

Exploring EIL on Novice Teachers: The Inclusion of Local Culture-based Teaching Materials

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Abstract

English as an International Language (EIL) paradigm has been discussed as the solution in decreasing the concern towards English native-speakerism in the EFL teaching materials. The English as an International Language (EIL) paradigm includes the familiarization to the English varieties and local culture-based teaching to lessen English native-speakerism. The following study identify novice teachers' inclusion of the local culture-based items in their teaching materials through the reflection on experience and the belief of novice teachers towards English varieties and local culture-based items in their teaching of historical recount text. The case study design was utilized in the research with the pre-interview, document analysis, and post-interview of three novice teachers. The findings showed that participants had included the local culture-based in their adapted teaching materials, and supported the utilization of local culture-based teaching materials for students' engagement and a better understanding of learning goals. However, participants still experience difficulties in fostering the students' engagement to the local culture-based items, deciding between local culture-based and international exposure in their teaching materials, and retrieving teaching materials with the rigorous local culture-based materials.

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INTRODUCTION

The preference for a particular variety of English, such as American English (AE) or British English (BE), has been an issue for the English teaching and learning process (Dogancay-Aktuna & Hardman, 2018; Swan et al., 2015). Dogancay-Aktuna and Hardman (2018) state that the teacher favors AE and BE as the most prominent and correct model for students. Teachers have also believed that providing the closest model to 'Native-speaker,' such as nearly copying AE and BE, is the best

practice in their pedagogical approaches (Swan et al., 2015). The authenticity of English is still believed to be only retrieved from Native-speaker lessons, both the model of language and cultural content (Matsuda, 2018). Dogancay-Aktuna and Hardman (2018) share that native English culture and linguistic features have become the basis of ESL or EFL teaching and learning for years. The notion of English native-speakerism seems more straightforward and more legitimate for learning.

Holliday (2006) mentions the term of native-speakerism, referring to the preferred varieties of a language to be taught and learned. He also explains that the core definition of native-speakerism is the devised ELT practices to reflect and originate the whole learning and teaching process with favoring the English-speaking West. English native-speakerism puts American English or British English as the only respectable model in the learning without respecting the nature and the context of where the language is being learned. The condition of disrespecting the context surrounding the practice of English learning would navigate to the cultural disbelief.

Holliday (2015) exposes cultural disbelief as a case of doubting personal culture due to the insecurity towards legitimating native-speaker of English cultures. Learners may expose more to the acceptance of native-speakerism in ELT and decrease their acceptance of their own culture (Lee & Green, 2016). Researches towards students' response and native-speakerism have shown how native-like English's attachment is preferred in some of students' contexts (Hendriks et al., 2021; Lee & Green, 2016; Sa'd, 2018). In addition, Hendriks et al., (2021) add teachers may reflect their relationship with English as a cultural deficiency as they do not have sufficient knowledge on native-speaker of English stereotypes. If the teacher does not have similar or familiar cultural and pedagogical competence to native teachers, they would not be considered an appropriate English teacher (Hendriks et al., 2021)

Responding to English native-speakerism, the concept of English as an International Language (EIL) become the rising trend of advocating the process of lessening the native-speakerism effect on the ELT. McKay (2003) defines EIL as the empowerment of the teaching and learning process by including a local culture-based model and various models of English in understanding the subject matter. The process of inclusion could be targeted through the chosen teaching materials. McGrath (2002) defines teaching materials as any specifically designed assistance

for language learning and teaching practices like textbooks, workbooks, worksheets, software, or maybe newspaper articles. Teaching materials are developed by imagining and defining teaching content, representing the curriculum in a language classroom based on its context (Li & Xu, 2020). Teaching materials as an essential element means teachers are taking a great intention in the subject matter and how the subject matter will be systematically taught. As for students, teaching materials should make them realize the various roles, contexts, and meaning-making of English to prepare effective interaction with other people using English as the medium of communication (Vettorel, 2018). Including the English as an International Language paradigm in the teaching materials means to lessen the English native-speakerism and support the examination of standards based on language use's appropriateness from the learners' context (Richards, 2017).

