

## Enhancing Innovative Pedagogy In Teaching English As An International Language For Indonesian Learners

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### ABSTRACT

English at present is not viewed as a foreign language concerning global needs that should be learned and understood by students with isolation. Therefore, English undergoes shifting from foreign into international language or English as International Language (EIL). This paper describes the importance of EIL teaching to Indonesian students through innovative pedagogy as an effort to speed their English competence in written and spoken. At present theories and research studies dealing with EIL and innovative pedagogies are presented. All confirm that it is time to teach EIL to make the students having their identity although they use English. In EIL, students respect the local identity while learning English. Innovative pedagogy is the instruction strategy to make the students interactive and interested in English. Hence, the teachers' role in teaching English through innovative pedagogy is required. Teachers should use the students' environment as teaching material with global knowledge.

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## 1. INTRODUCTION

Conducting English Language Teaching (ELT) at present should be based on and modified on the need. The need concerning the goal of teaching to respond to the global need with the perspective of local issues (Simpson, 2014). The goal of English teaching tends to guide the learners familiar with anything considered responding to the local need. Because the teaching of English is oriented to International Language, students from different countries or regions can speak based on their dialect, not must be the same as the native. In teaching English as International Language, the basic need in learning is that every student has the right to learn based on what they have known.

For the next situation of ELT, it cannot be neglected that English today is not a foreign language, but an international language in which each of us should use English as the way of communication in written and spoken. Teaching English to Indonesian learners also should be redesigned in the curriculum as an international language so that the way of teaching is not implemented in teaching foreign language methods. Although Indonesia education policy in ELT highlights English as a foreign language (Wahyuni, 2016), the

implementation should be in an international language (Lee & Drajadi, 2019). In the perspective of English as an International Language, teaching or teaching design should be responsive and contextual in order to make the students get what they should learn and do. Teaching design should be formatted in a design that is created to make the teaching in the class among students and the teacher understand what to do and what to achieve. The teaching design is that it is flexible; however, it answers the students' problems. Therefore, the existence of innovative pedagogy is needed in which it is planned, designed, implemented, and evaluated based on the needs written explicitly and implicitly.

The future and visionary teaching design based on innovation will answer what to target in teaching English as International Language (Blannin et al., 2020). It means that teaching design based on innovation aims to produce the teaching process in assisting students' progress and success. Germain-Rutherford (2021) said the innovative pedagogy used in ELT helps students and the teacher in conducting the achievement of learning outcomes. As a result, the teaching plan prepared is expected to answer the need for what to do. The innovative pedagogy in which it is based on the effort to make the teaching run well can work based on the planning made. Therefore, teaching English as International Language taught through innovative pedagogy is expected to enhance the students with any kind of English variation called Englishes. Through this approach, students are expected to have much knowledge. Therefore, this article aims to enhance innovative pedagogy in teaching English as an international language for Indonesian learners.

## 2. METHOD

The research approach used in this study is qualitative and descriptive (Akker et al., 2013). The qualitative in this study is that the researcher caught and obtained the phenomena considered the data to answer the research problem. The descriptive in this study is describing all findings in sentences, in explanation and exploration to make clear the objective of the study. The data collection was gotten through scrutinizing the research articles talking about pedagogy in English teaching. The researchers have the scientific task to dig all knowledge. To limit the number of research articles used as the source of research data, the researches took 4 (four) relevant research articles. In analyzing the data, the researcher used the content analysis .

