

The Student-Teachers' Understandings of EIL Approach in A Microteaching Course

Ardiyani Widya

Ardiyani Widya Sebelas Maret University, Jalan Kauman no 59B, Salatiga, Indonesia

Corresponding e-mail: ardiyaniwidya@gmail.com

Abstract: This paper presents a study about the students-teachers' understandings of EIL approach in the three mini lessons which includes one of the topics requirement: integrating multicultural approaches to provide small and medium enterprises with competitive advantage. In particular, the study aims to find what eight student-teachers' understandings of EIL approach are in a Microteaching course (ED603C). English is defined as an International Language (EIL) approach as the situation where "English is used to communicate across linguistic and cultural boundaries, often in more formal contexts, then there seems little reasons to require these boundaries must coincide with national borders". From this definition, it can be implied that English has been used for the objective of wider communication purposes for people all over the world. The data were collected through lesson plans, Action Research Teaching Journals (ARTJs), and portfolios. The study found that there were three prominent themes where EIL approach is defined. First, the student-teachers got their initial understanding of EIL approach as comparing two cultures (western and local cultures). Second, the student-teachers got better understandings of EIL by accommodating their students' cultures. Third, the student-teachers had finally accommodated EIL approach by presenting not only local and target language cultures, but also international cultures. In addition, presenting various kinds of cultures were claimed to be a successful way to increase their students' interest of the materials as well as their students' awareness of cultural diversities. It is expected that this research will give better understanding to the development and implication of EIL approach in the future. The paper ends with some recommendation for improvement of EIL approach and other multicultural approaches.

Keywords: student-teachers; EIL approach; microteaching course; target language cultures; international cultures

1. INTRODUCTION

The aim of conducting the study is to find what the student-teachers' understandings of English as International Language (EIL) approach in a Microteaching course (ED603C). As an English Department student in SWCU, I used to be familiar with many teaching approaches and techniques in the Teaching and Learning Strategies course (ED407B). When I took a Microteaching course (ED603C) there was a requirement from the lecturer to integrate EIL approach in each

of the mini lessons. Since I barely knew what EIL approach was, the first thing that came up to my mind was finding the definition of EIL approach. At that moment, I was confused on the kind of materials that could accommodate the EIL approach. In my basic understanding, I considered EIL approach as integrating cultures in English teaching. In the first mini lesson, I perceived EIL as an approach which attempted in comparing western and Indonesian cultures. So, the aim of the lesson was to find the differences of cultural habits from the two countries. This

experience showed that I only applied one aspect of EIL approach stated by the expert above, which is comparing the cultures, without paying attention to other aspects such as the communicative purpose and the acceptance of local cultures that EIL approach has. Then, I reflected this in my first Action Research Teaching Journal (ARTJ) in which I said that I was still confused with EIL approach. This experience motivates me to conduct this study.

McKay (2002) defined English as an International Language (EIL) approach as the situation where “English is used to communicate across linguistic and cultural boundaries, often in more formal contexts, then there seems little reasons to require these boundaries must coincide with national borders” (p.38). In this sense, English can be considered as an international language because it has been used worldwide for so many purposes, such as education or business. This language has also been used by people across nations to communicate with one another. According Smith’s notions (1976) as an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies (as cited in McKay, 2002, p.12). Therefore, EIL approach is important for it enables speakers (teachers and students) to share with others their ideas and cultures where English is used and taught. Thus, it increases my motivation to conduct the study.

However, EIL approach itself is considered as a new approach in teaching English and that the student teachers have not been exposed to this approach before. This condition may make the inexperienced student-teachers find difficulties in accommodating EIL approach into the teaching materials. For this situation, it

would be useful to know how well the student-teachers in a Microteaching course (ED603C) understand the EIL approach, so that they could implement this approach in the real classroom situations in the future. The study is conducted in English Department of Satya Wacana Christian University Salatiga, Indonesia, by taking eight student-teachers in a Microteaching course (ED603C) as the participants. This study intends to answer the research question: “What are the student-teachers’ understandings of EIL approach in a Microteaching course (ED603C)?”

There are several reasons why this study is conducted. First, as what has been stated previously, EIL approach is considered as a new approach so that there are not many studies found in this field, especially with student-teachers as the subjects. This is considered as an important reason since student teachers are future English teachers who are responsible for the success of English teaching and learning process, especially in the multicultural contexts like Indonesia. Although there were some studies about student-teachers’ understandings of EIL approach, I could not find one which analyzed the student-teachers’ understandings of EIL approach based on their learners’ diaries (lesson plans, ARTJs, and portfolio).

