Controversies and Possibilities of Teaching and Learning EIL Approach: A Case Study in Indonesia

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Abstract—This study investigated the potentials and obstacles to learn and teach English as an international language (EIL) approach in one of senior high schools, in Tebing Tinggi. Indonesia. 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. There were 6 English teachers and two classes (grade 1 and grade 2 which were approximately 60 students) in senior high school were interviewed designed to gain an understanding of both English teachers and students' perspectives on English as international language (EIL) to get deep information about their tensions, conflicts, struggle, and challenges EIL teachers and students may experience before and after teaching and learning of EIL approach in five meetings. From this result, we could see there were some fertilities and infertilities that we got from implementing and acknowledging this approach. The fertilities that we cultivated were the students learned these topics as knowledge, embracing bright future of learning English, getting to know foreigners and countries, good experience with international friends, learn about their own country (transforming, reflecting themselves as Indonesia, proud to be Indonesia), well understanding the function of English, and fulfil the students' needs. The other side, the infertilities of implementing EIL approach were they had deficit perspective toward themselves; they did not know about Englishes since it was never taught by their English teachers, bad environment from their community, their preferences and saw Englishes as an error and wrong perception about Englishes, and facilitation and resources as well. From the teachers' perspective, there were also controversial and possibilities of teaching EIL in this school. They welcomed to the nature of English and getting to know EIL approach, well understanding of English as a tool for students' future, and willing to pursue English teaching effectively. But, they concerned to the students' problems, teaching beliefs, preferences, lack of understanding of English variation diversity, curriculum and textbooks. Those problems made them afraid to make any risk, little faith to apply EIL, and created two different worlds of English standard and nonstandard English. By seeing those results bear fruitful pedagogical implications for learning and teaching English, they are meta-awareness; broaden exposure of English learning and teaching, and open English pedagogy.

Index Terms—English as an International Language (EIL), world Englishes, English language teaching.

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I. INTRODUCTION

English is not belonged to certain kind of peoples and countries, not exclusive, not used to communicate to Native Speaker of English solely. It is also called as a pluricentric ideology that English is for everyone or pluralistic ownership of English as in [1]-[7]. Because of this expanding status, English itself has a sharp increase in the development of new varieties of English that creating an unprecedented kind of linguistic diversity. This understanding expressed English in different way perspectives such as World Englishes (hereafter WE), English as Lingua Franca (hereafter ELF), and English as International language (hereafter EIL), as in [1] to call it as the "anti-normative paradigm" or to talkback the traditional meaning of English.

Understanding the reality of English nowadays seems contrast with the learning and the teaching English in Indonesia case. I said this because I initially interviewed the senior high school students as my participants to observe their English understanding, English background, and their problems while learning English and how they saw themselves as English users. I found that the students were very well to acknowledge diverse perspective of English truth in term of functions and roles like career, communication with international people (non and native English) and they also connected their connection of English to their interest (movie, music, book, games, *etcetera*). But those acquisitions and resources were led to Standard English or legitimate to the dominance that emphasize the supremacy of Native English like how better, how nicer, and more understandable than nonnative English. However, still based on their explanation they were facing difficulties to study and use English such as regular or irregular verb that need to be paid attention according to the signal time (past, present, and future tense), not fluent to speak English, and hard to respond immediately, limited vocabulary, and hard to know or follow standard Received Pronunciation. Therefore, most of students admitted that they were not good at English include students who had a late or long record of learning English and both proficiency and struggling students.

To examining and exploring this current issue, we did further research in one of senior high schools in Tebing Tinggi, Sumatera Utara, Indonesia. This research attempts to contributes to the current discourses on teaching English. Specifically, the objective to investigate the potentials and obstacles to learn and teach English as an international language in one of senior high schools, Tebing Tinggi by seeing the teachers and students' strength, opportunity,

weakness, and threatens of adopting EIL model approach. The significance of this study to provide a picture of teachers and students' fertility and infertility to deal with the area of current English teaching, EIL approach based upon their cases related to the ideologies, resistances, challenges and strategies for development of critical consciousness and explore possibilities for reconstruction of knowledge and engagement of EIL approach and also to raise consciousness and to have awareness for educators, teachers, and students to deal with the area of current English teaching

II. REVIEW OF LITERATURE

Reference [8] considered the term EIL to be "an umbrella term to characterize the use of English between any two second language (hereafter L2) speakers of English ... as well as L2 and L1 speakers of English" In our increasingly diverse communities, it is necessary to reject the monolingual focus in EIL pedagogy as the norm and pay much attention to multilingual in the local and global communities and situate English language education in global/local multilingualism.

The construction of EIL ideas is moving from the Globalization spread the massive acquisition (all aspects include Language) as in [9] and [10]. Second, the demographic users: Nonnative Speakers is more populous than Native Speakers as legitimate and powerful proficient English users as in [4], [5], [11], and [12]. Third, dynamic linguistic which is creating English become more worldliness of English, World English, Englishes, English variations as in [13]. Fourth, the re-nationalized of English based on the function and language use as First Language (L1), Second Language (L2), and Foreign language (FL) as in [3]. Then it shows the contextualizion and Recontextualizion which is embedded in and intertwined with community, identity, and culture in day by day existence and everyday context of diverse peoples and it signs to go spread more than learning and teaching UK and US context as in [5]. The broken, error English, nation English, variations become resources, legitimate, and powerful proficient as in [1] that misunderstanding is inevitable, negotiation displays continuously. The more important of language communications are understanding or comprehension, intelligibility, interpretation of language variety than Standard English and Received Pronunciation as in [11]. By seeing this fluid English language, it is important to see teaching EIL does not only concerns on the linguistic but also it concerns the process in interaction or communication.

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 Dogancay-Aktu & Harman cited in [14] suggested meta-awareness, [15] border-crossing communication, communicative language teaching (CLT) [16], and cultural language teaching [17]. In Japan by seeing the dorm dependent of Native English language, [18]

designed and had clear actual process of implementing this approach in Japan, even they make a special program Japan English Teaching (JET) here teachers could invite international visitors and residents in the community to the class. If face-to-face interactions are not possible, teachers can introduce different varieties of English through e-mail exchanges, projects that require students to visit Web sites in various Englishes, or by showing movies and video clips of World Englishes speakers. Extending the notion to classroom assessment lead to encourage students to use the language more, feel more confident about their ability to communicate in English, and focus more on being effective than being native-like, which may overlap but are not the same. For example, a test in a speaking class may focus more on general comprehensibility than on how closely and precisely students manage to imitate NS pronunciation and intonation. Replacing one of the traditional tests with an alternative mode of assessment, such as role play, oral presentation, poster session, or portfolio go beyond grammatical accuracy. It appears from the aforementioned investigations that most attention has been paid to perceptions and attitudes to global English. But, there has been little work done to examine teachers' perspectives on the recent changes in the role of EIL with regard to the high demand for ELT in Indonesia and how these opinions are informing their teaching practices.

