The other suggestions for the passivity of the students while having video call and chatting with their international friends. Probably, their international friend came from them, same age, same grade (senior high school), and it continuously had interaction not just one or two shoots. Maybe some of their attitude was accepted and understandable. As some of them mentioned that they had no idea to talk about, they did not know well their international friends. It made sense. From their arguments, they would like to confirm that the international friends were much better from them or much similarity or match with them. The other case, I should carefully know the student's condition, burden, needs, and wants in order I did not lead them to miss-educative experience to learn English. I should codevelope the communicative dialogue while designing and learning process to collect their thoughts, interest, and needs. Moreover, I needed to prepare more a lot of exposure or mass media learning, not only emphasizes in speaking and listening from the videos but I should be able to develop the learning with literacy skill, writing and reading.

This teaching also helped me to see the teachers' struggling in teaching English which they position themselves as educator, promoter of English, and effective English teacher that contrasts each other. But I thought that we need to see the very meaning, the very essential of English teaching and learning in current moment by moments and put the students as the center of our service instead of giving fake hope for them by following rigid curriculum, obedient to the authority, and denying our calling as being effective English teacher that would not stand for them to be successful using English in the reality of their life.

Empowering English Teacher and Students

English Teachers

English is undoubtedly one of the most challenging languages to teach due to its many varieties, its use in cross-cultural exchanges and its lack of a clear cultural basis. Yet at the same time it is the most rewarding to teach since it is a language with great geographical and cultural reach that allows people to engage in cross-cultural exchanges and to access a wide array of knowledge. Given the complexity of the linguistic and cultural basis of English, it is imperative that all pedagogical decisions be based on the local linguistic and cultural context and be made by informed teachers who adhere to the principles discussed in this article. identity is prime, and where the heterogeneity, diversity, and difference of its professionals is not treated as problematic but is acknowledged and prized. Base on the results, EIL is applicable in the Indonesian context

and the implications where there are specificities to the variety of English spoken by Indonesia that can be legitimized and not considered as deviant or problematic in English learning. The other side, it important to fight for the judgment from their friends and society was very real battle for EFL learners. They become corrupted upon them and were suffering to study English. If the students were not motivated, not given critical thinking, and perspective of nowadays English variations which is much fluid and varieties, the students would feel as fail students, unworthy, and bad English users. Moreover, they as the victim now would be doer in the future. This is the calling for English teachers should give much attention for this issue for their better students and also among English teachers. The solutions as mentioned above by giving more and more exposure of English nonnative language.

Students

Without the awareness of such potential power struggles associated with EIL, learners may internalize a colonialistic view of the world (Pennycook, 1998) and devalue their own status in international communication. An understanding of the role of NNSs in shaping the future of English is essential for EIL users. The limited exposure to English varieties in the classroom may lead to confusion or resistance when students are confronted with different types of English users or uses outside of class. The exposure to different forms and functions of English is crucial for EIL learners. Therefore, help students develop a more comprehensive view of the English language accordingly. For me, one of the best ways to improve in linguistic since we had no much exposure to meet directly with foreigners like the students had mention either. That was reading extensive for pleasure and reading intensive for academic goals were helpful to have elevate our vocabularies and sharpen our comprehension and critical thinking that made us become additive to read more and more. Moreover, when I had enjoyment to read English books gradually, I preferred to read English version than Indonesia because there is more accurate information, complete, various choices, and more interesting. The other exposure is from watching YouTube to get used peoples (both native and nonnative English speakers) expression in term of language features, ideas, and cultures. So we could follow their speaking speed either slow or fast and moreover it is more alive and authentic exposure to learn the speaking communicative strategies in real interaction. When I was doing analysis on this research, I was reflecting myself. I admitted that the traditional way of my learning English record contributed to what, how, and where I am now. But when we talk about the inefficiency, the sacrificing, and the destructive mindset that I faced, it was too much and it should not happen to me or to my late students, my lately students now, and my future students. Learning English is not merely about grammar, structure, pronunciation, writing, vocabulary, reading comprehension, facing test, meaning or definition of each expression in the book like introduction, congratulation, compliment, suggestion, offering, what we are going to do, and so on and so forth. But, learning English with giving exposure of English from video listen the speaker, hear the story that they brought, giving reading English book for extending and extensive reading with story based on their age or level, showing many different people all over the world using English with white people, black people, Asia people, and European people. That's more than enough for me to see how English works on this earth. global education may be defined, in the context of language teaching, as education that aims at 'enabling students to effectively acquire and use a foreign language while at the same time empowering them with the acknowledge, skills and commitment required by world citizen for the solution of global problem'. this current teaching class, which gives the students opportunities to analyze global problem through real time world news, is one effort to incorporate global education into the teaching of EIL.