One previous study was conducted by Fransiska (2010) for her thesis in English Department entitled High school English teachers’ attitude toward English as an International Language. The aim of the study was to find what the fifteen High School teachers’ attitude were in Salatiga toward EIL approach. The findings of her study stated that High School teachers showed (the attitudes toward the issue of EIL) that they trusted native speakers to be the best model for their students (Fransiska, 2010, p. 35). Another current study was done by Zacharias (2011, p.113) which

“...found that students have fragmented and surface understanding of EIL. BESTs, the student-teachers in Microteaching course, perceive EIL merely as exposing the cultural content of the materials and relate them to students' culture”.

The fact that the previous studies only focused on the issue of EIL about native-like competence and provided less specific result of student-teachers' understandings of EIL approach, I thought it was important to conduct the study. It is hoped that by finding the student-teachers' understandings of EIL approach while they were practicing their mini lessons, the real teachers in Indonesia will be motivated and attracted in teaching and using EIL approach.

Secondly, I have big curiosity about my classmates' understandings of EIL approach when they were performing their mini lessons and documented their ideas of EIL approach in their lesson plans, ARTJ and portfolio. It is due to the experience that I had in my Microteaching class, when I found difficulties to understand what EIL approach was and how to implement this approach in the materials. Therefore, I want to know whether the same difficulties were faced by other student teachers. Lastly, I also want to know how the student-teachers understandings of EIL approach developed during the Microteaching course. It is important to know how the student teachers who barely knew about EIL approach gained better insights at the end of this course.

Besides the reasons presented above, there are several significance of this study. It is expected that reading this study would enhance the student-teachers' or teachers in Indonesia's knowledge about EIL approach. They will be more aware of and familiar with what EIL approach is and to what extent the study is beneficial for them. The cultural awareness of the teachers who

accommodate EIL approach is also expected to elevate. This is supported by Matsuda (2003) who says that “EIL approach has a potential place in Indonesia as long as there is a way to raise people awareness about the role of EIL in global society such as teacher education toward EIL and the use of media” (p.726). In addition, EIL approach will be seen as a positive teaching approach of ELT in Indonesia. Although the implementation of EIL approach seems difficult and takes a long time in Indonesia, the study will contribute as a proof that EIL approach can be implemented in a Microteaching course with varieties of understandings gained by the student-teachers. As Imperiani (2012) stated:

There is a chance for Indonesians to change their attitude toward English in the light of EIL as long as there is a continuous exposure to ELT in Indonesia not only through formal education, a change in the government in issuing teaching visa not to English speaking countries only, and the use of media such as internet. (p.10)

From the statement above, we can learn that continuous exposure to the EIL approach, especially to the student teachers, through so many ways will contribute to the success of ELT. Therefore it is expected that the student teachers are able to implement EIL approach in their teaching once they become future English teacher in the multicultural country like Indonesia. To know more about what EIL approach and how it is implemented in the materials, we can read some of expert studies about EIL approach.

2. COMPARING TWO APPROACHES: MONOLINGUAL APPROACH VS EIL APPROACH

EIL (English as International Language) approach has now been used widely in many countries, including Taiwan, Japan, Thailand and Indonesia. For the teachers, applying EIL approach could not be instantly done since they needed to know what exactly the definition of EIL approach compared to other approaches in foreign language teaching (Reza, 2001, p. 4). In the attempt to understand the fundamental differences between the past approach (monolingual approach) and EIL approach, we need to compare both approaches.

2.1 Whose language presented?

In the past teaching, Kachru (1985) proposed “the unique development of English in three concentric models” (p. 12). First is the inner circle, where English was the dominant language and the centre of communication in public and other contexts in countries like Britain, Australia, and the United States. Second is the outer circle countries which include English speaking colonization nations (for example Singapore, India, and the Philippines), whose people speak English as a second language. Third are the expanding circles countries, whose people speak English as a foreign language (for example China, Japan, Taiwan and Indonesia).

In contrast to the past teaching which positioned the Inner Circle countries as the owner of English, I personally support the act of integrating World Englishes into ELT (Matsuda, 2003, p.726). He proposed a teaching technique in which students

are exposed to English speakers from various language backgrounds and cultures, not only the native speakers. Moreover, Widdowson (1994) proposed the ideas on the ownership of English:

If the bilingual speakers can achieve successful communication with their imperfect command of English, they don't need the native speakers to tell them what is right and what is wrong. (p. 387)

Therefore, we can conclude from this discussion that in EIL, local linguistic features, including accents, are important aspects to be considered in the classrooms, especially those with multicultural contexts, since the main purpose of learning English is to communicate effectively instead of to impersonate or copy all the native's linguistic features. This idea is so much different compared to that of monolingual approach which stated that the originality of English should be preserved, including shaping the students to be able to speak, write, or perform other language skills just like the native speakers of the target language.