Reference [18] proposed some fallacies of understanding of the idea and teaching EIL and Kacru that develop among peoples and they need to clarify in order this is not misleading that make nonnative English users become more and more norm dependent of Native English language (see more in [18]). Those clarifications need to raise awareness that there are possible good cultivation and vice versa cultivation (resistance toward Englishes) ahead through this implementation. Therefore, it needs carefulness, critical thinking, and well plans to achieve the very goals of EIL. Moreover, [10] raised a number of discussion and consideration which presented as provocation. he was trying to say that English teaching should be taught for general purposes and communication and those aims could be achieve in secondary level and it is wrapped in English for specific purposes which imparted in subject matters so they would have concrete learning toward English function for and He suggested to use Standard English version than Englishes because of the EFL context and still dependent on learning English. We could say that EIL who embrace standard and nonstandard English was not suggested to implement in EFL countries. From the possible misunderstanding or fallacies of EIL and these criticisms, there are some problematic and conflicts that might arise by introducing and implementing EIL in the actual classroom that we need to aware and consider. Toward this criticism, this might be some discussion to the end how EIL approach contribution to EFL learners and teachers context in an Indonesia senior high school. The problem remained in Indonesia is a lack of research especially with the small and specific area in Indonesia. There were still relatively few 'hard' facts were pictured to see their experiences, tensions, conflicts, struggle, and challenges of EIL teachers and students. Therefore, talks, point of views, real stories, and critical reflections from teachers and students in relation to

observe, do inquiry, change need to be included and made hearable.

III. METHODOLOGY

A. Research Design

This study used of a qualitative case study of one of senior high schools in Indonesia. From a methodological perspective, there was discourse as teachers' and students' talk which in this study dominantly investigated in qualitative as in [19] that represents different kinds of talk by different kinds of actors (English teachers and students) in a variety of situation included nonnative speakers, students' and teachers' linguistics and ethnic or racial background, abilities, and mainstream or public school. Examining discourse as talk is appropriate with qualitative approaches looking at how people constructed meanings and actions through their talk (discourse).

B. Research Context

This study presented case study from one public Senior High Schools Tebing Tinggi. It is a qualitative case study in order to understand how the English teachers and students make sense, analyzed their talks about teaching learning EIL which carried the symbolic power and thus legitimize and marginalize case in this kind of mainstream school. This school is located in Tebing Tinggi where a city of North Sumatra Province, Indonesia.

C. Participants

There were seven English teachers in this school. Four of them were permanent teachers and three of them were nonpermanent teachers. The permanent English teachers' ages were around 40s to 50s and they already had long record in teaching both in school or and in private English course. Meanwhile, nonpermanent teachers were younger English teacher, their ages were about 25 to 30s with still new teaching experience might be it was around 2 till 8 years. From 7 English teachers, I had chance to be interviewed 6 English teachers and one of them as my English teacher partner to implement this EIL approach. There were also two grades or classes (approximately 60 students) 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.

D. Research Instruments

In this research, In order to achieve triangulation or different angles, the data were collected from several sources by using different research instruments over the period of one month such as video recording interview, actual teaching EIL, and focus group.

E. Data Collections

We collected the data by interview to gain an understanding of both English teachers and students' perspectives on English as international language in terms of their tensions, conflicts, struggle, and challenges EIL teachers and students may experience before and after teaching and learning of EIL approach. We collected empirical data by an interview in mix language, English and Indonesia (audio recorded and later transcribed). For this study, a semi-structured interview with open-ended questions was going to use because of its flexibility and potential to encourage participants to articulate a variety of opinions as in [20].

F. Collection Procedures

In this research, there were two sessions of interview. The first interview is for collecting their initial understanding of EIL. During that interview, we gave the students, grade 1 and grade 2, to listen one of English variations from other countries such as Malaysia English, India English, and Hong Kong English to show how global English today is. Then, we were asking their respond about the video that they saw and heard. The second interview was after teaching each lesson. There were three topics so there were three times we interviewed them to know what strengths, opportunity, weakness, and threaten that they had. For the English teachers of the school, we did focus group in order to get their perspective, understanding, and experience about English as an international language and their students as well through interview to get whole pictures of this case study. The interview questions were constructed based on the research questions, to know what their experiences, tensions, conflicts, struggle, and challenges of EIL teachers and students that they might experience before and after teaching and learning of EIL approach in five meetings. The questions and the response were valid because we collected the data from teaching and focus group (English teachers) as well, video recording, and also after transcription and coding of segments of interest; we translated the transcriptions into English for mix language, English Indonesia. Here, I invited my Indonesia friend from TESOL department to check my translations.

G. Data Analysis

In interview session, we engaged in recursive reading of the data, coded data segments, categorized them, and identified content. We generated assertions for each theme and looked for best even the confirming and disconfirming cases in order to test the validity of my analysis. The data were transcribed and coded using the coding technique adapted from reference [21]. There were three stages in coding the data: making the text manageable, hearing what was said, and developing theory. The first stage, making the text manageable, transcribed the recording, and then referred to identifying the key research areas and main theoretical concepts in the research literature included EIL perspectives.

IV. RESULTS & DISCUSSIONS

A. Students' Lack, Interest and Value of Grade 1 & 2 before Teaching

Based on Grade 1 interview, the students said that English was very important for them because they saw it from their real life (a popular language to communicate with other countries, easy tool to bridge the communication among different language users to communicate, English connected

with technology and worldwide, public service, phone, books, even Indonesia book) and also they connected for their prospect in the future (English as career program or job marketing that English helps them easier to look for job). Some of the students learned English at early age like in playgroup or kindergarten. Based on their background identity we saw that their school records were good education, nongovernment and prominent schools where offered English subject and English extra-curricular intensive. But, some students who studied in government at elementary schools, they did not continue to learn English because of the government decision. From the results, it showed that students who acquired English both at early age and late English record learning, even some of them were still taking English course. They said that their English was bad, poor, not good, so so, not fluent. They were not confident to speak English and use English in regular communication. They brought some reasons why they had this perspective. They just used in academic issue or limited space, afraid to make mistake in term of grammar, pronunciation, mistyping, and mental challenge. They assumed themselves as passive English users meant that they understood what people said in English but it was difficult to speak or respond their saying. Their friends mocked their English, mocking them by laughing, ignoring, unsafely face, and *etcetera*. There is a bad perspective among Indonesia peoples that using English in public brought image of show off not for pure function of language itself and competing among Indonesia peoples to show that they were better at English however they did because of learning and practicing. We could see that the students were suffering learning English internally and externally.

