# Incorporating English as An International Language in Teaching Materials: A Case of an EAP Course in Vietnam

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**ABSTRACT**

The spread of English on a global language has resulted in the emergence of a new paradigm of English language teaching, English as an International Language (EIL), which switches the focus from native models to communicative effectiveness and the equal status of all varieties of English and cultures. In Vietnam, though the goal of communicative effectiveness in English language teaching (ELT) is acknowledged, EIL syllabus material design has been given little attention. This study aims to explore the perceptions of material developers regarding EIL incorporation in teaching materials and the actual extent of EIL integration in teaching materials of an English for academic course. The results show that there exists a mismatch between the material developers' appreciation of EIL incorporation and their modest practices of incorporating EIL in teaching materials. The research also indicated that while the material developers equally value international target culture, culture(s) of future interlocutor and local culture, the priority in material design was given to culture of native speakers. The opportunities to develop skills to communicate across the differences are also given credits in teaching materials, as perceived and practiced in the material design of the course. The research suggests a pedagogical implication towards further incorporation of EIL in language courses to university students and the role of material developers in resonating material design with actual communicative contexts.

*Keywords:*
English as an international language,
material development, ELT

## 1. Introduction

The imperialism, colonization as well as globalization have resulted in the spread of English as a means for international communication with a tremendous scope. Nowadays, English becomes the official language of 88 countries, including 60 sovereign and 28 non-sovereign states and the most common second language in the world [20]. In different parts of the world, English is used as the language of communication, of international diplomacy, in international working environment, of research and publishing and for information sharing [20]. In language education, English is the most widely taught foreign language [20].

Because of the geographical spread of English, the number of English speakers from countries where English is not mother tongue outnumbers the number of native speakers by three to one [26].

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Hence, English is no longer the language of native speakers (NS), but its ownership has now been reclaimed "to the people who speak it" [22]. Indeed, following the widespread use of English, English takes on the characteristics of people who speak it. Non-native speakers of English (NNS) adapt English both structurally and pragmatically [11] to fit with the local use of English. English as an International Language (EIL) has emerged as a new paradigm of ELT, which various scholars have based on to develop syllabus materials.

## 2 Literature Review
### 2.1 EIL

EIL is variously defined as "the functions or uses of English in international contexts" [16], "a variety of English" by Widdowson [31] and a newly emerged "paradigms or perspectives" in ELT [19,27]. According to Marlina (2018), as a paradigm or perspective, EIL embraces the recognition of international functions of English and its use in a wide range of areas by speakers of diverse cultural backgrounds.

However, Sharifian [27] also notes a possible misunderstanding related to EIL, that is the use of the word "English" together with an adjective probably implies a particular variety such as Singaporean English or Malaysian English. Because of the confusion caused by the word 'international', it is essential to bear in mind that there exists no single variety of English that serve the purposes of international communication. This means that instead of focusing on one particular variety, it should be the pluricentricity of English that EIL paradigm emphasizes. In the international communicative contexts, speakers of diverse language backgrounds are able to employ a variety or varieties of English that they are most familiar with and use various communicative strategies in making meaning, negotiating meaning and communicating [14].

### 2.2 World Englishes

Besides EIL, there are also other terminologies that are often considered synonymous with EIL such as World Englishes (WE). According to Marlina [14], World Englishes are commonly interpreted in three ways: (1) a reference to all varieties of Englishes, (2) 'new Englishes' in such countries which were previously colonized and then made English their additional language and (3) the Kachruvian pluricentric approach with three concentric circles. According to Marlina [14], in a broader sense, 'World Englishes' (with the capitalized 'W') is understood as the third interpretation. This broad use of World Englishes is equated with EIL because they both centre on the idea of recognizing the legitimacy of different varieties of English. Meanwhile, the term 'world Englishes' (with no capitalized 'w') is distinguished as either all varieties of English or the 'new Englishes' [14].