ELT policy and curriculum

According to McKay (2002), learners need to be presented with cultural information in the textbook that can be process reflectively so that learners can explore cultural difference'. That is understanding the general nature of cultural difference is more important to communication than mastering the cultural specifics of a given inner circle country or another specific circle and how culture is generated in socio-political context and is continually changing/reproduce that broadens the possibilities that allow hybrid forms of expression and worldview. the needed fixing institutions as what students and teachers' problems. The teaching of EIL is inextricably linked to the stories of its worldwide spread; its changes in forms, functions, and users; and the politics of the language. In other words, EIL is not a neutral possession of those of the inner circle to be learned according to their norms, but a topic of study itself, consisting of examples of diversity of functions (Kachru, 1992), coexistence with indigenous languages, use as the medium of education or language of law, service as the vehicle for international communication, and change through nativization. a goal in this curriculum is to marry critical thought to everyday life by examining daily themes, social issues, and academic lore. this approach contrasts with traditional pedagogy, which expects the students to adapt unilaterally to the standard curriculum, with its academic themes and formal language of both teacher and texts.

How much do you really know about language? literacies? cultures? knowledges? testers and publishers should not continue to promote a strong NS bias there is sufficient evidence available how English is used around the world-and by whom-for them to be able to include other users and uses of English than those of the inner circle. with many English used more and more as a tool of communication between people who speak English as a second or foreign language, we should look at the issue of international intelligibility and acceptability not from the viewpoint of the 'old varieties' of English alone, but from a truly international perspective. In Indonesian context what this implies is using classroom time to critically engage with the English already in the local environment, for example in consumer product labels, billboard advertisements, popular TV programmes, magazines and songs. As Seargeant and Erling (2013) point out, the rapid expansion of the internet in Asian countries has the potential to democratise access to English and provide vastly increased opportunities for practice. EIL pedagogy needs to adopt a critical perspective where English is promoted at the expense of other languages. The global spread of English as a language for international communication does not logically, and should not, threaten bilingualism and multilingualism. The very fact that the majority of English use is now by non-native speakers of the language means that the most of English language speakers are today bilingual and multilingual. Crystal (2003) asked is standard wrong? No, standards exist to avoid the dangers of variability. we rely on a uniform system of weight and measures, because we know the scientific problems which would arise if we did not. we require our coins to be a fixed shape, weight, and design, to safeguard ourselves against forgery. in the relation of language, where the primary aim is to communicate meaning. the danger we face is breakdown in comprehension, which might range from a mild problem of mutual understanding to total unintelligibility. is nonstandard wrong? No. For the most part, there is no problem. language is such a complex, flexible, and sensitive mode of human behavior that most people use it instinctively to meet their local communicative needs without any need for special measures. especially when a society consist of a small and relatively isolated group in English as we are Indonesia, multilingual users, English as foreign language and English is ours. there is no bad or wrong English any more. This uppermost perspective should reflect in ELT and English curriculum in Indonesia.

Limitations of the Study

This research was limited to see the students' progress in score since this study emphasized how the teaching and learning process with EIL approach, the students' lacks, interest, and value, and also the identity growth toward EIL approach which seemed long and abstract (open learning progress) which was the term impact or the pedagogy I adopted was more indirect outcomes. The proficiency achieved may not be immediately visible. My pedagogy is designed to make my students lifelong learners instead of following how this approach impacted to their academic achievement in the short. The other issue of this study, it was done within one month for five meetings and three topics. It would be useful to do it in a longitudinal study to implement massive exposures and media to see the process and we could better understand what kind of challenges, strategies, English teachers' encounters both professional and novice English teachers.

Final Remarks

Understanding the plurality through EIL teaching is something that we need to implement carefully by understanding the magical consciousness that exist in English education, understanding the making meaning of this English existence, how to prepare, and embrace them in our teaching and learning English (included faculty members, ELT and curriculum, stakeholders), peoples' identity, and country. That is Indonesia with many tribes, many languages, many islands, many natural resources, many human resources, many positives and many negatives issues as homework for the students to work now and ahead. By doing so, we would be able to have a critical consciousness to see the singularity of learning English will not rooted and created the oppressed EFL students and teachers in the future anymore. Instead of mocking and under estimated toward Englishes, they see it as legitimate, valid, good, equal, and precious for they know that is as one of their own identities. Yes, the power of English as an international language can be one of good tools to work on their earth.

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