## 3. RESULTS AND DISCUSSION

Table 1. Implications of English as an International Language for Language Pedagogy

Title	Abstract
Implications of English as an International Language for Language Pedagogy	The position of the English language in the world has recently underwent an enormous shift. The global spread of English has altered its status from being a homogeneous and standard language spoken by a few powerful countries into an international language or lingua franca spoken by a wide variety of speakers around the world (Llurda, 2004). The unprecedented global demand, use, and appropriation of English as an international language (EIL) necessitates a profession-wide response to English language learning, teaching, teacher education, assessment, and policy. The international status of English and increase in the number of EIL learners require a teaching agenda that incorporates pedagogical approaches that teach English based on

EIL principles (Matsuda, 2003). The current study attempts to discuss the implications of EIL on issues related to language pedagogy, such as culture and intercultural competence in EIL, native-like competence, English teachers in the EIL pedagogy, language assessment in EIL and EIL teacher education. The studies show that EIL as a means of intercultural communication in a wide range of contexts calls for a reconceptualisation of language pedagogy. It is concluded that despite the extensive discussions on the role of students' first language culture for EIL learners, English textbooks and classrooms continue to rely on the target culture and ignore the students' own culture. Therefore, EIL has yet to be fully incorporated language education despite extensive studies that have been conducted on its role.

Source: (Tan et al., 2020)

Table 1 in the context of pedagogy dealing with English teaching means that it is important to focus on English as International Language (EIL) as a means of intercultural communication in a wide range of contexts. Because English pedagogy should be connected to implant the global knowledge, the language pedagogy that is designed and implemented should insert the local and global values so that the students in the class could participate actively in every activities of learning and teaching. It is not easy in designing the language pedagogy practice that close the students in the real life. However, the existence of language pedagogy that activate the students' curiosity to their daily life trigger them to use their activities through English utterances. It is the advantage in using the language pedagogy for their sake of language progress as the language students.

Table 2. Innovative Learning and Innovative Learning Spaces

Title	Abstract
Innovative Learning and Innovative Learning Spaces	<p>The purpose of this article is to identify, analyze, and discuss the current state of the art in innovative learning spaces and next-generation learning spaces. The article focuses on the ongoing efforts to combine space, technology, and pedagogy to ensure learner success. The concept and characteristics of innovative learning spaces are discussed and elaborated. So are global challenges to the educational sector. In the discourse of rethinking traditional learning spaces, aligning them with learners' expectations and the joy of learning are highly emphasized worldwide. Learning is ubiquitous today. It can take place anywhere, anytime and in many formats—formal, informal, and non-normal. Space, whether physical or virtual, can have a significant impact on learning. Those who create learning environments, such as faculty, learning technologists, librarians, estates, and administrators, understand that learners' expectations influence such spaces. These learning environments creators also understand the principles and activities that facilitate learning, and the role of technology and digitization in learning. However, the most important stakeholders are the learners, who in the 21st century are co-producers, controllers, and orchestrators of their own learning. In the 21st century, from the pedagogical perspective, to offer and implement innovative learning spaces is a matter of taking into account the rights of learners. This means that the learners can expect and have the rights to modern, and high-quality environments which facilitate and empower learning in and for the 21st century.</p>

Source: (Kinshuk et al., 2019)

Table 2 suggests us the importance of learning environments that can provide the English students to close all variations of learning media. Through these, it is helpful to teach them the meaning of language in the context of global without negating the reducing the existence of local content. It means that in teaching learning activities in which the language pedagogy practice is implemented, there should be the efforts to move the students to be able the part of their local and global environment. Each activities of teaching learning through language pedagogy should be innovated as interesting as possible so that the students are interested to follow and participate in all learning activities. Enhancing the students with high-quality environments which facilitate and empower learning in and for the 21st century is needed as the effort to make them more familiar with the progress.

Table 3. The Effect of An Innovative Teaching Technique on The Success and Attitudes of Sixth Grade English Language Students

Title	Abstract
The effect of an innovative teaching technique on the success and attitudes of sixth grade English language students	English language teaching is an area that the Turkish Ministry of Education (MNE) tries to enhance with utmost priority. The 21st century, also known as the Information Age, is an era during which communication is mainly established in English. The main problem encountered by students while learning foreign languages is that teachers focus mostly on correcting grammar mistakes rather than improving communication skills. This has a negative effect on students learning of English and results in the development of negative attitudes among them toward their success in English classes. The aim of this study is to identify how the Boray Technique (BT) affects sixth grade secondary school students' levels of success in their English classes and their attitudes toward English classes. This study collects and compares students' English exam scores, attitude scale scores, and the teachers' opinions about students. The findings of the study showed that BT had a positive effect on both level of success and the attitudes of students toward their English classes.