2.2 Which texts?

In the past teaching, English teachers have a lot of choices in terms of textbooks, and it is surprising that many of them rely on uninteresting textbooks that focus on grammatical structures and on practice in isolation (Killickaya, 2004, p.4). Also, the activities chosen are based on teacher-talk and student-listen routines (Cheung, 2001, p.55). This practice does not lead the students to develop a genuine interest in learning English.

In contrast to past teaching, EIL approach uses cultural content in the classroom for it will foster learners' motivation (McKay, 2000, p. 7). She believed that there should be varieties of cultures in the materials, instead of just overload western cultures in ELT classrooms. Besides, learning about a culture does not mean accepting that culture. If the role of the culture in the materials is just to create learners' interest towards contents and thus towards the language learned, that is desirable.

Therefore, in contrast to the monolingual approach used in the past, EIL approach lets the use of the local cultures to enhance the students' engagement to the material and the lesson itself. Choosing textbooks which contain more local cultures are preferable rather than choosing those which mostly contain western cultures. By doing so, it is expected that students' interest to learn the language will increase since they are more familiar and friendly with the materials so that they will get better understanding toward the language lesson learnt in the classroom.

2.3 Whose cultures?

In the past teaching, it was the cultures of English speaking countries which were presented in the classroom. As Graddol (1997) noted, one of the primary principles of the past teaching about native speakers was:

It locates the 'native speaker' and native speaking countries at the centre of the global use of English and by implications, the source of model correctness, the best teachers and English language goods and services

consumed by those in this periphery. (p. 10)

Graddol proposed the ideas about the power of native speakers as the best speakers together with presenting English cultures in ELT instead of the bilingual students' culture. In the past teaching, cultural materials only came from the native speakers who were believed as the best model speaker. Learners' own culture materials were almost never been used.

Then, Cortazzi and Jin (1999) proposed the idea of cultural content in EIL approach (as cited in McKay, 2002, p.88). They identify three types of cultural materials: target culture materials, learners' own culture materials, and international target culture materials. The international target language materials are suggested to be used more often since they cover a variety of knowledge from different cultures all over the world from English-speaking countries and non-English speaking countries by using the target language (McKay, 2003, p. 9-10). It will increase the learners' interest rather than choosing only one culture all the time. It will also prevent learners from having the fear of assimilation into a specific culture and help them respect other people's cultures. Students' own cultures should also be discussed together with target language's cultures. In other words, home and target culture should be integrated. While using cultural contents in classrooms, teachers should keep in mind that English is an international language, and culture is an aid to motivate our students rather than something to be taught.

Similar to the conclusion on the previous discussion, emphasizing learners' own culture materials is an

important thing to be considered in the classrooms which employ EIL approach. However, adding other cultures from various countries is also important since it is helpful to increase students' awareness of cross-cultural understanding, especially in the purpose of teaching English as an international language.

Having better insights about what EIL approach is and how this approach can be implemented in the teaching material, we move to the illustration or design of this study. The following heading presents the setting and the subjects of this study, as well as how the researcher will conduct this study.

3. THE STUDY

3.1 Context of the study

The study was conducted in the Faculty of Language and Literature of Satya Wacana Christian University, Salatiga. It is located in a growing population town; Salatiga, Central Java, Indonesia. English is now starting to be used in active communication activities in this place. Learners from toddlers until adults have opportunities to communicate orally and directly with the foreigners or native teachers. Moreover, the emergence of various international-based schools in this town make English become a more popular language to be spoken or written. However, the subject of this small-scale study was the student-teachers in English Department, who were mostly four years students. The reason for selecting a Microteaching course was because this course developed a community of beginning teachers who were expected to be able to critically reflect on their own teaching, situate

their teaching according to the local contexts, and be sensitive toward students' learning needs. Thus, choosing a Microteaching course is considered appropriate for this study.

In addition, all the student-teachers who were selected took Microteaching course (ED603C). This course was the pre-requisite course to Teaching Practicum (ED703A). One of the requirements of this Microteaching course (ED603C) was accommodating EIL approach in the mini lessons. The Microteaching course (ED603C) was run for two hours per week over 14 weeks with approximately 12 students in one class. In the class, each student had the opportunity to conduct a 15-20-minute mini lesson for 3 times. In the beginning of the class, there were explanation about Action Research approach to Microteaching and introduction of Integrating EIL in the student-teaching experience. Then, in the second week, there was a lecturer's presentation titled "*What is an EIL approach to Microteaching?*" which discussed on the characteristics of EIL approach. In the third week, there was a workshop entitled "*Developing materials for your student-teaching using an EIL approach*" discussed on how to put EIL approach in the mini lessons and making the Action Research Teaching Journal (ARTJ). In this week, the student-teachers were given exercises of creating activities based on the topics given. In the fourth until fourteenth weeks, the student-teachers presented their mini lessons each week there would be four student-teachers. At the end the course, the lecturer gave 2 weeks to write their portfolio.

