



English Teachers' Evaluation of the Portable English as an International Language (EIL) Perception Scale Toolkit Practicality as the Diagnostic Instrument

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Abstract. EIL pedagogy has been suggested by a number of scholars to be implemented in English language teaching contexts, particularly where English has not been considered a first language such as in Indonesia. To this end, English teachers would need to identify their English language learners' orientation before they prepare the learning materials for their students. This article reports the English teachers' evaluation results on the practicality of the portable EIL perception scale toolkit which is designed and developed as the diagnostic instrument for English language learners who learn EIL in the expanding circle contexts. The focus group discussion was conducted with twenty English teachers who voluntarily participated by contributing their ideas toward the improvement of the device. Key findings based on the qualitative content analysis show that three aspects of the device, namely the amenities for teachers and students, the size and shape, and its screen display need to be revised. Further study for the second practicality examination will be conducted.

Keywords: English as an International Language (EIL) · EIL perception scale · practicality evaluation · diagnostic instrument

1 Introduction

As today's world becoming more multilingual and multicultural, English has been used for intra-national and international communications. Responding to the current sociolinguistic and sociocultural landscape of English Language Teaching (ELT), English teachers are encouraged to incorporate EIL-informed pedagogy in their classrooms [5], [13, 15]. This means that traditional English Language teaching (ELT), in terms of its practices, tests, textbooks, and teaching [8], [14], has been challenged by EIL-oriented scholars who advocate the exposure of English variations to their English language learners specifically in non-native English-speaking countries. Inevitably, the topic of EIL has attracted applied linguists in ELT since the early seventies (see [8], [14, 15, 20]).

Implementing EIL pedagogy in the ELT contexts where English is not considered the first language is suggested (see, among others, [3], [12, 13, 16]) as its 'native English

speakers (NES) model is no longer appropriate across multiple contexts of English use and users' [21]. This condition also applies in Indonesia in which English language learners may not be able to achieve 'native speaker-like' proficiency. As most Indonesian speak more than one language namely their mother tongue, and Bahasa Indonesia [7], their English has been influenced by their linguistic and cultural background. [16] highlights that there is 'a tremendous cline in language ability among bilingual English speakers. To this end, English language learners need to acquire the linguistic system and organize their experiences and negotiate their identities through learning English [17].

Due to the role of English in this globalized world, English teachers in the Indonesian context need to be supported to apply EIL pedagogy in their teaching practices. It is in accordance with [16] claim that 'as an international language, English belongs to its users, and as such, it is the users' cultural content and their sense of the appropriate use of English that should inform language pedagogy'. This means that a systematic approach to implementing ELP pedagogy is needed by the local English teachers. Thus, the aim of this article is to report the English teacher evaluation concerning the practicality of the portable EIL perceptions scale toolkit. This device could be used by English teachers to identify their students' perceptions of EIL and its results are used as a reference for designing teaching materials with EIL- oriented.

EIL is defined by [14] as "a function that English performs in international, multilingual contexts, to which each speaker brings a variety of English that they are most familiar with, along with their own cultural frames of reference, and employs various strategies to communicate effectively' (xiii). Two assumptions become the base of this broad conceptualization. Firstly, the chance to encounter the diversity of English and its users in today's multilingual and cultural contexts has become normal. Secondly, due to these conditions, applicable communicative strategies should be employed for communications across a variety of linguistic and cultural groups [0]. [14] and [19] have further discussed theoretically the topic of EIL. Therefore, EIL is employed as a term 'to describe the expanded scope of English as a global language associated with its spread around the world and the increase in its linguistic and functional variability' [4].

Respecting the teaching of EIL in expanding circle contexts [8], it is essential to identify the English language learners' orientation toward EIL initially. To provide the teachers' practitioners with information about their students learning needs of the EIL program, a diagnostic assessment is required. It provides prospective values to teachers of 'knowing what an increasingly diverse population of learners brings to classes and also because diagnostic assessment coheres with current constructivist theory' [9]. This means that the diagnostic assessment for EIL pedagogy is necessary for the English language teachers to inform them of the design of their student-targeted pedagogic response and previous teaching evaluation.

Our study adopted the EIL perception scale (EILPS) from [10] as the diagnostic instrument in EIL pedagogy. It has four dimensions namely the current status of English (CSE), strategies for multilingual/multicultural communication (SMC), varieties of English (VE), and English speakers' identity (ESI). Table 1 shows the distributions of each parameter and its items. [11] have used this instrument within cross-cultural perception studies and it is considered a reliable and validated instrument.

Table 1. EIL Perception scale constructs and items

Dimensions	EIL Perception Scale Constructs and Items
Current Status of English (CSE)	(CSE1) English is used today as an international language to communicate effectively with people from around the world.
	(CSE2) Many non-native English-speaking countries currently use English as their official or working language.
	(CSE3) English is the language of business, culture, and education around the world today.
Varieties of English (VE)	(VE1) Different varieties of English, such as Hong Kong English, Indian English, and Singaporean English, are acceptable today.
	(VE2) Teachers can use English listening materials that are recorded by people who have different kinds of English accents.
	(VE3) Different varieties of English, such as Indonesian English, Taiwanese English, and Japanese English, are acceptable today.
	(VE4) Teachers can include the interaction between non-native and non-native English speakers (e.g. Indonesian Japanese speakers) in English listening materials.
Strategies for Multilingual/Multicultural Communication (SMC)	(SMC1) I can adjust my conversational style according to my interactions with people of other cultural backgrounds.
	(SMC2) I can explain my own culture and customs clearly in English to people from other cultures.
	(SMC3) I am open-minded about accepting speaking/pronunciation patterns that are different from

This EIL perception scale is designed to be a portable device and paperless (see Pictures 1 and 2). We planted the Arduino software (<https://www.arduino.cc/en/software>) and the data consisting of EILP scale constructs and items have been input into the software. Afterward, the touch screen displays each statement and the users could touch the display responses whether they strongly agree, agree, disagree, or strongly disagree (see picture 1). The program then calculates the number of the responses and categorized them into four results namely very low orientation, low orientation, high orientation, or very high orientation. Each result also will be displayed on the screen.