Tomlinson (2008) underlines that teaching materials should be planned into an interesting, motivating, stimulating, never-ending communication and activities that can encourage learners to optimize students outside the classroom context. Dogancay-Aktuna and Hardman (2018) share local cultural-based items in teaching materials seems prominent in picturing the topic to the learner's context. The teaching materials may also show understanding English through learner's culture could be more engaging and take their culture with reverence than any native culture (Muslim, 2017). The treatment of teaching materials should also address how understanding and delivering meaning is necessary through culturally embedded learning and how its context shapes English. A study by Awayed-Bishara (2015) states that teaching materials may support the introduction of cultural relevance and their language learning. He also adds that enhancing cultures in the teaching materials' content may serve the fast acquirement of other language as they picture the topic into their familiar context. Other languages should be highlighted in that language learning should involve the importance of social activity (Dahmardeh & Kim, 2020). The social activity involves culture as it is embedded in society. English teaching practice, therefore, should not remove the cultural-context in the teaching. The cultural-context shapes the perception of learners' life and how they form their beliefs, particularly in learning English.

The Regulation of the Minister of Education and Culture of Republic Indonesia Number 36 the Year of 2018 concerning the 2013 Curriculum for Senior High Schools state that the local culture-based learning should be promoted to contextualize the

current situation and future engagement. Sato and Storch (2020) share that culture-based learning may include text and exemplification which shows the identity and familiar context of the students. The inclusion of the EIL paradigm support the delivery of local culture texts and exemplification in the learning process. The adapted teaching materials should introduce learners to their reality and diverse English characteristics through exemplification and cultural conceptualization. There is no superior or inferior culture. Therefore, integrating culture into the teaching of English does not mean to refrain learners' cultural identity. Choosing suitable materials containing what culture should be included and what should be used to introduce students to English is included as one of the efforts in assisting the EIL paradigm inclusion in teachers' adapted teaching materials.

There has been various research on the inclusion of cultural value in teaching materials in the Indonesian context (Afifah, 2019; Aminullah et al., 2019; Muslim, 2017; Purbasari, 2016). The inclusion of local culture-based is expected to encourage the internalization and actualization of cultural values (Afifah, 2019). In the study conducted by Aminullah et al. (2019), as Indonesian teachers still focuses on genre and many reading materials, the study believe familiar context will result in a positive attitude towards the reading materials and process better in combining the information from the text. Thus, the learning is expected to linger longer and subconsciously memorized the taught-reading materials (Aminullah et al., 2019). A study by Muslim (2017) shares that including local culture-based items has positively affected learners' motivation, focus, and learning effectiveness through familiarity with learners' cultural backgrounds. It may also support learners' intercultural communication in promoting their cultures as they have understood and know how to socialize with other people (Muslim, 2017). Local culture-based items in teaching materials will build the context and unlock the knowledge and get learners ready for the means of their learning (Purbasari, 2016).

This research is trying to question teachers' responses and inclusion on the issue of native-speakerism, English standardization, and local culture-based inclusion in teachers' teaching materials on the chapter of historical recount. The current study aims to identify teachers' belief and the inclusion of EIL paradigm in local culture-based items in the teaching materials, specifically in the topic of Historical Recount. This study discusses the response from novice teachers' ideas towards native-speakerism and how it affects the inclusion of local-based items in their

teaching materials. The study tried to utilize sequenced interviews between the document analysis to retrieve novice teachers' realization on developing the materials and their ideas on native-speakerism, Standard English, and local culture-based items. Evaluating the adapted teaching materials is closely related in terms of practicality in promoting EIL as it will include teachers' knowledge on pedagogy and the comprehension of the subject matter (Kirkpatrick, 2007). The study is expected to strengthen novice teachers' realization of native-speakerism, standardized English, and local culture-based inclusion in teaching materials for further decision to take EIL into its rigorous application and development. EIL into its application and development.