### 2.3 Kachru's Circle of World Englishes

Following the spread of English internationally, Kachru [9] classifies English into three concentric circles according to how it is acquired and how it operates. In this model, Inner Circle represents countries that use English as their mother tongue, typically the U.K, the U.S, Australia and so on. The language used by people from Inner Circle countries is regarded as Standard English or "norms" [10]. Outer Circle includes countries which were the previous colonies of Inner- Circle countries such as Singapore, India, the Philippines and Kenya. In those countries, English gains an official status and is additionally spoken beside their own languages. The final category is Expanding Circle with such

countries as Brazil, China, Japan and Vietnam. In the Expanding-circle countries, English is taught as a compulsory subject and regarded as "the most popular foreign language" [23].
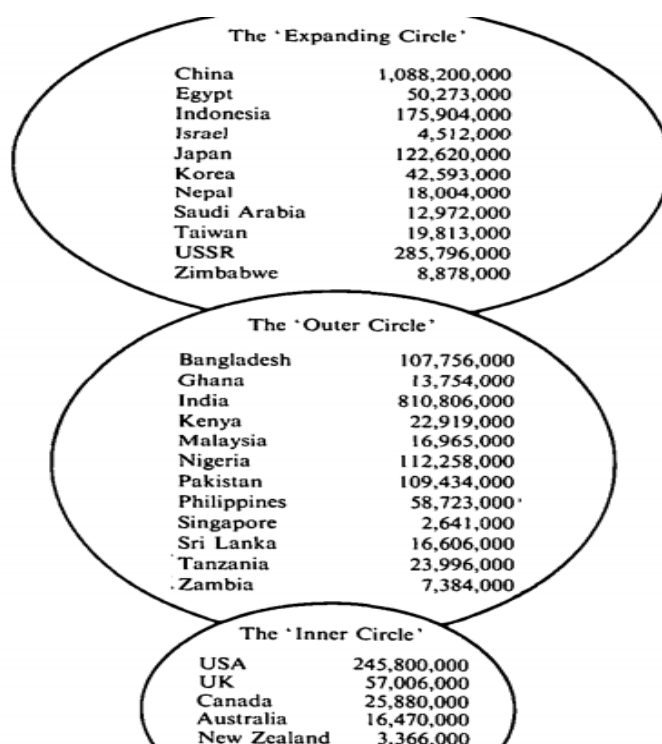


**Fig. 1**. Kachru's three circles of World Englishes [10]

Since it was first proposed, Kachru's model has been widely accepted and considered the most renowned model in the field, firstly for the awareness and appreciation of the existence of varieties of English that it raised [24] and, secondly for the usefulness of this framework as a tool of WE research [23]. (However, the concentric circles met with criticisms from scholars worldwide. On one hand, McKay and Brown [21] contend that Kachru's categorization oversimplifies the current state of English use because there are bound to be changes in the status of English use in different parts of the world [5,7]. Even Kacrhu [11] himself noticed the grey areas between the circles which cause confusion in defining the status of English in some countries such as South African and Jamaica. On the other hand, the location of native countries in the centre and inner position seems to create a conflicting connotation that English from native countries serves as the core, the correctness and the model for acquiring the language [5]. This somehow results in linguistic imperialism of English from Inner-Circle countries and marginalism of other varieties of English.

Despite such criticisms, the concentric circle continues to be used by scholars on EIL or World Englishes for research on a global scale [14]. Therefore, the categorization will be used as a theoretical framework for this research yet bearing in mind the changing state of contemporary English use nowadays.

## 2.4 Incorporating EIL in EAP Courses in Vietnam

Due to globalization and the advancement of communication technology such as the internet and social networking sites, the chance of communicating with English speakers from different cultures indeed increases as one may no longer need to travel across borders to communicate (Marlina, 2018). This means that the communicative contexts are no longer as simple as NNS to NS as traditionally assumed, but they can also involve the interactions between NNSs of multicultures.

In Vietnam, according to Doan [4], under the influx of foreign nationals [3], English comes into use with greater degrees than ever before [13,29]. English is chosen as compulsory subjects in most universities and schools [13]. Recently, it has been made the instructional medium for certain contents at tertiary level [4]. Furthermore, Vietnamese students' goal of learning English is not only to complete a compulsory subject but also to obtain effective cross-cultural communication [30]. This necessitates rethinking the conceptualization of the traditional teaching approach that embraces only NS norms.

Drawing upon the changing contexts of communication around the world, many scholars [18,21] have been urged to revise the current approach for ELT, particularly in terms of both pedagogies and material development. The traditional ELT teaching materials specifically designed for classroom use often embrace the varieties of Inner-circle countries, most dominantly the UK and the US [18]. According to Matsuda [18], the varieties of English, though legitimately recognized by scholars, educators and teachers, are hardly presented in ELT textbooks. Furthermore, a great deal of contents follows the varieties of British and American English as well as their cultures [17]. Additionally, the representations of English users are frequently described as NS rather than NNS, while NNS are often associated with learners of English. The frequency of NNS appearance in teaching materials is also much lower than that of NS [18]. As a result, the lack of representations beyond Inner-Circle countries poses a deficit and restricted vision of real communicative contexts on ESL learners.