The data of grade 2 also was not much different, most of students in grade 2 admitted that they were not good at English for some reasons: did not know about the grammar like making sentences, tenses like the verb regulation (regular and irregular which is changing based on the tenses), pronunciation, hard and difficult to understand, understand people speaking but then hard or cannot respond immediately. They were facing difficulties while they were taught in English such as the English teacher in school taught so fast, used continuously English, so they kept silent, monotone class like no using projector just relied on book that did not take student's attention and got boring, not interesting. The other reason they saw the record learning English. some of them said that they late and or not continuously studied English from early age or level because of ministry of education agenda (starting to teach English in junior high school instead of elementary school) or family background and society as well did not support them to study English eagerly instead of demotivate them. They said that they were afraid to speak English with their friends because they were afraid to make mistakes and people judgment by laughing and mocking them. From their elaborations, they were trying to confirm that they were not successful to study English. It is not only from their own problem factors but also it was from the teachers and government, and society. Students of Grade 2 were able to share how English roles for them and they gave their initial understanding about EIL in term of definition, action and function that led them to motivate them to study English for their future career. Acknowledging these problems and the important of English, they thought that it would be better for them study English by practicing to speak English, watching movie, listening music, and reading novel, and taking English private course. They needed English teacher who could help them step by step or by nurturing teaching.

When we saw the students' ideas at the very beginning about how their English is, from their sharing toward their current English conditions Grade 1 and Grade 2 students. They had deficit perspective toward their English ability. They explained some reasons from internal (each students' weakness) and external cases (e.g. from the teachers, government, and community). They shared how to get rid or solve to learn English better they proposed their interest to start learning English that led to English native language preferences (e.g. taking English course, learn America and British English) and open ways of learning English nowadays which not limited to native English acquisition but also nonnative English (e.g. movie, listening music, games, video in YouTube). They had preferences of native one because of the dominance (e.g. many people learn and use it, schools, English course private course as well where they were educating), easiness (more understandable), prestigious (e.g. nice, unique, more polite) and the applicable (e.g. for job, career, fitted in every countries as a global language). It was apposite with Englishes. According to them that was not dominant in term of using and learning by peoples, hard to study even bring hardship for them in the future (e.g. peoples' mocking, hard to study, misunderstanding, and not helpful to have good relationship among foreigners), and not applicable to the world.

Grade 1 had high expectation to be good at English. Therefore, the way they learned were various such as taking private English course, having their favorite activities like reading English novel, listening English music, watching English movie produced by English native speaker variation production as good movie, and they said that the best way to study English by practicing and study hard. When we introduced them about English variation and the shifted of English nature nowadays in term of the population, the massive acquisition, the dynamic of language, and language function which is for communication, sharing identity and culture. At the first time they were surprised and gradually admitted especially when we analogized to Indonesia language shifted and language features. They realized and made sense for them. Some students like Wibu group, Kimoci group, and Untidy group welcomed with their close neighbor culture (Asia Englishes) and wanted to learn nonnative English speakers. They agreed that the most important in communication is understandable the talks. They could understand English Hong Kong variation even though the accent is different but the words were understandable and the ungrammatical sentence was still catchable. They realized if they could not understand special term from other countries they could say sorry or used other communicative strategies. The other side, some students like group Tempe and No Life wanted to learn English native speaking, British English, because it's nice and unique to hear. One student, Slyvi's explanation, she initially thought that EIL concerned on English native speaking which was not adopted with nation accents like Indonesia accent,

Malaysia accent. She said more that EIL was good English in term of the pronunciation. She boldly did not want people knew her nation through English speaking. It seemed bad for her since it is not real English. That's why she interpreted that to speak English need to study hard and seriously. The following dialogue is her statement.

1. *I: English also belongs to Africa, belongs to ASIA peoples, is already with us. So it keeps changing, modification with their identity. So my question is which variation do you want to study English?*
2. *Elisa: British English*
3. *I: There are so many English variations right now. Which English you want to study, Sylvi?*
4. *Sylvi: I prefer international ones, but Indonesia still has the accent, so it carries. Like you Miss studies hard. So when we speak our accent doesn't carry over instead the English language is included. It's like Miss, right now, it's not Indonesia speaker anymore*
5. *I: Oh, it's not like Indonesian accent, huh? But I am Indonesian*
6. *Sylvi: It's different, because You've studied keenly. Must be able to equate with other people so that it's good. So we forgot the Indonesian accent Miss. So, we speak Indonesian, it's like English accent. There is no need to bring Indonesian, no more*
7. *I: Oh really, so what do you think international means?*
8. *Sylvi: Globally, the pronunciation is better; it's international, so I don't want to include English country, right? Like miss*
9. *I: So if it's international, there are many variations on this, which one is international?*
10. *Sylvi: In western maybe like in Europe, America. Because if they say it's actually the term because the language must be English, so like they don't bring accents like Malaysia, don't bring Indonesian longat. Yes caught first. We say this, right? Oh this is Indonesian from the way it is spoken. But Miss already studied till Taiwan, so it is influenced. Then if you come here, it's not like Indo people.*

This idea also supported with other group members of Tempe, they admitted that nonnative speakers are more populous than native speakers but this focus group Gerith, Jana, Dafir, Dwi preferred to study American English and British from native speakers than nonnative English speakers because more polite, more understandable, and clearer. Meanwhile other English variations would be harder to understand.

When we said English is ours that we could modify and change and it is varieties nowadays to Grade 2, they responded with different answers which some of them agreed such as Group of Chihuahua, Chinchin, Starlight, Aulia, Sri, Fajar, Theresia, and some disagreed such as Group Jimbols included Akthar, Arham, and Natal strongly said that they disagreed. After I shared how English become varieties in term of the population of nonnative English speakers, the massive acquisition which imparted with peoples' identity and culture, and globalization, moreover I connected to our own language which was very hard to be native like in our mother tongue language features, our own society, and the dynamic of language which is fluid such as youth words, slang words, formal words, informal words,

and so on. They agreed. But, some still disagreed because they thought it was complicated, not fast to understand, confusing, it would bring misunderstanding, arguing, debating, and not mutual understanding.

This disagreeing of the students was made sense and they were not totally wrong for some conditions such as to which we interacted with whether native or nonnative and for what functions to share identity, culture which is more specialized, or communication which is more neutral as in [3] which is about language function. Not only stop here we also considered if there was misunderstanding what we should do to fix, we do need communicative strategies as in [8]; [13], [15], [22], [23]. So we could see how the students' ideas about English variation, from the shifted of traditional English that said no to nonnative English language at the very beginning to notice this English nowadays. They could follow the idea of Englishes, they could mean it, and admit it and try to welcome the existence of English variations rapidly.