3.2 Participants

The eight participants in the study were selected from twelve student-teachers in Microteaching course. The selection of the participants was based on two techniques. Firstly, the 'purposive sampling' (Blackledge, 2001, p. 57) was used to choose these eight student-teachers by considering the completeness of their data (lesson plans, ARTJ, and portfolio) and the clarity of understandings of EIL approach (compared to the other four student-teachers). Secondly, these eight student-teachers were chosen based on 'a sample of convenience' method (McKay, 2006, p. 37). It meant that these eight participants were more accessible to be asked for information regarding the availability of the data and had bigger willingness to be questioned about further information related to their data.

Altogether, eight ED603C students were selected. These students were from Indonesia and in their fourth year. Their age ranged from 20 to 23 years old. All of them spoke more than two languages, including English, Indonesian, and their local languages (e.g. Javanese). From all the reasons above, it was appropriate to choose them as the participants by aiming at finding the student-teachers' understandings of EIL approach.

3.3 Instruments of data collection

The aim of the study is to find the eight student-teachers' understanding of EIL approach in Microteaching course. To gather the information from the participants, the study used the following instruments of data collection:

- **Lesson Plan**
In each mini lesson, the participants had to create lesson plan. Lesson plan was made before the mini lesson with an additional format of "why this activity" in the beginning of the lesson plan. In this section, they had to explain the reasons of the activity and relate it in EIL orientations to teaching. In the following sections, they had to write about Subject, Level, Time Allocation, Standard, Basic Competence, Learning Objectives, Learning Indicators, Teaching Materials and Procedures of teaching. There were twenty four lesson plans collected from eight student-teachers.
- **Action Research Teaching journal (ARTJ)**
Then, Action Research Teaching Journals (ARTJs) were made in two sessions, which consisted of topic and planning (prior to constructing lesson plan), action (right after conducting the mini lesson), observation (after viewing the video recording of the mini lesson), and reflection (after conducting and viewing the video recording of the mini lesson).
In addition, in each mini lesson, the student-teachers were being recorded by the lecturer in videos that would be used as one of the sources to write their ARTJs. In writing the ARTJs, the student-teachers made topic and planning sections before they conducted the mini lesson. Moreover, in the action, observation and reflection sections they had to mention what aspects worked well and what did

not, made corrections on their teachings, and wrote overall impressions of their teachings. The average words of each ARTJs were 1000-2000 words and there were twenty four ARTJs collected from eight student-teachers.

- **Portfolio**

At last, at the end of their mini lessons they were required to write portfolios which document teaching artifacts and illustrate each student-teachers' journey of Microteaching course. The portfolio needed to include: an introduction of each student's educational background and personal data, the body which consisted of the reflective focus that holds the artifacts and reasons for choosing the reflective focus, and end with a conclusion that illustrated their progress of accommodating EIL approach in the three mini lessons. Particularly, the focus of the portfolio was the students' development in accommodating EIL approach which was coherent with the lesson plan and ARTJ made. Above of all, the average words of writing portfolio were 1500- 5000 words. There were eight portfolios from eight student-teachers.

In summary, all data will be seen in the following table:

Table 1. Instruments of Data Collection

Participants	Kind of learners' diaries	Artifacts collected each mini lessons	Total
8 participants	ARTJs	@ 1 * 3 mini lessons * 8	24

		participants	
	Lesson Plans	@1 * 3 mini lessons * 8 participants	24
	Portfolio	@ 1 * 1 * 8 participants	8

3.4 Procedures of data collection

The procedures of the data collection for this study were divided into three phases. Firstly, the researcher called and emailed the participants to ask the data such as lesson plans, Action Research Teaching Journals (ARTJs), and portfolio from three mini lessons in soft-copies by email or flash disks. The process of gathering the data took 3 weeks and mostly received through emails. The data of each participant consisted of 3 lesson plans, 3 ARTJs, and 1 portfolio. Secondly, the data were classified based on their chronological orders and were put in 1 folder. All the participants were given pseudonyms. Thirdly, after the researcher was certain that all the participants' data were complete, the researcher contacted the participants to ask some uncertain parts in the data.