In this light, the study was set out to investigate the material developers' perceptions of incorporating EIL in teaching materials as well as measure the extent to which EIL has been actually incorporated in the teaching materials of listening skill of an English for Academic Purposes (EAP) course in a language major university in Vietnam. The research sought to answer two questions:

1. What do the material developers of listening skill of the EAP course perceive of incorporating English as an International Language in teaching materials?
2. To what extent is EIL in the teaching materials of listening skill of the EAP course?

## 3. Theoretical Framework

In order to remediate the lack of EIL in the traditional ELT, altering teaching models is not enough. Various scholars have proposed that syllabus materials need to profoundly deal with knowledge, awareness, attitudes, and linguistic skills in international communicative contexts [14,15,18-20]. The model of material evaluation by Marlina (2018) was adopted as a theoretical framework to explore the EIL integration in the listening materials. Specific details regarding the EIL material evaluation framework are as follows.

Principle 1: EIL syllabus materials should provide students with exposure to varieties of English.

Because of the unavoidable contact with various linguistic varieties in communication, teaching materials need to expose learners with different versions of English [18]. In light of this, material developers should bear in mind the three following reminders.

First, materials should raise students' awareness that the variety of English that they acquire, and use is just one in the myriad of English varieties, and it may not coincide with the varieties that other speakers use in real communication. At the same time, such awareness should orient students towards the legitimacy of different varieties from speakers of various linguistic backgrounds [14]. In this way, if teaching materials only include one single variety of English, students are likely to favor one English and discard or think of others as wrongful.

However, incorporating random varieties of English in teaching materials is not a recommended choice in material development. The incorporated varieties of English should also be taken into careful consideration. On the one hand, the varieties of English employed in materials should be "locally relevant" [14]. This means that the varieties employed should match with the context of Vietnam, which is for cross-cultural communication. Furthermore, the varieties used in teaching materials should follow the goal of the curriculum and the needs of students [18].

One the other hand, the exposure to different varieties of English is emphasized throughout the principle it is important to realize that mastering all the varieties is an unrealistic and unnecessary aim for ESL learners [18]. However, this can be remediated by using ready-made materials including varieties of English, supplying the lesson with authentic materials or providing a lesson focus on Englishes [18].

Principle 2: EIL syllabus materials should include representation of a variety of multilingual speakers of world Englishes and of interaction among them.

Concerning the second principle, in the context of international communication, where there may be multilingual speakers of English, teaching materials should involve examples of speakers from Inner-, Outer- and Expanding- Circle [18]. This is supported by Marlina [14], claiming that teaching materials should place students in a more realistic communicative environment, which is not limited to only British, American or other English-speaking countries.

Additionally, Matsuda [18] proposes that the representations of speakers in teaching materials should possess similarities to learners themselves to encourage the ownership of English as well as connect English language and its learners. Nonetheless, both scholars also note that the portrayal of such speakers should also be comprehensive in the way that is not affected by native norms. For example, non-native speakers should not only be described as learners of English and native speakers should not only be portrayed as having BBC English or General English accents.

Principle 3: EIL syllabus materials should include representation of and exposure to different culture values.

It has been observed that language and culture are two inextricable aspects in language teaching [6,8]. However, to define culture is such a daunting task as the concepts of culture are much broader than just norms, values, beliefs and practices. One popular definition involves the division of culture as big 'C' Culture and small 'c' culture [2]. The big 'C' Culture refers to the economic, social, and political history, art of an ethnic group or a country, whereas the small 'c' concerns everyday lifestyle and culture. In the context of globalization, speakers of different parts of the world not only communicate in English but also exchange the norms, values, beliefs and practices of the culture [14]. This necessitates the need to prepare teaching materials, which fosters multiculturalism. Marlina [14] also postulates that the teaching materials should "reflect zero tolerance for parochialism and monocultural chauvinism". This means that in teaching materials, there is a call to encompass cultural

diversity. For this reason, upon evaluating the teaching materials, identifying whose cultures are embedded in the teaching materials is placed in the foreground.