B. Students' Lack, Interest and Value of Grade 1 & 2 after Teaching

The students in Grade 1 kept saying that their English was so bad, error because their grammar and pronunciation was bad, mix the language between Indonesia and English, stuttered to speak, and doubt to say the words, lack of English vocabularies. We could see that the students had high expectation toward their English progress (the high proficiency said this idea). They were happy when they had "good English teacher". The other words they said that they felt sad when the English teacher was not pretty good at English because they felt it did not fulfill their English. That led them to have boring English class. They thought that English variation with mixing the language sounded weird or strange for them. When we saw the value they learned or got through this learning approach they learned much as we could see in the results. They were very good to mean their learning as knowledge (They learned about country, close neighbors and far neighbors, negative and positive issue, they gave cases like in India there were married under-age, then the lowest crisis economics, pollution that affect other countries, know more about food and drink out of Indonesia), possibility for their future (help the bad issue from Japan one day, be able to introduce their country to foreigners and our country can earn money, wanted to visit their country that they like, introducing themselves is one way to introduce our country to other foreign people), transforming to their mindset and their place in the world where they live in (Indonesia is not bad country in the world sight with the beauty of Indonesia, wealth of nature, questioning status quo, challenging status quo of Indonesia), and the way they saw themselves as Indonesians (they as Indonesian peoples positioned themselves as excuser, thinker, problem solvers, and motherland lover). Most of their sharing was connected to how good other countries are and how lucky they were as Indonesia when they saw other countries' facing their certain problems. The most important thing is their presences to fill and contribute the missing and the gap as local and global citizens, and embrace the happiness in the future.

The obstacles for Topic 2 while having a calling with

their international friends were from the technical problems such as the signal (fail connection with Caribbean friend and not matched the time with international friend), the volume, the screen, the time limited, the students lacked communicative with their international friends because of English problem, and unrecognized their international friend. But most of them felt excited, happy, interesting, fun because they had real experience to talk with foreigner, knew some words from other language (Thailand) and also getting to know countries and culture. Based on the students' interview, while making their mini drama at the second meeting of this topic, they had a short time preparation because of school works (homework, daily activities in school and house, extracurricular) and the complex task that we designed such as made drama, games, talk to international friends with two different countries or at least one country, chose video, made wisdom or poem about independent day. Even though, they prepared their drama unsystematically and simultaneously. Group Tempe enjoyed to make it without any pressure, no training, no rehearsal, no memorizing. They said that they worked SANTUY which is their jargon meant worked slowly but sure. Before the day of their performance they were pessimist and thought that it would not be done but finally they did it well. The other groups also shared that they improved their English. It was a useful and easier tool to seek, communicate and share their culture and national or independent day. Moreover, they were more appreciate his nation since they saw other countries where had not struggling like Indonesia's struggling, and they also made meaning how priceless the hero's struggling. Besides, the others knew more their friends teamwork, added new vocabulary, the countries and the language.

In Topic 3, Group Kimoci was the only group was successful to call their international friend to share their lemonade drink. They had some new languages to name the fruit from Thailand such as lemon, watermelon, pineapple. They also found that Indonesia and Thailand had similar sound to call mix fruits, Rujak (Indonesia) and Racak (Thailand). But unfortunately, Martha was speaking most in their group to their international friends. Moreover, the boys talked less than girls. They seemed hard to elaborate their ideas and point out their friend to answer first because they kind of hard to make meaning by their own words, afraid to make mistake or spoke out of context. When they heard the video of making lemonade from other counties like America and India No Life's interest came to America in terms of serving, ingredient, and speaking. No Life preferred American one because unique, easier, simple, nicer, cheaper and creative variation of lemonade with common and not much ingredients. Then when they compared with Asian, it was complicated by using many ingredients (here and there ingredients) for them. They said they American style explanation was clearer, understandable. Meanwhile Kimoci preferred Asia drink than America because they said Asia one used more ingredients (mint leaves, ginger, grass, and *etcetera*) that made the drink much fresher than America. Moreover, they also preferred Asia speaking than America because it was much understandable. We could see that some students related their choice with some categories not just from the speaking style but connected to their favorite

taste, ingredient, serving, *etcetera*. Tempe Group, No Life and Kimoci, they said that making this lemonade they had creativity of their drink (three types of lemonade with many combinations: watermelon, pineapple, ginger, lemon) and had ownership of this drink (they named their drinks: SANTUY, Yippe) and they could promote their drink in YouTube (they made their own tutorial while making lemonade) and people all around the world could be easier to see it and shared to their international friends (like Kimoci did). Tempe Group noticed that some group members (Dafir, Dwi, Sylvi, Elisa, and Martha) had changing that liked to speak English in the classroom.

1. *I: Mhm. How do you feel during whole our meetings, how is your English and how is your motivation to study English is it already changing or still flat or what can you share more about that?*
2. *Jana: It's changing. Sometimes we talked in English in the classroom*
3. *Dafir: Yes*
4. *Dafir: Because every day sometimes we talk in English*
5. *Jana: And the variety of English it's getting you know*
6. *Dafir: improve*
7. *Jana: yeah*
8. *Dwi: yes*
9. *Jana: it's not most significant but I am sincere, they were speaking English in the class more*
10. *I: that's your friend*
11. *Dwi: no no LAUGH (notice that we were talking them)*
12. *Jana: malu (shy?)*
13. *Dwi: malu miss (Shy Miss)(but expressed happily)*

I also saw that when I did interview in their classroom. They spoke confidently to their friends in the classroom. Elisa, was proud and the other students, Slyvi, Nina, and Saddam, they had same opinions said that they felt braver than before. They said they did not care anymore what people think or say. They did not pay peoples' critics or mocking as attention. No need to be shy anymore. They became brave to talk back and understand why people behaved like that because those people did not know how important English is that made them resistant toward English.