Source: (Kamil, 2019)

Table 3 informs that the Boray Technique (BT) is considered successful in teaching students to speak English. As the innovation of language pedagogy, it is used to overcome the students' problems in speaking English no matter what their level is, facilitating the process of learning English, and ensuring that they acquire effective communication skills. Depending on their level and schedule, students are able to learn English within 1 to 5 months. No matter where and how English is taught the primary technique or the constructive-supportive technique can be used individually, in groups, or in classrooms under the supervision of a teacher. Through this technique, the students are guided to have the better speaking. In the context of EIL through language pedagogy, it helps the students to be able to utter their experiences whether it deals with local or global knowledge.

Table 4. Navigating the Tensions of Innovative Assessment and Pedagogy in Higher Education

Title	Abstract
Navigating the Tensions of	Innovative practice in a classroom adds challenges and tensions to

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Innovative Assessment and Pedagogy in Higher Education

programs and institutional structures in higher education. With the recent emphasis on curricula reform, there is a great focus on assessment and pedagogical practices to support student learning. To illustrate the tensions arising from these efforts, we present four pedagogical and assessment innovation approaches using both Shulman's (2005) Signature Pedagogies and Tatar's (2007) Design Tensions frameworks. The four approaches include problem-based learning, game-based learning, case-based learning, and technology-enhanced learning. A narrative for each approach examines and addresses tensions using Shulman's (2005) surface, deep and implicit structures. We argue that there is an interconnected complexity and conflicting visions among the micro- (e.g., classroom or practicum), meso- (e.g., program), and macro- (e.g., institution) levels. We acknowledge that dynamic tensions continually exist and needs to be thoughtfully navigated in support of innovative assessment and pedagogies in higher education.

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Source: (Lock et al., 2018)

Table 4 offers the new approach as the combination result of problem-based learning, game-based learning, case-based learning, and technology-enhanced learning. In language pedagogy aiming to answer the global and local challenge, it is important to say that teaching English to the students should enhance them what local and global realities are. Introducing the variations of local and global realities, it triggers the students to know them closes. This knowledge is useful and meaningful for the students while they learn English as international language. Their ability in interacting with all of them can be used as the materials in learning English. They have the wide knowledge what to learn through English. Combining the knowledge from local and global content can enrich the students' vocabularies what to do in their English language learning activity in the context of EIL.

### **Innovative Pedagogy**

The future challenge in English Language Teaching (ELT) is the teachers' ability to create teaching innovation based on the goal of teaching and needs analysis. Therefore, innovative pedagogy is required in order to respond to the global need based on local needs. Concerning innovative pedagogy, Looney (2009) said that teaching and learning approaches considered as innovative are generally characterized as being "student-centered", or "constructivist". The development of thinking and reasoning skills (skills for "learning-to-learn"), and the ability to synthesize knowledge across the curriculum are emphasized. Teachers take on different roles, moving away from "front-of-the classroom" teaching to more active engagement in the learning process with students; students conduct their own inquiries and develop solutions. Teachers and students may tailor programs according to the learning needs and interests of individual students. Teachers may also focus on the development of skills for critical analysis and reasoning; students have opportunities to experiment with or apply new knowledge in different situations.

Because innovation in ELT deals with how the teacher should plan, design, and implement in the classroom, the nature of the innovation itself should have a crucial impact on the acceptability and implementation process. The nature of the innovation can be viewed in terms of its originality, complexity, clarity, and triability. Originality means that innovation includes new practices that are different from existing practices. The clarity of the innovation will also have a significant impact on the implementation stage. Teachers are often asked to implement a curriculum innovation without being given a clear explanation

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*Innovative Pedagogy in Teaching EIL (Moh. Yamin)*

of how to put the innovation into practice. Hence, educational innovations frequently require teachers to change their behaviors and practices (Orafi, 2013).