Marlina [14] suggests that the sources of cultural content for teaching materials should be "international target culture", "culture(s) of their future interlocutors" and "source culture" (p.29), which is shared by Matsuda [18]. Concerning the first mentioned culture, "global culture", as coined by Mastuda [18], refers to a mixture of native and non-native cultural aspects that go beyond national boundaries and present in the whole global society. Such topics that earn great popularity in ELT, for example, environmental issue and technological development, can continue to serve as a source of content to teach to ESL learners.

Secondly, cultures of their future interlocutors are also considered a recommended source of content in teaching materials. However, identifying who are the future interlocutors is no easy task because they are often unknown and diverse [14]. Therefore, understanding the infeasibility of teaching all cultures would be essential for all teachers [18]. To this end, what teachers or material developers should do is to "strategically diversify the content to include countries and regions from various parts of the world in the teaching materials".

Finally, embedding local culture in teaching materials should be considered as learners also need to convey their own culture to other speakers in the process of exchanging words with people outside their countries. Above all, such cultures to teach to ESL learner should not be limited to conventions or stereotypes such as 'Pho' for Vietnam or 'kung fu' for China [14].

Principle 4: EIL syllabus materials should provide students with opportunities to develop skills to communicate across differences.

Teaching materials should equip students with strategies to negotiate across the differences because the awareness of varieties of English, as well as their legitimacy, does not necessarily ensure successful communication [14]. Therefore, ESL learners should be provided with opportunities to develop the ability to properly react to differences. Such strategies are:

• interpersonal strategies such as repair, rephrase, clarify, gesture, change topic, seek consensus, and provide mutual support; and
• attitudinal resources such as patience, tolerance and humility to negotiate differences.

Based on these four above-mentioned principles, educators and scholars can develop EIL teaching materials that suit the local contexts and language needs.

## 3. Methodology
### 3.1 Methods

Both quantitative and qualitative approaches were adopted to obtain a detailed understanding of the research problems. A quantitative research approach was used to figure out the extent to which EIL was integrated into listening materials. Meanwhile, a qualitative approach, which included interviews, was employed to triangulate what was actually behind the integration of EIL in teaching materials and also discover the perception of material developers about EIL.

### 3.1.1 Interviews

The research employed content analysis and semi-structured interviews as data collection method. In response to the extent of EIL integration in the course materials, even though the document analysis proves to be an effective tool in providing an overview of the EIL incorporation, the

understanding gained from it stays at the observational level [25]. More information and perspectives still need clarifying from the participants regarding the way in which the EIL integration has been implemented and the reasons behind such integration. Therefore, interviews with material developers of listening skills emerged as an effective tool to explore such perspectives. Furthermore, semi-structured interviews help to gain an in-depth understanding of the perceptions of material developers of listening skills of the EAP course regarding EIL in answer to the perceptions of the material developers.

### 3.1.2 Content analysis

Content analysis was employed as the primary method of data collection. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic [1]. Document analysis is conducted to gain background information and broad coverage of data [1]. Within the scope of this study, document analysis was conducted on the course guide and teaching materials of listening skills to first-year students in the second semester to discover the extent to which EIL was integrated into listening materials and the correlation between the EIL integration and the curriculum. To put forward an exact calculation of the extent of EIL integration, all the collected materials were examined. This is believed to be a manageable number for both collection and analysis.

In the current study, to collect data regarding how much EIL is instilled in the listening materials, a checklist for evaluating teaching materials was designed based on the principles for evaluating, selecting and developing EIL materials [14] as complemented by Matsuda [18] (Appendix 3). Moreover, as in current multilingual and multicultural contexts around the world, research in the realm of EIL has focused on mainly on oral interactions only speaking and listening materials. The materials were analysed against the criteria presented in Appendix 2. Specifically, the researcher listened to the audio files several times and wrote down the relevant points, which were the main focus of the study.

### 3.2 Participants

The criteria for selection were the material developers of the EAP course, particularly the material developers of the teaching materials of listening skill. Even though the teaching materials of the course were developed by four teachers, only three of them were involved in designing the syllabus materials for listening skill. Therefore, the two material developers of listening materials were invited to participate in the individual interviews to contribute to the discussion of EIL and EIL integration in teaching materials.