1. *Slyvi: Trus lebih brave (bravers)*
2. *I: Why do you say so?*
3. *Slyvi: Be brave ngomong kayak gini karena dulu sama kawan masih takut tuk coba. Sekarang itu kayak masa bodoh amat sama orang. Masa bodoh amat kalau orang bilang lebay kali. Terserahmu mau ngomong apa. Ini kan hidupku. Kalau dulu kan Ih sok banget ngomong bahasa inggris, lansung down. Jadi ga ngomong lagi (Be brave talking like this because last time with my friends were still afraid to try. Now it's like no need to be afraid indeed with people. What a fool if someone said it too many times. Whatever you want to say. This is my life. In the past, people said how show off you is speaking English. Then I am down. So didn't talk anymore)*
4. *Saddam: Kayak diejek ejek gituloh miss (It's like being mocked, Miss)*
5. *I: When when people say why do you want to say that in English why do you want to improve your English, what is your answer?*

6. *Slyvi: Suka sukaku lah, ya kenapa karena ga urusanmu. Itu kasarnya (Like my tribe, yeah why because it's none of your business. That's one)*
7. *I: Itu kasarnya ya (that's is it)*
8. *Slyvi: Itu yang suka ngejek itu Miss, mereka yang ga bisa (that's people who like mocking and not able to speak English)*
9. *I: That's true*
10. *Slyvi: Iri dia miss (jealous, Miss)*
11. *I: But you confident because you know what you are doing, right. You know why you do these things, right. You have a goals right. Ok. Do you want to say something or add something?*
12. *Saddam: Namanya belajar ngapain malu. Itu aja miss (It's called learning why to be ashamed of. That's all miss)*

The other evaluation, students who were poor English, silent and passive, they saw this learning model as vivid motivation for them to study seriously.

Students' lack, interest, and value of grade 2 when they had topic 1 they felt hard and lack interesting while learning this lesson from the video which spoke fast and the learning packing was not impactful significant since they said that they already knew the definition and it also supported by the rigid teaching. The other said that they got value learning such as awareness to give suggestion and offering to the conflict countries is good to safe and make prosperous, some saw it as motivation to be straighter forward in English by training English with friend, seeing movies with English subtitles even playing video games, and their effort in increasing the vocabulary. Aulia had deep interrogation to know Japanese English. She said "I want to know more types of English and learn them especially Japanese English".

In Topic 2, we found the students concerned about the language vocabulary while they were watching the video of English Nation like America, India, and Singapore. Girl Squad group said that they had the similarity and differences about real friend and fake friend from Singapore in Youtobe. They compared the behaviors were the same but the language was different. It made them could not understand. Moreover, this group said the way to connect to international issue from their favorite music (like Charlie hood). Risa and putri said it little help her to study. But, Widya had different point of view. She said that even though she heard music but she could not understand the meaning that was useless. So it was nonsense. So she suggested taking a private English course, individual study, read book first. They got used to connect with international issue through media social that they had such as instagram, Wasaap, Facebook, twitter, webpage, YouTube to see their favorite actors and actress, reading Webtoon, e-book, translating word. But one student doesn't like issue like heavier issue, wasting time, and etc. Most of them prefer to get into international by listening music, especially the trend or update music. They thought that learning with this model it is embracing their spirit to study English, motivated, enjoy, friendly by giving some videos and activities and integrated with international issue and improve their vocabulary. Not like the conservative one, the students felt that their English teacher was strict and freak, and rarely to smile. All students were hoping that they could speak English well and fluently because they had many dreams in the future (go travelling and study abroad in Europe like Rayhan and Citra).

1. *I: If there is a chance for you what are you going to ask?*
2. *Teresia: I think about the travelling in Thailand*
3. *Aldi: Mau video call-an mungkin (maybe video call)*
4. *Rayhan: Kalau bisa touring ke negara lain miss (if there was chance touring to many countries)*
5. *Aldi: Kalau ada donator, study tour ke Vietnam (if there is donator, study to Vietnam)*
6. *I: Ada kerinduan mau ke jepang tidak? (do you have plan to go to Japan?)*
7. *Aulia, sri: Ada (yes)*

Chinchin group said by learning opinion and taught through this method, the students were more honest, transparent, and brave to share their opinion which was different ideas from their friend. And they realized that having different opinions were common and we needed to respect other opinion. They had positive attitude when they were learning English from many countries even though there might be different or did not match which Indonesia identity, culture and beliefs. They realized like some other countries spoke explicitly like speak dirty words. They would try to learn and understand in order not to shock, Sri said that threw the negative one and if it was good, accept and bring to Indonesia. Aulia and Natal said that they were welcome with diversity, differences, and uniqueness from other countries. It would be easier for them to have adaptability and flexibility, and know more who they were and knew who others were. They brought case from Japan and Sri brought the case from Korea, Teresia and Rizky said like in Kyrgyzstan issue about kidnapping. That was new information for her.

Topic 3, they learned about party so we connected the lesson to know how other countries express their party. So we designed the lesson to have real communication with their international friend. when they talked to their international friends. They were little bit struggling external (sound, screen, noise) and internal (not confident, afraid, first experience, starter English according to them). Moreover, the struggling students put themselves as watcher, listener, recorder and wonderer because it was the first time for them to have this experience. The students had interest in this learning. If there is chance they wanted to ask questions like Teresia wanted to ask the travelling in Thailand. Fajar wanted to know his hobby whether same or not with him, photography and video maker. Fadilla wanted to know her social media because he has curiosity. Rizky wanted to know the food and the tourism. They had more curiosity about Vietnam drink since the drink look like not genuine from Vietnam. The Vietnam students asked more about them. They wanted to have tour and study tour in Vietnam. Teresia wanted to have travelling there. Fajar wanted to know his international friend's hobby. Fadilla was curious about his social media activities. Rizky wanted to know Thailand food and tourism. They saw this actual interaction with international friend as testing their English validity, acknowledging and enriching their experience. They could understand Airi English as nonnative English speaker from

Japan. She was continually learning Japan language and she wanted to go there someday. She wanted to ask her home and culture in Japan. For the first meeting of this topic, they learned much about their international friends and took them as comparing and learning for themselves such as the food, drinks, celebrating party, special words from their international friends. They were very happy and motivated to have this experience. It could be seen from students' expression. Aulia was very happy she could talk to Japan student which is Aulia's dream from elementary school. Natal said that she wanted to speak English like her group members did while talking to their international friend. It motivated her to learn to speak English. So she could have felt the happiness as well.

1. *Sri: I am so glad to can speak, berbicara sama orang luar. Senang sekali pun. So happy. Makanya sampai nangis pun (stared Aulia). Bahagia kalau lihat teman bahagia. Terus kalau pertanyaan yang ingin ditanya itu tentang jepang. Ingin tahu tentang jepang,pelestarian jepang, budaya jepang gimana. Itu aja. Ingin sekali ditanyakan (I am so glad to be able to speak, talk to outsiders. Even happy. So happy. So even cry (stared Aulia). Be happy if you see happy friends. I want to know about Japan, Japanese preservation, Japanese culture. That's all what I want to ask)*
2. *I: How did you feel at the time?*
3. *Aulia: Uresi deswa*
4. *I: What is that?*
5. *Aulia: Sungguh sangat sangat senang (it's very very happy)*
6. *I: Why did you feel so very happy?*
7. *Aulia: Because that's one of my dream from elementary school*
8. *I: What is the dream itself?*
9. *Aulia: I want to talk with japan people*

Teresia, felt so proud for herself that she could speak to international friend that brought power to herself that her English valid and understandable by foreigner and her as well. Rayhan said that EIL is different with other English teaching ways which connects with theory only so they just have same discourse learning pattern. But this learning model they study with video. This idea also supported by Veronica said that this learning was in with them like English training. The other students said that this learning is nowadays learning that most students wanted. They hoped that they could go for touring in Vietnam and study tour. At the end I encourage them to have English as their tool, even just the basic one.