Innovation takes time to take effect. Innovation involves micro (classroom or practicum), meso (program), and macro (institutional) levels and those should be working together (Lock et al., 2018). It indicates that in order to make the innovative ELT, all sectors have the role in making it successful. Whatever it is, the teacher has the main role to create an innovative classroom in ELT. The teacher's role should be strong and strengthen to achieve the goal. Teachers' mastery in pedagogy competence is required and their knowledge concerning global knowledge in ELT is also needed as the effort to complete their competence (Madya, 2007). Examples of innovative classroom practice are often initiated by an individual teacher to respond to the needs and these need perceptions are typically informed and constructed throughout many years of formal education and practical classroom experience. Hence, the role of the teacher as a decision-maker is emphasized (Rivers, 2011).

### **Teaching EIL**

The global need to be able to interact and to communicate in the global is that we should be able to view language as the requirement. English in whatever situation and condition is needed to learn and to master. Understanding English is not only viewed from the language itself but also the culture. It means that in language there is culture. English bringing English culture should be redefined when English is promoted as International Language for the learners (Xu, 2018).

There is a paradigm shift in viewing English as International Language and it is stated below:

- 1) English has become a pluricentric language, namely from English to 'Englishes', with legitimate variations in lexis, syntax, discourse, pragmatics, and cultural conceptualizations among different varieties of English;
- 2) The distinction between English as a foreign language (EFL), English as a second language (ESL), and English as a native language (ENL) has become blurred, and such entities are commonly replaced by notions such as English as an International Language (EIL) and English as a Lingua Franca (ELF);
- 3) The ownership of English has been challenged due to the diversification of the English language. The ownership discussion has shifted from who 'owns' English to users of English becoming 'guardians' of the language, and who has the best access to English as a multilingual tool for international communication;
- 4) In the context of ELT, there has been a shift of focus from de-contextualized 'correctness' to 'appropriateness' in context;
- 5) There has also been a shift in people's perceptions of the role of their first language and culture (i.e. L1 and C1), from a 'problem' resulting from 'interference' to a 'resource' that can be naturally 'transferred' into their English language learning and use. In other words, the status of L1 and C1 has shifted from a 'baggage' of burden and negativity to a 'badge' of linguistic and cultural heritage and identity (Xu, 2017).

At the beginning of the 21st century, (McKay, 2002) revisited the notion of EIL, and put forward the following assumptions. As an international language:

- 1) English is used both in a global sense for international communication and in a local sense as a language of wider communication within multilingual societies;
- 2) The use of English is no longer connected to the culture of Inner Circle countries;
- 3) English becomes embedded in the culture of the country in which it is used;
- 4) One of the primary functions of EIL is to enable speakers to share their ideas and culture with others.

Sharifian (2009) proposes that EIL has become a new 'paradigm' for thinking, research, and practice. In addition, Marlina (2014) unpacks the notion of EIL further by clarifying that EIL, as a paradigm, 'recognizes the international functions of English and its use in a variety of cultural and economic arenas by speakers of English from diverse lingua-cultural backgrounds who do not speak each other's mother tongues and that the EIL paradigm 'recognizes and embraces all varieties of English at national, regional, social, and idiolectal levels in all circles as equal'.

It is supported by Honna and Takeshita (2014) who put forward three challenging issues, such as how can we teach English as an International Language (not as a Standard American or a British language, how can we train our students to be able to talk about themselves, their community, and their national culture, and how can we motivate our students to become interested in cultures of speakers of different varieties of English the world over. In order to teach EIL to students, it is important to intercultural competence, native-like competence, and assessment in EIL.