### 3.3 Listening Materials of the Researched EAP Course

The EAP course is taught to the first-year students of the language major university in the second semester. The teaching materials of subject 2B* consists of core materials and supplementary materials. Among them, one source of core materials is Compiled materials for English 2B*, which is prepared by four teachers of Fast-track program. The other is adapted from Exam Essentials which serves the purpose of exam preparation. As a result, all the teaching materials in this course are designed mostly in the form of handouts and audio-visuals. In every listening lesson, a set of handouts and recordings is either distributed or sent to students as materials for both teaching and learning.

In the EAP course, the students experience different listening activities such as Theme-based listening, Vocabulary building, B2+ listening preparation, Pronunciation and News sharing, which also appear as a sequence in each listening-focused lesson. Specifically, among these activities, News sharing follows learning-by-doing approach with no published teaching materials for these activities. The second activity is Vocabulary in which the students acquire theme-related lexical items through handouts. The third activity, Theme-based listening, involves students in the listening for specific topics which are prepared by the teachers. Last, B2+ listening preparation is the exam-oriented activity to equip students with necessary listening strategies and practices to sit their final exams, which are mainly drawn on a standardized test, Vietnamese Standardized Test of English Proficiency (VSTEP), with reference to Test of English as Foreign Language (TOEFL). Within the scope of the study, the exploration of this material would exclude a discussion of B2+ listening preparation.

## 4. Findings and Discussion
### 4.1 The Need of Integrating EIL in Teaching Materials

As it emerged from the findings from interviews, four important findings are highlighted by the material developers. Firstly, the material developers of listening skill employ different interpretations of EIL. While one participant referred to EIL as "a variety of English" as defined by Winddowson [31], her counterpart perceived EIL as "paradigms or perspectives" [19,27].

Regardless of the interpretations, they both recognized the importance of teaching EIL, especially in the listening skill in the globalized context. The first material developer stated that in terms of listening, students should be prepared to listen to different accents of English such as Singaporean English or Indian English, not simply the Standard English from Australia or America. As shared by both material developers, the reasons behind the need to teach EIL were attributable to the demands of work and communication in globalized contexts. One material developer said that because of the real demands of the market of the workplace, students should be able to listen well to other different kinds of accents and because that is what they are going to face with when they graduate. As a result, they also acknowledge the need to incorporate EIL in teaching listening in the EAP course.

Furthermore, upon reflecting on their own perceptions of integrating EIL in teaching materials from the perspectives of material developers, the participants agreed that teaching materials should be incorporated with different varieties of English to prepare students to communicate in the real contexts as recommended by Marlina [14] and Matsuda [18]. The process of incorporation, as clarified by one material developer, should be taken with cautious steps of needs analysis, and taken students' level into consideration, which accords with Matsuda [18]. As a result of variety integrity, representations of speakers of world English should be included. However, the matter of needs analysis recurred as one material developer once again highlighted that the best option would be made after surveying the students.

Regarding the embedment of culture, even though the material developers value international target culture, culture(s) of future interlocutor and local culture equally, the priority is given to culture of native speakers due to two constraints: the availability of teaching materials and time constraints of a lesson that impedes more integration. Finally, opportunities to develop skills to communicate across the differences are also given credits in teaching materials, as perceived by the material developers. This accords with Marlina's [14] suggestion for developing teaching materials.