1. *I: How about you? Apa tanggapanmu belajar English sebagai bahasa international dengan belajar seperti ini? (How about you?what is your respond study English as an international language approach?)*
2. *Aldi: Seru dengan tambahan video , kemudian praktek buat video 5 menit itu, jadi ga seperti teori belajar biasa gitu, ga terlalu garing. Jadi terlihat seru. Jadi tertarik aja gitu miss (interesting Miss with the video, then practice to make tutorial 5 minutes. Not like ordinary study Miss. Not boring, so it is nicer and more interesting)*
3. *I: How about you?*

4. *Fatillah, Rayhan, Veronica, Citra, Fatimah, Aldi: Dia ga pernah datang miss (he never came miss)*
5. *I: It's ok*
6. *Azra: Seru, tapi nyesal juga ga ikut (interesting, I am regret not to join)*
7. *I: Ok, you?*
8. *Veronica: You can speak English*
9. *Rayhan: English as international ya, kan biasanya dengan guru guru itu kan belajarnya dengan teori. Sehingga kita belajar gitu gitu aja. Jadi sama miss ini kan kita bisa study in video dan study with play. Misalnya kita buat lemon itu kita bisa main main sambil ketawa ketawa tapi disitu ada pembelajarannya gitu miss disitu. (English as international, right? Usually with teachers, teachers learn with theory. So we just study like that. So with this, Miss, we can study in video and study with play. For example, we make a lemon, we can play while laughing, but there is a lesson like that)*
10. *Veronica: Iya miss kita itu seperti belajar sambil bermain gitu miss. jadi lebih masuk gitu. Kayak praktek gitu (Yes, miss. We are like learning while playing. So it's more like practice)*
11. *Aldi: Ya gitu yang belajar sekarang anak inginkan (Yes, that is nowadays learning that students want)*
12. *Veronica: Iya (Yes)*
13. *Fatillah: Study jaman now (Now Study)*
14. *Citra, Fatimah: Iya Miss (Yes, Miss)*

From this result, we could see there were some fertilities and infertilities that we got from implementing and acknowledging this approach. The fertilities that we cultivated were the students learned these topics as knowledge, embracing bright future of learning English, getting to know other peoples and countries, good experience with international friends, learn about their own country (transforming, reflecting themselves as Indonesia, proud to be Indonesia), well understanding the function of English, and fulfil the students' needs. The other side, the infertilities of implementing EIL approach were they had deficit perspective toward themselves; they did not know about Englishes since it was never taught by their teachers, bad environment from their community, preferences and avoid Englishes as error and wrong perception about Englishes, and facilitation and resources.

H. Teaching EIL Controversies and Possibilities for English Teachers

From my English teacher partner, I saw that she was struggling facing her students who were struggling in English. She shared that her other classes who had low proficiency or lazy or less motivation to study English the class become boring, some students could not catch the instruction, they read the text, and their slide show was not interesting because of long text and some of other group did not pay attention to the group who was presenting at the time. Mostly the group did not introduce their friends (as the very goal of this topic introduce student's self) but introduce country. Meanwhile, her students who had high proficiency, they had well preparation, they could present, and they had confidence to explore their potential in English and Miss Hasni impressed to see them because they presented based on the exposure that we gave to the student such as:

introducing themselves, introducing their international friends, and introducing the country of their international friend. Moreover, she also impressed with their English ability, their spirit, and the way the performance was interesting too. Based on her dialogue, Miss Hasni said that this approach is very good and effective to implement both class struggling and proficiency students. But, Miss Hasni had problem in technical teaching and classroom management. She doubted that the students who were struggling might be harder to learn this approach if not redesign with clear instruction and simple because she said this approach is good but it needs time to adapt for these certain students. She compared and observed that science teaching and learning ten was run smoothly but it was different with social who had low proficiency in English. It would lead to demotivated in some cases: the students cannot do the homework; they presented uninteresting, highly pressure, more resistance without any further and appropriate treatment for them such as adopt this EIL approach with games to avoid the boring and tight seriousness. Here is the dialogue of Miss Hasni about this case.

1. *I: how they want to learn for this new topic. It is like how we make the class. It is like collaboration with the students since our partner, our participants are the students. So we come to them and we ask them. What do you think to make us more and more enjoy learning English? More and more progress in English, we have confidence in English, our English is good, and our friends also have motivation to study English. So all of you get your needs. So all of you fulfill the needs. Do you think that is it ok for you to share. So you cooperate with the student. What do you think about that?*
2. *I: We just talk as usual. I saw that we already implement this idea and you also share it to another classes right?*
3. *R: Mhm*
4. *I: Even though just a glance I see that the students perform a lot. They shared their presentation about the topic. So can you share more about that another classes maybe, how is it runs?*
5. *R: Another classes, so far the classes is running well, but some groups maybe miss the instruction from me. For example you have to find. Oh sorry, they have to introduce about one of their friends from abroad. I said like that but their presentation they don't introduce they just introduce the country. So ok. It's one of the miss communications. They don't understand.*
6. *I: Which classes?*
7. *R: ten sciences four. Sometimes the students is not like ten science one because they have good proficiency, but in ten science three and four not all the group but some of the group, their speaking is not really good so it make the class little bit boring. But I think this is still first assignment, ok just find this is the first assignment so maybe you are shy or something and then the next activity or work please prepare well and be spirit*
8. *I: Do you think that this model, this approach is applicable for all grades?*
9. *R: Actually it is very applicable but I still afraid what about the the. I mean, maksudnya apa this model itu apa mereka paham atau ga?*
10. *I: Yes*
11. *R: In ten sciences one, congratulation and complimenting is really simple. It is still my homework to apply this idea and then the students also understand the topic*
12. *I: Do you mean that you want to redesign how you packaging this topic connect it with this idea, right?*
13. *R: Yeah for some class it is bad. The English proficiency isn't good I need to redesign, but the way in teaching just like the way we share with multicultural video and something like that. I mean to apply English as an international language is very effective, maksudnya begini kalau penerapan bahasa inggris penerapan di kelas itu memang benar-benar effective tetapi untuk beberapa kelas yang kurang paham, mungkin mereka kalau dapat meteri secara sekilas aja mungkin akan membuat mereka bingung perlu penekanan lagi bahwa iniloh materinya, iniloh cara pengucapannya.*