3.5 Procedures of Data Analysis

The analysis began with coding the sections of the teaching journals and portfolios which included in the focus of this study, then classified similar types of data into categories. After that, from the emerging themes found, only one topic, understanding of EIL approach, was chosen to be analyzed. The last step in the analysis was to interpret the categorized data. When analyzing the data, NVIVO software tool was used to analyze the emerging themes. The participants'

ideas, statement, feelings and self-reflection from their artifacts in 3 mini lessons became the evidence of their understandings of EIL approach. The illustration of the NVIVO data analysis was showed in the table below.

Table 2. Data Analysis using NVIVO software tool

No.	Process of understanding EIL approach	Frequency of occurrences (1 st -3 rd mini lesson)
1.	Understanding of EIL approach	25
2.	Barriers in accommodating EIL approach	9
3.	Student-teachers' confusion of EIL approach	25
4.	Student-teachers' efforts in accommodating EIL approach	18
5.	Student-teachers' efforts in gaining understanding of EIL approach	9
6.	Student-teachers' benefits of using EIL approach	10
7.	Students' benefits of being taught EIL approach	7
8.	Self reflection	22
9.	Progress of accommodating EIL approach	24
Total of occurrences		149

The results above were used as the materials when doing the analysis. After that, reading and analyzing 24 lesson plans, 8 ARTJs and 8 portfolios from 8 participants was done to find out what kind of materials they used and whose cultures were presented.

4. FINDINGS AND DISCUSSIONS

In this finding and discussion session, there were three themes that were found in the participants' mini lessons. They are Mini Lesson 1: comparing a western culture and a local culture, Mini Lesson 2: accommodating the students' cultures to encourage students' confidences in using English, and Mini Lesson 3: exposing the students with varieties of cultures. The themes emerged were based on 24 lesson plans, 8 ARTJs, 8 portfolios, which were taken from 3 mini lessons that the students' teachers made during the Microteaching course (ED603C). The findings were illustrated chronologically from mini lesson 1, 2 and 3.

4.1 Mini lesson 1: comparing a western culture and a local culture

In their first mini lessons, most of the student-teachers shared similar understanding of EIL, in which EIL was considered as an approach that compared a western culture and a local culture. This statement was presented in their Action Research Teaching Journals (ARTJs). For example, Maura, Beno and Rico defined EIL approach as comparing a similar topic which was engagement from two different cultures, Indonesian and Western cultures (ARTJ 1, Reflection section, 05/10/11).

In the first mini lesson, Rico perceived EIL as comparing western and Javanese culture in form of engagement topic. When asked further about this topic, Rico stated his opinion that:

Actually, the topic described in the text was not very common in Indonesia because in Indonesia, there was no 'life' after engagement. 'Life' was started after the marriage. This Western culture was the thing that should be highlighted by the students so that they can compare the culture

with what they experience in their home country. (Rico, Lesson plan1, 05/10/11)

In his first mini lesson, Rico tried to present engagement in western cultures in a text and related the text with students' background knowledge about engagement in their local context. In Java, engagement means a wedding proposal which becomes the first acquaintance before a couple gets married. In America, engagement means strengthen the man and the woman's relationship as a couple who can move and live together. Because of this basic difference, Rico took concern on not only what materials he should teach but also how to make the students understood. This analysis was in accordance to what Tony (2008) says that "teachers aimed at raising their students' awareness of the variety of EFL by relating the students' background knowledge" (p.44). By giving engagement text in western context and asking the students to relate the text with what the students knew about engagement in their cultures, it enhanced students' awareness about varieties of cultures among them.

Moreover, Beno got his first understanding of EIL approach by comparing Batakese, Javanese, and western engagement. Beno distributed two kinds of texts about a Batakese and a Javanese engagement process and asked the students to differentiate between Batakese and western or Javanese and western (Beno, Lesson Plan1, 05/10/11).

Similarly, Maura defined EIL approach as comparing western and Indonesia engagement. Maura accommodated EIL approach by giving texts:

Given the 2nd text about "*My romantic proposal*"... Ask the students to share their opinion about engagement based on their

background knowledge... (Maura, Lesson plan1, 05/10/11).

For Maura and Beno, they used the texts as "personalizing cultural content" (Fleet, 2006, p.16) by leading the students to a better cultural understandings and giving students opportunities to share what they had and knew about their cultures. Thus, they tried to enhance students' awareness by the western and Indonesian text given about engagement in the classroom and lead the students to share their background knowledge.

Furthermore, Rum perceived EIL approach as comparing western and Indonesian cultures but not about engagement. She chose to explore the differences of selling second hand goods in Indonesia and Western. In addition, instead of presenting reading texts, Rum showed her efforts to raise students' cultural awareness by giving the students a writing exercise.