*4.2 Modest Exposure to Varieties of English in Pronunciation Materials*

The content analysis of the textbook series indicated that the listening activities do not expose the students to sufficient and appropriate ELF interactions in genuine contexts, something which can encourage teachers and students alike to turn a blind eye to the real use of English in today's world. The detailed analyses are presented in the following subsections.
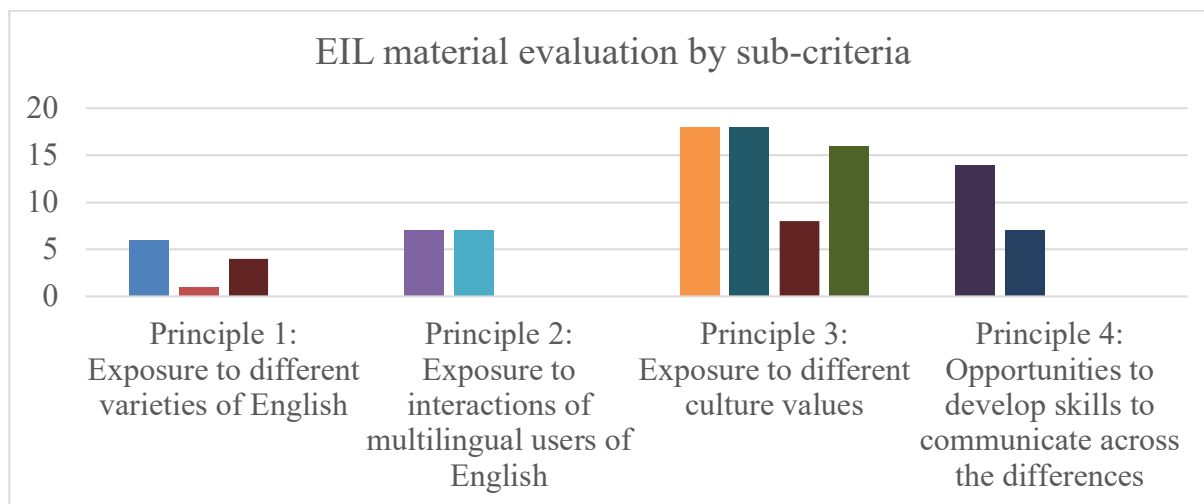


**Fig. 2.** The level of EIL integration by sub-criteria

The exposure to varieties in the teaching materials of listening skill is limited. Specifically, only 6 out of 35 materials include multiple varieties of English. Table 1 shows the correlation between the teaching contents and the incorporated varieties of English.

**Table 1**
The correlation between the teaching contents and the incorporated varieties of English

| Materials | Academic week | Contents | Accents of English |
|---|---|---|---|
| Pronunciation | Week 4 | Ellipsis and "near ellipsis" | Polish English, British English |
| | Week 7 | Linking sounds | Spanish and other regional English accents |
| | Week 10 | Intonation | Jamaican English, Chinese English, Spanish English, British English |
| | Week 13 | World Englishes | Spanish English, Indian English, Chinese English, Polish English, Japanese English, Jamaican English, British English, American English |
| Topic-based listening | Week 2 | Voluntourism | American English |
| | Week 3 | Vacation, adventure, surgery | Thai English, Indian English, American English |

Among those integrated with more than one variety of English, four of them are the materials used to teach pronunciation, while the rest was to teach Topic-based listening. The teaching contents as listed in the table also explain why such varieties of English were incorporated in the teaching materials. A notable example is the lesson on World Englishes would feature a wider range of varieties of English than other lessons. Furthermore, the integrated varieties of English should come from all

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Inner-circle countries (Britain and America), Outer-circle countries (Spain, India, and Jamaica) and Expanding-circle countries (Poland, China and Japan). Another example is the lesson of Vacation, adventure, surgery, which demonstrates an interview with the local beauty specialists. Therefore, the accents of such users of English are also featured.

Another important aspect to examine is that the materials need to raise students' awareness of the legitimacy of world Englishes [14]. Nonetheless, among these six teaching materials with the incorporation of English varieties in Table 4.6, only the materials on World Englishes successfully did so in the input part of the lesson. The other materials neither specified what varieties were included nor raised students' awareness of the existence of different varieties of English.

Regarding the relevance of the integration of world Englishes in five materials to the local contexts, from the suggestions of both material developers reported in the previous section, the incorporated varieties of English should be familiar to the students. With reference to that, at least half of the incorporated varieties of English are not relevant to local contexts. Limited representations of a variety of multilingual speakers of world Englishes and interactions

Chart 4.5 illustrates the number of materials featuring representations of multilingual speakers of world Englishes and their interactions that were instilled in the teaching materials of listening skill in the course. Similar to the results of the incorporation of English varieties, the portrayal of speakers of world Englishes is also limited in number. Specifically, there are 7 materials presenting different speakers of English outside Inner-circle and their interactions. The origins of the speakers of world Englishes correspond with the varieties of English that were described in Table 4.6. From the results of content analysis, it can be concluded that there is a great imbalance between the representations of native speakers and the representations of non-native speakers and their interactions. This was also acknowledged by the material developers of the listening skill of the course, as one of them explained: The model of Standard English will appear more because from the past a lot of materials designed in British Accent or American accent.