We also had a chance to collect the point of view from other English teacher in this school. Some teachers noticed that English is already everywhere and highly connected with global globalization era and all over the world and brings bright future career , social life of students (family, social media, technology), not only for foreigners and describe English as described English as a universal and unity language. They like to connect English with international ways such as sharing the culture and moral values of western culture. One teacher, mister Ari, knew some of English variation like described English as a universal and unity language. The English teachers admitted understanding in communication is more important than grammatical sign and that Asia people are more highly potential to meet, it is good for students know some of these variations. They supported their students brave to speak English even though having some errors. They tried to encourage the students by giving motivation for the student about how English important in their lives and also to give effective teaching to help the students learn English interestingly. Those sharing we think that as good step to acknowledge EIL approach and move this perspective to concrete action in teaching and learning at actual classrooms. But, there were some weaknesses that teachers shared that made them hard to implement this teaching and learning in terms of students' cases (struggling English that might hard to follow, lack motivation, afraid to make assignment for the students, poor basic English, and help students to pass the examination and pass university favorites).

1. *I: So we know that we teach the students based on the students' need right. So do you think that I mean do you already know what the students' need, I mean when you teach English to them? What is the students' need most?*
2. *Mister Ari: About English?*
3. *I: Mhm*
4. *Mister Ari: Their need is they just want to know English; they just want to be able to use English at school, a public. Maybe they want to enter a certain university like STAN, Sekolah Tinggi Akutansi Negara. When you want to join STAN you have to very good English. But in written, not in spoken. That's why I give them more and more exercises in English. Mostly for the grammar for the structure in English for the listening.*

5. *I: Any else need besides passing the test for their exam?*
6. *Mister Ari: May be some of them want to go abroad want to continue their study in other foreign country like in Japan, America. So they must to be able to speak English*

The other reasons, the English teacher lack of idea of EIL (some of them did not know about EIL approach, no exposure, and misunderstanding in term of generalizing of countries' culture), lack of resources (there was no English variations or English nation culture in textbook, no curriculum or topic about EIL approach, insufficient time, her position as English teacher responsibility to follow the syllabus, and agenda school), and some of the teachers noticed that students' wants was different from institution goals (students' wants wanted to speak English fluently not having a lot of examinations which is multiple choices that led them have to know how to answered this traditional test). Those lacks made them afraid to make any risk and little faith to apply EIL.

1. *Miss Devi: iya mungkin penengalan awal dulu, pengenalan seperti ini ketika mereka tertarik apalagi kalau ada bahasa yang baru agak terdengar janggal mungkin mereka akan kok lucu ya bahasanya ya. Coba kita cari. Mungkin dari situ awalnya. Oh iya iya, oh iya iya. Carilah diwebsite lain. (Yes, maybe the initial knowledge first, recognition like this when they are interested especially if there is a new language that sounds a bit odd maybe they will be really funny language huh. Try searching. Maybe that's where it started. Oh yeah yeah, oh yeah yeah. Look for it on another website)*

2. *Miss Devi: Mungkin bisalah mencari tahu, ga mungkin aku applykan dikelas sedangkan akupun belum mencari tahu. Bagaimana sendiri yang tadi itu. Omong kosong. cari ini ini sedangkan aku sendiri pun belum tahu sedikit banyaknya mengenai itu jadi mungkin dari gurunya dululah baru mencari bagaimana sih sebetulnya variasi variasi bahasa inggris ini. Baru nanti ketika mencari di diri mereka sendiri diluar sanapun jadi nanti ketika ketemu nanti. Disuatu saat pertemuan selanjutnya mungkin bisa saling discusslah apa yang mereka dapat. Karena kan ga semua yang kita dapat apa yang mereka dapat dan mereka pun yang dapat ga semua. Jadi saling sharelah. Jadi apa yang mereka dapat bisa dishare lah paling paling itu. Pengenalan aja sih (Maybe you can just find out, I might not apply it to the class while I won't find out either. How you understadn first by yourself earlier. It's nonsense. Look for this while I myself don't even know a little bit about it so maybe from the teacher. I was just looking for how actually variations on this English. Then, later the students would know more and would find out there. The next meeting might be able to discuss what they got from each other. Because it's not all that we get what they get and they don't get everything. So share with each other. So what they can share is the most. Just an introduction)*

The other problem most of the English teacher in this school had tendency to have and teach English as native like or emphasizing Standard English because it did not match to their beliefs. They tendency disliked English variations like India, Singlish and put supremacy of Native English that English foreign users should learned from native language. That made them separate two different worlds which is nonstandard English would be better to accept informal speaking and Standard English should be encouraged and improved in the classroom. Even though, it seemed hard to implement these ideas in this school, there were possibilities this could be carried on since the English teachers understood the English roles and function movements for students, society, globalization, times, and so on. Besides that some of them had ever contacted with English nation variations such as Mister Ari knew Australia English, Mexico English. Then, the other English teachers realized that understanding is more important than English structures. Moreover, there are more populous nonnative English speakers than native speakers. Miss Devi wanted to have effective and interesting teaching. Miss Ida assumed EIL could be done by English for specific purpose like English subject (Biology, Math, Chemistry, and *etcetera.*)

From the teachers' perspective, there were also controversial and possibilities of teaching EIL in this school. They welcomed to the nature of English and getting to know EIL approach, well understanding of English as a tool for students' future, and willing to pursue English teaching effectively. But, they concerned to the students' problems, teaching beliefs, preferences, lack of understanding of English variation diversity, curriculum and textbooks. Those problems made them afraid to make any risk, little faith to apply EIL, and created two different world of English standard and nonstandard English.

V. IMPLICATIONS

A. Meta-Awareness

There are many scholars suggested that English teachers needs to give a greater meta-awareness of the broader context of TESOL and expand teachers' professional development to include the necessary engagement with the diverse varieties and uses of English as a global tool of communication as in [17], [22].

Teacher need a meta-understanding about EIL include its forms (the relationship between language and identity, communities of practice) and histories of the spread of English globally (EIL, EFL, and WE) as in [14]. That is to help teacher reach a 'non-deficit' orientation to EIL as in [23]. EIL Teacher need to be able to identify the type of proficiency that will help the students be successful communicator in the wide variety of context in cultural understanding with mastery of communication strategies to ensure intelligibility and comprehensibility in appropriating English to the context of use and the identity of the interlocutors (i.e. language accommodation, as in [24]shared that good teaching obviously varies according to context (place, proficiency, motivation), but, as in [25] argued there is no one 'best practice' in any given context, either. A core element of being 'meta-pedagogical' is critical stance, keep distance from one's setting and practice. Here means an EIL teacher needs to be able to 'engage in disruptive, skeptical and 'other' social and discourse relations than those dominant, conventionalized and extant

in particular fields and linguistic marker' as in [26].