For examining the practicality of this device, the participants were purposely selected and invited into a focus group discussion (FGD) meeting. [18] highlight that FGD is a



Fig. 1. Picture 1. A new design portable device and paperless

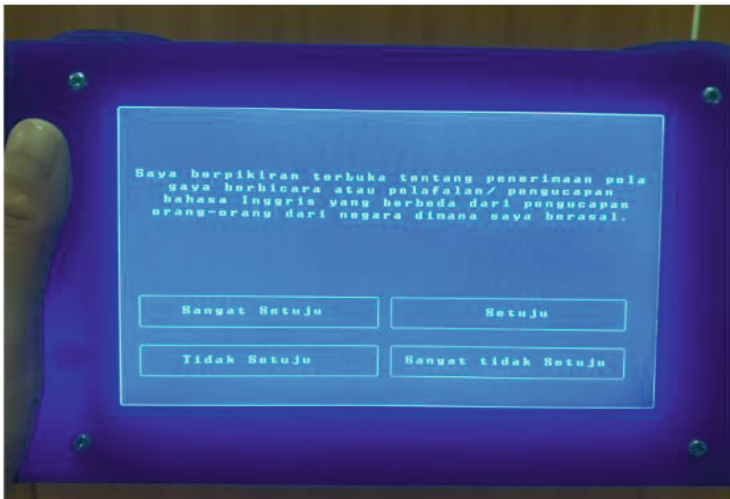


Fig. 2. Picture 2. The touchable display responses

type of group interview within an informal atmosphere where people are encouraged to discuss and uncover the underlying specific topic or issues such as norms, beliefs, and values that are common to the lives of participants [2]. In this study, the participants are asked to engage in focus groups because they have seen the device and they have tried to operate it (see Pictures 3 and 4). The participants are English teachers who serve in senior high schools in the area of West Sumatra province, Indonesia. Twenty teachers participated in this study and provided their opinions on the device in terms of the amenity for teachers and students, shape, size, and screen display. These teachers



Fig. 3. Picture 3. A teacher in focus group operates the device



Fig. 4. Picture 4. A teacher in focus group operates the device

were asked several questions after they held and tried to operate the device. Afterward, the discussion was recorded and then analyzed using a content analysis approach [1] considering the focus group data and acknowledging the nature and the context of the group. As the nature of the data depends on the participants, the time, and the specific context, this focus group is able to generate both individual and group-level data hence it is difficult to disentangle one from the other [6].

2 Results

For examining the practicality of the EILP scale toolkit, key findings were identified. In their collective reflections, the teachers highlight their insights into the improvement of the device design. They agreed and commented that this device has an amenity for teachers as it helps teachers to identify the students' EIL orientations. Not only for the students, but they also could know their own orientation. Additionally, the results of this diagnostic instrument are regarded by the teachers could become the basic assumptions in designing the EIL learning materials for the students. In this respect, the teachers may know the level of their students' orientation. For example, if the students have low EIL orientation, they inevitably prepare detailed learning materials for introducing EIL concepts and building the students' awareness of them. All of the participants admit that this device is easy to be operated and they considered that their students would be able to use it as well.

Respecting its size, they suggest that it should be reduced to become much smaller like the size of their smartphones. They claim that this device is still a little bit bigger compared to other portable gadgets such as tablets and smartphones. They expect that the design of this device could be slimmer. However, this device is not heavy and consequently, it is easy to be lifted with one hand and the fingers of the other hand could touch the screen. While coming to discuss its shape, the teachers highlight that the appearance of this device needs to be more attractive in terms of its sides. They prefer that the edge of each side should be designed in the curve instead of the sharp edge.

Discussing the screen display, it was found the preference for the background colour of the screen. 7 out of 20 teachers prefer lighter colour and even a white one and the others accepted the light blue one as the background. They do not object to the changing colour of the words if they are black and the colour of the background screen will be white. This indicates that the users of this device may want the screen colour to change as long as it does not distract their attention when reading the texts on the screen. Dealing with the font size of the words, they suggest them to be much bigger and prefer time new roman as a theme font. This may also indicate that they are familiar with the default theme font on their Microsoft word program on their personal computer or laptop.

3 Conclusion

The results of the English teachers' examination in relation to the practicality of this EILP scale toolkit show that this device needs minor improvements, in terms of its amenities, shape, size, and screen display. Overall, it was admitted by these participants that this toolkit was interesting and important for diagnosing their students' orientation concerning their ideology of the English language. This device may also answer the current problem in many parts of Indonesia where the infrastructure for internet service is still limited. Additionally, this toolkit is paperless and could reduce the use of plants.

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