Besides, the gap between 6 materials introducing different varieties of English and 7 materials featuring speakers of world Englishes and their interactions results in an unexpected finding. That is, in week 14, the set of handouts and recordings used to teach Topic-based listening feature speakers from Inner-circle, Outer-circle and Expanding-circle countries and their interactions in the form of a radio program, yet they are actually voiced over by the DJ of the program. This explains why there is a gap of one material as mentioned. What is more, the case of voicing-over was also found in three other materials in form of monologues, which impedes the interactions among those speakers. However, this choice of materials may pose an issue of failing to demonstrate the real communicative contexts [14].

Nonetheless, the highlight of this principle is that the representations of speakers beyond Inner-circle countries are depicted far from norms of native speakers as learners of English. All of the portrayals of non-native speakers in the materials are described as fluent and legitimate speakers of English. For example, in week 3, in the topic-based listening materials, the speakers from Thailand and India are portrayed as doctors and nurses who speak fluent English. The pronunciation materials in week 7 also illustrate speakers from Spain and the U.K. having a normal conversation in fluent English.

## 4.3 Unequal Representations of Different Culture Values in the Teaching Materials

The cultural contents have been strategically diversified to include cultures of different sources. Specifically, all three types of cultures are presented in the teaching materials of listening skill in course 2B*, yet with an imbalance on the part of local culture.

On one hand, international target culture and culture(s) of future interlocutors earn the priority in the teaching materials with an equal number of 18 materials containing each of these two cultural contents. Both sources of culture are demonstrated in different types of materials such as Pronunciation, Topic-based listening and Vocabulary. For instance, the topic-based listening materials in week 7 addresses Changing business dress code, which students got the opportunities to learn about the dress code at workplace in the U.S. In week 14, the materials of Pronunciation features the reading input of tipping manners in restaurants worldwide.

Meanwhile, local culture obtains a lower status of only 8 materials, compared to 18 materials of international target culture and culture(s) of future interlocutors. This imbalance has been noticed by Matsuda [18] to possibly foster native supremacy. For most of the cases in which local culture is integrated, it is designed in the form of discussion questions either in the pre-listening or post-listening stages to foster the use of English surrounding the contents raised in the materials, as suggested by Matsuda [18]. Figure 3 shows an example of the discussion questions in Topic-based materials in week 2. In the set of questions, the contents are directed to local contexts, which is, in this case, Vietnamese context. Because of the method of local culture embedment as discussion questions, it is obvious that the cultures represented in the teaching materials are not subject to stereotypes.
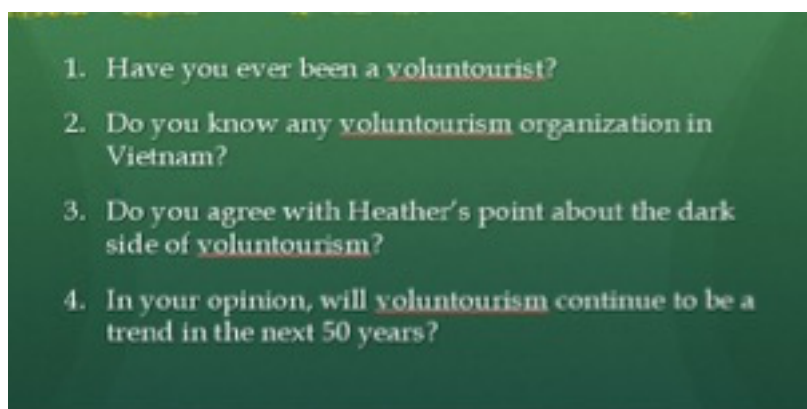


**Fig. 3.** One example of local culture in the teaching materials

Nonetheless, this imbalance raised the question of whether local culture is ignored in the listening materials. Therefore, in the follow-up interview, the material developers were asked to express the reasons for not selecting local culture as the main content for teaching listening. One material developer revealed the difficulties in teaching Vietnamese culture to the students due to the lack of teaching materials. Yet, she acknowledged the importance of teaching students to use the linguistic competence that students acquire appropriately to adapt to local culture. This idea is partly shared by the other material designer as she attributed this choice of culture sources to the availability of the materials to use as course materials. She said that because of the scarcity of materials about Vietnamese culture, what the material developers could do was to opt for the available materials. In addition to the difficulties in finding teaching materials, she also maintained that introducing cultures beyond what they have been cleared about, such as the culture of the neighboring countries like Fengshui of China, would encourage students to learn the lesson. Indeed, the cultural themes subsumed in the teaching materials are both familiar and exotic to the students. For example, Voluntourism, Vacation and surgery and Youth entrepreneurship are the themes that are close to the students and that the students may have heard elsewhere but have yet to clear about.