...students will be able to understand their local culture compared to the Western culture and put it in a piece of simple creative writing. (Rum, Lesson plan1, 9/10/2011)

Moreover, she tried to grab students' attention by showing pictures of how selling second hand (flea market) took place in the two countries. In the same way, when Rum exposed her students to give opinions toward what they knew about flea market, it made her students participated actively in the classroom. As Mckay (2002) says, "the encouragement of students' interests in reflecting their own cultures is affected by teachers' thoughts in choosing to introduce global and English cultures" (p. 100). Therefore, knowing that students were interested in pictures, Rum put many pictures of flea markets, both in western and Indonesia which remarked her teaching

as a really interesting opening to introduce western and Indonesian cultures.

Different from most of student-teachers in implementing the idea of EIL approach in their mini lessons, Nana had the idea of comparing two local accents from the two Javanese speakers. She said that one of the speakers had a really good native-like accent, whereas the other one had a really strong Javanese accent (Nana, ARTJ1, 11/10/11). It was done when she presented the material about “*I love local food*”. She focused on two Indonesian speakers to compare which one was more understandable and clearer, as written below:

I want the students to be better understood between hearing two local spoken English conversations.
(Nana, ARTJ1, 11/10/11)

In this sense, Nana wanted to enhance students’ awareness that second language learners’ accents were acceptable. Although comparing two local accents might be categorized as a misleading understanding, this exception of EIL approach understanding in the student teachers’ first mini lesson showed that not all students could grasp the essential meaning of EIL approach and integrated this approach properly in the materials. The local accents in speaking English are formed from the students’ origins, cultures, and first language. Even though various English accents were suggested in EIL approach (Matsuda, 2003), comparing two local accents could not be considered as a proper EIL approach. Similarly, McKay (2003) added that “students’ own cultures should also be discussed together with target language’s cultures in EIL approach” (p.3). In other words, home and target culture should be integrated, instead of just presenting the target cultures or the local cultures at a time. This evidence showed

that there might be a need for the students to be given a correct model of the implementation of EIL approach (for example in the form of EIL lesson plan or EIL textbooks/materials) instead of just its theories, so that misleading understanding of EIL could be avoided.

From this discussion, it could be concluded that in this first mini lesson, most of student-teachers still tried to define what EIL approach was, with some trials and errors in their implication. For most of the participants, they got their first understanding about EIL by comparing two cultures: western and Indonesian cultures. However, there was only one exception, in which one student defined EIL as comparing two local accents, since Nana thought that presenting varieties of English accents from the expanding circle countries was part of EIL approach. However, there was a good point from this misleading concept of EIL in which Nana was able to deliver a message to her students that local accents were acceptable. It illustrated that although her method of applying EIL in the material was inappropriate, she could grasp another fundamental principle of EIL, which was to encourage the students to use any accent they had to speak English. This finding was supported by Momenian (2011) that “there is no need for second language learners to discourage their first language and do so their identities in teaching EIL classroom”. (p. 3)

4.2 Mini lesson 2: accommodating the students’ cultures to encourage students’ confidences in using English

In the second mini lesson, most of the student-teachers perceived EIL approach as teaching English with the recognition of varieties of English in the world where students’ different accents and cultures were discussed and implemented in the

materials (Rum, Sasa, Beno, portfolio 16/12/2011).

In the second mini lesson, Rum had a belief that role play could be used in accommodating EIL approach by encouraging the students pretended to be local Indonesian people who offer umbrellas, temporary tattoo making, and dreadlock hairstyle making to the foreigners in Borobudur and Bali, while the other students would be foreign tourists (Lesson plan 2, 31/10/2011). Actually, role play/dramatizations can be used to initiate students' discussion and introspection (Jordan, 1997, p. 105; Kilickaya, 2004, p. 5). Therefore, by doing role play of being local Indonesian people, the students were more aware of using selection of language and practicing English conversations when they were facing the foreigners. In addition, role play enhanced cultural awareness by introducing varieties of local jobs in tourism like what Rum had done in her second mini lesson.

Then, Sasa believed that EIL approach aimed at encouraging students' confidences and awareness of different accents (Sasa, ARTJ2, 31/10/2011). Sasa added her perception of EIL approach through her lesson plan below:

In this activity I want to give a perception that varieties of pronunciation exist in the world by giving them the song title 'Price Tag' which is brought in Thai and American accent. At last the song will be sung by the student so that students will be realize that actually they have their own accent in pronouncing English words. (Sasa, Lesson plan2, 31/10/2011)

She realized that providing two kinds of accents from the song *Price Tag* was a good way of creating students' cultural awareness. After hearing the two songs, the

students were asked to sing together. She wrote that this activity proved to help the students understood that whatever accents used in English were acceptable. The analysis was positively supported by Kilickaya (2004) who said that "authentic materials like songs enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom" (p.6).