Dealing with intercultural competence and native-like competence, English should be conceptualized as a heterogeneous language with multiple norms that work differently in various contexts. Given that English no longer belongs to the inner-circle countries, this language is no longer associated with the culture of native speaker communities (Rai & Deng, 2016). To raise learners' intercultural awareness, Nugent and Catalano (2015) discussed that teachers should provide students with the opportunity to reflect on their attitudes towards the target cultures and guide them through the process of practicing intercultural communication by exploring the perspectives and practices of other cultures. The increasing growth of EIL has changed learners' linguistic needs and goals. That is, the major goal of language learners is no longer to achieve a native-like accent and communicate with native speakers for learning English (Tan et al, 2020). EIL learners may use English in multilingual contexts or to share information on their own country and culture for occupational and economic purposes (McKay, 2003).

Canagarajah (2013) argued that language assessment should veer away from measuring proficiency based on the standard varieties of the inner circle towards assessing negotiation, which is more relevant to what is required in the EIL contexts. Dealing with the Indonesian context in which teaching EIL should be promoted by paying attention to the local needs by designed for global interest, it is necessary to emphasize intercultural competence in which it focuses on EIL teachers can use to promote intercultural learning. These activities are designed to assist learners to develop skills in observing, describing, comparing, and evaluating their own community and other communities' cultural practices. These cultural practices are often reflected in the way people interact with each other and in how they choose words, expressions, and other linguistic and non-linguistic resources to signal their communicative intents, thus providing the learners with the

necessary cultural and linguistic information they need to develop intercultural communicative competence. The classroom activities should be designed in such thing in order to make the students familiar.

The next is the use of instructional materials in which the students should be familiar with Indonesian culture and world culture in which English is used as communication. The richness of cultures in instructional material will enrich the students' knowledge so that they understand English in the world. In the context of EIL, there is then an urgent need to encourage teachers to be more mindful when selecting and using instructional materials so that there is little or no mismatch between what is mandated in the curriculum and the kinds of instructional materials that are used in the classroom.

The last one is socially and culturally appropriate teaching methodology. It means that Cultural Language Teaching (CLT) in the classroom often means that the teacher has to introduce a new "culture of learning", which may clash with the learners' culture of learning. In CLT, the overemphasis on meaning rather than form, process rather than product, fluency rather than accuracy can be a source of unhappiness or a feeling of frustration among learners who grow up in a culture that values the mastery of grammatical skills and other linguistic forms (Renandya, 2016).

From the discussion, it is stated that when promoting EIL is conducted through cultural language teaching, the goal meant will be achieved. There are several main points concluded in introducing and teaching EIL to Indonesian learners:

- 1) Stating clearly the goals of teaching by based on goals of the importance of EIL for Indonesian learners;
- 2) The goals of teaching deal with local content that will be taught and this should be in line with goals of the importance of EIL for Indonesian learners. It means that goals of teaching in the Indonesian context should be clarified in detail and it is arranged based on the target of EIL;
- 3) Designing the instructional materials should be local and global content so that it is in line with the goals of teaching and global needs for EIL goals. Maintaining the local enriched with global will create the instructional materials responding to the global need for EIL target;
- 4) Because the teaching goal of EIL is for introducing local and global culture as the variety of English, the English teaching pedagogy focuses on how the learners use English for fluency and accuracy near-native, not like native speakers. The target in EIL is that students are able to use English as International Language, not English as a Native Language. It is impossible because Indonesian students cannot escape from their own dialect and culture;
- 5) The last one is the importance of teachers with local and global knowledge because this is the key to the success of EIL teaching in the classroom.

Shortly, teaching EIL for Indonesian learners should be understood as a language education effort to prepare them to be ready in facing global competence in which English is not viewed as a foreign language anymore, but as a medium of interaction as global communication. Teaching EIL for Indonesian learners opens their minds to be able to know cross-cultural understanding that every language consists of culture in which the culture itself delivers messages to each communicants and communicators. Teaching EIL to Indonesian learners can be called preparing them to take part in international communication so that they are a part of the global community.