*4.4 Medium Opportunities to Improve Skills to Communicate Across Differences*

Besides cultural knowledge and awareness of linguistic diversity, it is also important to highlight the incorporation of skills that prepare students to communicate across the differences in teaching materials [14]. Such skills involve the strategies and attributes within interpersonal strategies and attitudinal resources. The presence of such skills is covered in half of the total number of the teaching materials of listening skill. Specifically, there are 14 materials for interpersonal strategies and 7 materials for attitudinal resources, among which 5 materials manage to cover both skills. The strategies instilled in the teaching materials are also varied to provide students with valuable strategies to communicate in globalized contexts. Notably, when learning the functions of pronunciation aspects in English, students are provided with the usage of such aspects in real communication. For example, in the pronunciation materials of week 9, when learning about chunking in speech, students are also provided with knowledge regarding using chunking as a tool for emphasizing in speech, which fosters the interpersonal strategies of students. In terms of attitudinal resources, one notable example is in week 13, as students learn about World Englishes in pronunciation. The pronunciation materials highlight that the existence of English variation is equally acceptable.

## 5. Conclusion

As it emerged from the findings from interviews, four important findings are highlighted by the material developers. Firstly, the material developers of listening skill employ different interpretations of EIL. While one participant referred to EIL as "a variety of English" as defined by Winddowson [31], her counterpart perceived EIL as "paradigms or perspectives" [19,27]. Regardless of the interpretations, they both recognized the importance of teaching EIL, especially in the listening skill in the globalized context. As a result, they also acknowledge the need to incorporate EIL in teaching listening.

Furthermore, upon reflecting on their own perceptions of integrating EIL in teaching materials from the perspectives of material developers, the participants agreed that teaching materials should be incorporated with different varieties of English to prepare students to communicate in the real contexts as recommended by Marlina [14] and Matsuda [18]. The process of incorporation, as clarified by one material developer, should be taken with cautious steps of needs analysis and taken students' level into consideration, which accords with Matsuda [18]. As a result of variety integrity, representations of speakers of world English should be included. However, the matter of needs analysis recurred as one material developer once again highlighted that the best option would be made after surveying the students.

Regarding the embedment of culture, even though the material developers value international target culture, culture(s) of future interlocutor and local culture equally, the priority is given to culture of native speakers due to two constraints: the availability of teaching materials and time constraints of a lesson that impedes more integration. Finally, opportunities to develop skills to communicate across the differences are also given credits in teaching materials, as perceived by the material developers. This accords with Marlina's [14] suggestion for developing teaching materials.

Besides the perceptions of material developers regarding incorporating EIL in teaching materials, the emerging findings comprise of the modest integration of EIL in the teaching materials throughout the whole course with a focus on topic-based listening and pronunciation, moderate exposure to world Englishes, limited exposure to representations of speakers of world Englishes, diversified

sources of culture contents with a disproportion on the part of local culture and fair opportunities to develop skills to communicate across the differences.

This result is well-aware by the material developers as they note two challenges they encounter when developing materials. Firstly, because of the availability of materials in the market nowadays, they opt for the materials that are in hand to design the listening materials. This also leads to the fact that the majority of the teaching materials used to teach listening skill embrace Inner-circle model. Secondly, the time constraints within a lesson theylesson cannot supplement more EIL in the teaching materials.

After all, the material developers share a significant note that the course has been revised many times during the process of teaching and receiving feedbacksfeedback from students. Hence, the incorporation of EIL has been paid attention to and will continue to receive attention in the future.

Taken together, these results suggest that there seems to be a certain contradict between the material developers' perceptions and the actual practices of integrating EIL in teaching materials of listening skill. This indicates the need for more place for EIL in the teaching materials as teaching EIL has become increasingly crucial [18,21]. However, the integration of EIL neither implicates a total replacement of all current ELT teaching materials nor is simply done by adding one or two lessons with EIL components, but a revision of the course as suggested by Mastuda and Friendrich [16].

To this end, as the "curricular-instructional gatekeeper" [28], teachers as material developers should go to great lengths to conduct learners' needs analysis and examine the practice of material designs that resonate with communicative contexts [20]. In such cases, Matsuda [18] postulates the process of and possible sources for supplementing materials in the light of EIL, which should be taken into consideration when revising the course.

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