Furthermore, Ben perceived EIL approach as exploring students' awareness of Indonesian culture site, Komodo Island (Beno, ARTJ2, 07/11/2011). In his lesson plan, he added the purpose of choosing Komodo Island:

...I chose Komodo Island as my topic because I want to make this material to be more EIL friendly for the students. I also want to increase my students' awareness toward the natural heritage in Indonesia. (Beno, Lesson plan2, 07/11/2011)

In the second mini lesson, Ben focused on creating a more familiar topic for his students by presenting one of Indonesian culture sites, Komodo Island as practicing students' speaking skill in form of persuasive speech. The analysis was supported by Clark (1990) that "teachers must possess the skills of validating students' cultures and helping them to develop a positive sense of self" (p.7). So, by choosing Komodo Island to enhance students' awareness was a positive way to confirm that exploring the students' cultures in the classroom was acceptable.

In contrast to the above evidences of student-teachers in accommodating students' cultures, Nana gained her concept about EIL by focusing on Javanese culture which wasn't for sure belong to her students' cultures. She wrote her perception about EIL approach below:

Therefore I came up with the idea to bring Indonesian's traditional art in teaching English. I thought that the activity that I design by giving the a Wayang story has relation to the EIL approach. As I stated clearly in my planning-journal, I used Wayang story in my activity because it drawn students own culture as the content (Nana, portfolio, 16/12/2011)

In the 2nd mini lesson, Nana accommodated EIL by focusing on one culture only, Javanese culture. She focused on Javanese culture, a *wayang* story to prevent the overuse of cultural material in the language classroom. However, while using the cultural content in the classroom, teachers should keep in mind that English is an international language, and culture is only used as an aid to motivate the students rather than something to be taught (Killickaya, 2004). Thus, the way Nana perceived EIL approach by choosing *wayang* story as a teaching material which was taught in the classroom rather than using it as a media to enhance students' motivation was not in accordance with Killickaya's idea.

From this discussion, it could be concluded that in the second mini lesson, most of the student-teachers focused on defining EIL approach viewed from Cortazzi and Jin about the source culture materials and international culture materials (as cited in McKay, 2002, p. 88). Source culture materials dealt with learners' own cultures as content of the teaching such as a local-foreigner role play, a *wayang* story and vote for Komodo Island. Then, International target culture materials dealt with English speaking countries cultures and non-English speaking countries such as Price Tag song with two different accents. Entering the second mini lesson, the better understanding of EIL approach was seen from most of their statements who said

“that my understanding about EIL was improved/better/developed” (Rum, Sasa, Beno, Nana, portfolio, 16/12/2011). The ideas written by the participants were supported with the lecturer's grading sheet which shown that student-teachers achieved better results than the first mini lessons.

4.3 Mini Lesson 3: exposing the students with varieties of cultures in the world

Seeing from the first and second mini lessons these student-teachers' understandings of EIL approach increased from comparing two cultures to accommodating the students' cultures. In the third mini lesson, most of participants stated in their portfolio that EIL approach dealt with cultural phenomenon occurred in the daily lives of people in the world (Rum, Dhen, Nana, Maura, portfolio, 16/12/2011).

Firstly, Rum perceived EIL approach as bringing real current issues or cultural event in Indonesia, SEA GAMES (South East Asian Games) in her third mini lesson. She stated her purpose in her lesson plan as written below:

I want to explore and develop my students understanding about the other sports beside those big matches. I think this is EIL because this is a recent real event happening in Indonesia, Indonesian people talked about it, and I also create the material by myself. (Rum, Lesson Plan3, 26/10/2011)

If I dug deeper about her understandings of EIL approach, SEA GAMES could be seen as one of the biggest cultural events in South East Asia since it was participated by 11 countries and employed many kinds of sports. Exploring SEA GAMES and its various sports was a positive thing for the students since they

would learn a lot of vocabularies and noticed that the speakers of the recordings could be an Indonesian person instead of native speakers. In this sense, when Rum presenting SEA GAMES topic in the classroom, she maintained that culture involved as one of fundamental aspects of human experience: what people do (cultural behavior) (Spradley, 1980, p.10). Therefore, by teaching about SEA GAMES the students would gain “cultural knowledge”(p.10).