### **Implementation of Innovative Pedagogy to EIL**

In order to respond to the global need in which students are able to understand and to use EIL for communication in written and spoken, it is important to make the students understand messages in the target language and this is the way of language acquisition achieved. Through understanding the level of students' learning abilities and capabilities, teachers can focus on providing a variety of activities to students to develop their language learning skills. Teachers should create a congenial atmosphere in the classroom in which learners would feel comfortable being a part of the learning process. Teachers should encourage and welcome ideas from the students without any prejudice. Teachers should give enough private space to students to allow them to think critically and develop their lateral thinking for a better future.

The innovative methodologies in teaching English in the classroom will pave a positive way for students to learn the language meaningfully. Students will understand the significance of learning English as a second language without any fear which will help them to equip themselves with the power of confidence and achievement. Teachers should involve wholeheartedly while designing tasks for students as every student in the classroom should be involved and benefited. Teachers should also concentrate on providing effective curriculum development for students with learning-driven nature instead of an examination-driven nature scenario (Anil, 2017).

The strategy used is a double diamond in which it is a design process for solving real-world problems, based on divergent and convergent thinking both for the definition and solution of a problem. Designedly way of thinking which is based on double-diamond methodology has been used in education for solving real-world phenomena with promising results. The main idea of design thinking in education is to engage groups of students in the process of determining a real-world problem and then through an experimental way of thinking and making to be able to design a solution.

The basic approach aims to empower students to communicate with users with empathy in order to realize the constraints of a real-world problem possibly restructure it, and then co-design and co-create, together with the users, a solution to this problem. This process is mainly a user-centric experimental process since it involves the exploration and investigation of many alternative designs through three iterative cycles of ideation, user feedback, evaluation, and ideas refinement. The hope and the expectation are that the final solution will be innovative since during this process new ideas are born, developed, and tested in order to appropriately address user needs in a user-desirable, technically feasible, and economically viable way (Androutsos & Brinia, 2019).

The keyword in innovative pedagogy to EIL is that teachers should introduce the learning material close with the students' life experiences with global knowledge. The teaching strategy used in the classroom is that teachers should be able to understand the Indonesian tongue. English as an international language should be taught based on Indonesian students' identity so that they can implement English practice whether written and spoken. As the effort to achieve ELT goal based on global need in a local context, Floris & Renandya (2020) suggest the teachers consider the following ones:

- 1) They should know their students' native language and culture;
- 2) They should know what elements or factors are crucial for instructed language acquisition;
- 3) They should be able to use students' L1 to explain concepts most efficiently;

- 4) They should serve as an excellent model of successful English learners;
- 5) They should be able to evaluate and adapt teaching methods and materials to suit the local needs;
- 6) They should know the expectations of administrators, students, and their parents.

#### 4. CONCLUSIONS

Teaching English to Indonesian students concerning English as an international language is today's requirement as an effort to facilitate them in a global context. Through innovative pedagogy in which the instructional design should be based on the global need in a local context is necessary to enhance. Teachers' competence in dealing with global pedagogy should be improved. Teaching goals should be redesigned; teaching material is important to enrich; the strategy of teaching should be re-organized to sharpen the social awareness of students. For the future context, English is not treated as a foreign language isolated from students' environment but is the main part of their life experiences. Hence, preparing students with EIL should be conducted and teachers' participation in teaching EIL to them through innovative pedagogy is required.

It is today need that teaching EIL requires wide knowledge so that the teaching-learning activities can run well. Every phase in teaching EIL involves the open paradigm that the teachers should be able to get and dig a lot of knowledge about English variations so that they can respect the students' identity. Respecting students' identity is the initial step in design the innovative pedagogy so that every student need to treat differently in different goal. The teachers do not need to judge the students' performance in English wrong because of not being based on the standardized norm. Let them learn from the mistakes to be better and all students will have good performance from their progress in learning how English should be treated in an international language.

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