B. Broader English Learning and Teaching Exposure

I could say that most of the ideas of designing EIL approach with my teaching partner were from me since my teaching partner did not know well how this teaching approach is. Besides knowing this idea and reading some journals of this research, I tried to see and know the obstacles or gaps of my partner faced. They were included resources. She admitted that she did not has foreigner friends that they could connected or invite to communicate with her students, lack exposure with international people from many countries. That was different from me; I had chances to study and lived in Taiwan, far from my city, my island, and my country. I met and communicated with many peoples include my classmates, dorm mates, floor mates, colleagues, church members, colleagues, professors, commuters, and *etcetera* who are from different languages, countries, backgrounds families, and education records. Those factors shaped my understanding, identity, and mindset to see the world, open attitude to embrace the diversity, communicative strategies, and a lot of experience among different multilingual users. Therefore, having and knowing the teaching and perspective of EIL approach was one of the big opportunity for me to sharpen my identity as English teacher to see how English works among multilingual users like Philippines, Taiwanese, Malaysian, Vietnamese, Mongolians, Kyrgyzstan, Indians, Africans, Malawian, Caribbean, Frances, American, Singaporean, Chinese, and *etcetera* who are some of them from inner circle, outer circle and expanding circle classification of English function and status. I could ask help to my colleagues or families in Taiwan where I lived and studied for three years who already they knew me and closed to me that made me easier to use this connection as one of my resources to share and design this teaching approach. Reading some books about EIL approach also was the most important resources to let me dig the background or paradigm of EIL and other English approach variations, the problems, the instructions, the previous study, the principles, the challenges of this teaching approach. I did agree that this approach should be acknowledged and understood by English teachers because that helps us to know how English works for, by, to what, to whom, who and also know how the nature of English nowadays is. Then, we would be able to see and open our ideas and design our teaching creatively and variously based on what we already acknowledged. Not stopping there, how we continuously open to the next fluid of English that pushed us to update our learning as English teacher identity which teach and learn English, the most dynamic and various languages or we called it, Englishes. I could say that there were my challenging teaching this method in term of the limited media (just YouTube, speaking, and listening) that I used for students, and the superficial and various of information (the lack detail of information) that made the class lack specific goal, rigid, lack open dialogue. That was happened because of the lack preparation, lack inquiry or learning especially when connected to native and nonnative countries. It would be better to know some certain issues that might be different from other and from Indonesia. There is no late to the past is

not bad. Much can be learned from it, but the past is just that. past. and as teachers, we have teach tomorrow, not yesterday. Just as we did with bit contemporaries, we could help them to rethink our past practices; we could lead them to rethink our past, our present, and our future to ensure that our practices reflected today and tomorrow to construct and build our students' identities. First, with good thinking orientation: diverse perspective, critical higher order thinking, self-reflective critic. Second, Embracing their healthy emotional orientation: respects, appreciation, enhanced by connection to different groups, empathy, enlighten aversion to oppression that has deficit perspective about their English ability. Third, cultivating their deeds orientation included active seeking, deeply personal, transforming, social action, learning from other cultures and more and more to face globalization confidently.

C. Open English Pedagogy

The results also suggested us to have open English pedagogy in terms of open to the norms of English (native and nonnative, standard and nonstandard) and students' center approach. Open to the norms means we welcome being co-constructed intersubjectively in each situated interaction by interlocutors in global contact zones; these changes have generated a search for new ways of teaching English to multilingual speakers. When we talked about open, it means that we are welcome to the diversity of Englishes and based on the results not to have highly preference to native norm, we are 'ambassador' to refer to the role of English language teachers. Teachers had to be the ambassadors of the 'English culture' in the classroom. Thus, there is no longer called the language teacher as an ambassador of either British or American stereotypical values and to act as ambassadors of the foreign culture. At best, they are identified as 'mediators' between the learners' source and target culture. Teachers are responsible for presenting the multifaceted reality in which the new language is used and for helping the learner express their own identity through this newly acquired voice.

Student's center is also as emphasizing the open pedadogy that it is not limited to the proficiency or struggling students. it is welcoming to all grade, level of proficiency, and background. We need to open discussion and negotiate to who they are included their interest, lack, and values. The students are not deficits, they are complex, substantial human beings who arrive in a class with diverse cultures, they have languages, interests, feelings, experiences, and perceptions. the responsibility of the problem posing teacher is to diversity subject matter and to use students' thought and speech as the based for developing critical understanding of personal experience, unequal conditions in society a critical and empowering class begins by examining its subject matter for the students' point of view and by helping students see themselves as knowledgeable people in order to be educative must lead out into an expanding world of subject matter, a subject matter of facts or information and of ideas. this condition is satisfied only as the educator views teaching and learning as a continuous process of reconstruction of experience. This condition in turn can be satisfied only as the educator has a long look ahead and views very present experience as a moving force in

influencing what the future experiences will be. Therefore, we invited you to construct, reconstruct, and deconstruct your own lessons from this story. We want you to think and to rethink and to unthink, learn, relearn, and unlearn the way of critical pedagogy.

VI. Final Remarks

In many places where English was once taught as a foreign language (EFL), the communicative context has completely changed. Previously, exposure to English and the resources needed for learning English were limited. Now, new technology and satellite connections provide students and English teachers with an unlimited number of English resources at their fingertips and easy ways to interact with other English speakers, improving and accelerating development of fluency and competency in English. All these changes to the demography of English users have had structural consequences, including a sharp increase in the development of new varieties of English. EIL is the pedagogically honest way of preparing our students for the diversity of globalization, not leaving them with the false hope that they will succeed in the communicative challenges out there if they master the forms and texts we drill into them in our classrooms for 4 to 12 months in a course. In this study, we argue that English needs to be taught as a pluricentric language in Indonesia, focusing on developing learners' intercultural communication skills and meta-cultural competence. With the engagement and commitment of the English teacher are willing to have meta-awareness, broaden their teaching exposure toward global English and unfold their open pedagogy.

Conflict of Interest

We could say as the authors declared there was no conflict of interest in this research.

Author Contributions

Susi Andriani Simanjuntak as the first author of this research conducted the research including the teaching and co-teaching in the classroom, and interviewing the participants in the school, the analyzing the data, and writing the paper. Hsi-Nancy Lien as the second author had contribution to improve this paper including thoughts, master plans, giving recommended books, writing arrangement, advised, directions and suggestions for this paper. All of us had approved the final version.

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