Then, to give more examples about cultural varieties, Nana perceived EIL approach by presenting different kinds of tea in the world. She mentioned the reasons of choosing the topic as written in her ARTJ below:

The reasons I choose that topic is because each country has their own type of tea and also tea is the most popular beverage in the world, both in the East and in the West. (ARTJ3, 13/12/2011)

Nana had an assumption that introducing the students to different kinds of tea would grab students’ attentions. She provided pictures of the kinds of tea in the world which led to an activity of making a recipe of tea. In addition, drinking tea is one of cultural phenomenon for people in several parts of the world since almost everyone drinks tea. As McKay (2002) states, “in using EIL, students needs to be encouraged in term of cultural diversity” (p.83). Therefore, when Nana taught about various tea in the world, the students would be aware of kinds of tea with their different tastes and ingredients.

Lastly, Maura illustrated the varieties of culture by valuing many kinds of greeting styles in the world. She mentioned her feelings through her portfolio:

Mini-lesson three was my satisfaction in understanding EIL. I

could blend my teaching material with EIL perfectly ...I taught about greeting styles and greeting expressions. I could see clearly how to accommodate EIL on it. English greeting was always about “hello” how are you” or good bye”, actually there was many expressions to greet someone... (Maura, Portfolio, 16/12/2011)

Thus, Maura did enhance students’ awareness about varieties of cultures. In the same way, culture was an important element in the language classroom and it was believed that culture could enhance students’ motivation to learn, speak and discuss the materials well. In addition, students would be motivated and interested in the materials when it dealt with cultural content like what Maura had taught to her students. For this reason, it was obvious that teachers did not only play as language model but also as “the central role to play in aiding students in acquiring both a linguistic and cultural competence in a L2 or FL” (Fleet, 2006, p.13).

In this last mini lesson, these student-teachers perceived EIL approach as a way to teach various kinds of cultural phenomenon, such as a shared culture for various countries in South East Asia people in the SEA GAMES material, various kinds of tea and ways of drinking it, and various greeting styles in the world. It was also supported by Fleet (2006) that “language teachers’ duties are creating a positive atmosphere and attitude towards the target language and culture while preserving students’ L1 and cultures” (p.13). Moreover, in the process of these student-teachers’ understanding EIL approach, most of them stated in their portfolios that they finally had a clear understanding of EIL, as well as what kind of EIL materials should be used in EIL approach after they made their third mini lesson. In conclusion, the

student teachers felt that they had been successfully implemented EIL approach in their teaching materials. Moreover, they had developed better understanding about EIL by accommodating not only local and target language cultures into the materials, but also international cultures which could be used as a powerful way to increase students' interest toward the materials as well as their awareness of cultural diversities.

5. CONCLUSION

The purpose of this study was to find what the eight student-teachers' understandings of EIL approach in a Microteaching course. The study showed that, concerning the notions of EIL, the participants held different understandings of EIL approach. The different understanding were perceived when they tried to look for additional sources in the internet, watching the videos, create their own materials, design their own activities, or look at their classmates' performances. When teaching English as International Language, these student-teachers aimed at raising students' cultural awareness by creating such attractive speaking, listening or writing activities. Instead of these student-teachers' confusion in defining what EIL approach was, the student-teachers gained several benefits from using the EIL approach: their students' awareness of cultural content or phenomenon, appreciation and acceptance of other cultures, as well as awareness of the acceptance of the local culture in English teaching

Besides, from the discussion above, there were three additional conclusions that could be derived. First, for most of the participants, they got their initial understanding about EIL by comparing the two cultures: western and Indonesian cultures. Secondly, most of the student-

teachers got better understanding about EIL by accommodating the students' cultures. Lastly, these student-teachers has successfully accommodated EIL approach into their teaching by not only putting local and target language cultures in the materials, but also international cultures which has great implication to increase students' interest to the material as well as their awareness of cultural diversities.

However, this study had several limitations. First, the participants of the study were only eight student teachers. Secondly, the context of study was only in an English Department of Satya Wacana Christian University. Therefore, in the further research, the researcher hopes that there will be a continuous study in broader contexts, such as school or university teachers' understanding of EIL approach, so that the implementation of EIL approach in Indonesia can be tracked down and monitored for the future development of EIL approach.

In addition it is expected that this research will give contribution toward the implementation of EIL in Indonesia, particularly to increase student-teachers' awareness of EIL approach since they are the one who responsible for the success of English teaching and learning in the future. The bottom line that could be drawn from this study is that there are factors which enhance the successful implementation of EIL approach in ELT. Firstly, the teachers' efforts to create their own materials by including cultural content in the classroom positively support EIL approach. Then, the teachers' awareness of the students' interests in the classroom by creating creative and attractive activities in the classroom. Put into consideration that teachers, students, and classrooms are the combination of essential aspects in the educational settings where teachers select the best teaching technique so that students

perceive better and are active in the classroom. From this statement and evidences presented in the previous discussion it is obvious that EIL approach is beneficial in ELT.

6. REFERENCES

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