METHOD

A qualitative approach with a case study design was used to discuss the ELT concern of native-speakerism, standardized English, and local culture-based items in teaching materials from the perspective of three novice teachers. This study expects to find out in-depth novice teachers' experiences and awareness of the concerns.

The study involved three novice teachers with similar educational backgrounds, teaching experience, teaching level, and teaching topic. Novice teachers were chosen as the beginning of teachers' teaching careers to become potential assistants exploring new perspectives in ELT (Sifakis & Bayyurt, 2015). Novice teachers are still open to the development, analysis, and evaluation of their teaching (Kaya & Dikilitaş, 2019). The three novice teachers, which further will be mentioned by Participants if the statement includes all of them or P1, P2, and P3 if they were called individually, were chosen to consider their position as fellow students in the same batch and university of English education study program. They have a similar teaching experience of approximately two years of teaching. The similarity is used to focus more on their ideas, exploration, and concern towards the matter. This study was not meant to seek a different point of view from the different contexts of novice teachers. This study expects to intrigue novice teachers to find out more about their professional development by exploring their experience and belief towards the EIL paradigm.

The study included three steps in collecting data; pre-interview, document analysis, and post-interview. The pre-interview included the response from the Participant towards their point of view on two notions; English varieties and the

differences between native and non-native teachers. The notions of pre-interview were adapted from the question items formulated in Nguyen (2017). The document analysis followed the pre-interview to explore the inclusion of the EIL concept in teachers' teaching materials. It includes exploring Participants' inclusion of local culture-based items and native English items in their teaching materials. The notions for document analysis were adapted from Galloway and Numajiri (2019). The topic in the teaching materials which will be reviewed in the document analysis is the topic of Historical Recount. It was chosen as another text genre which may have rigorous local culture-based examples (Awayed-Bishara, 2015). The post-interview assisted the document analysis in gaining further understanding of teacher consideration on adapting the teaching materials and novice teachers' vision on implementing the EIL paradigm, including the barriers and proposals. The notions for post-interview were adapted from Galloway and Numajiri (2019).

The data analysis was in simultaneous activities between collecting the data from one instrumentation and triangulating it with other instrumentations Creswell (2012). The data analysis was started from transcribing the pre interview recording then coding the participants' pre-interviews verbatim. After the pre-interview was finished, each teaching material from three different novice teachers was reviewed based on the notions from Nguyen's (2017) instrumentation. The post-interview was transcribed and codified based on the notions from Galloway and Numajiri's (2019) instrumentation. The result of codification was grouped into different themes. The themes retrieved from the codification were used to discuss the awareness and the inclusion of English varieties, standardized English, and local culture-based items.

FINDINGS

The following findings explore the English as an International Language principles, more concerning English native-speakerism, standardized English, and the inclusion of local culture-based items in teaching materials. There will be two subheadings in this part; Novice teachers' awareness of the analyzed issues, and the novice teachers' inclusion of the three analyzed issues. Additionally, all of the excerpts in this part have been translated from their original verbatim as the interview was using Indonesian to give unlimited space for Participant's exploration.

1. Novice Teachers' Awareness of Native-speakerism, Standardized English, and Local Culture-based Items

In the first notion of English varieties, Participants narrate the understanding of English varieties as the distinct differences in using English but in a different exemplification. The first Participant's (P1) understanding of the variety of English relies on American English (AE) and British English (BE). Participant 2 (P2) stated more varying types of English such as Malaysian English, Singaporean English, Indian English. Differently, P3 experienced uncertainty in identifying English varieties, yet, P3 mentioned the AE and BE for the answer of English varieties. The decision was conveyed based on the mainstream use of English in Indonesia, where active Indonesian English speakers mainly recognize AE or BE. In terms of recognizing English varieties, P3 conveyed that the students need to be aware and respect different varieties of English, lessen the judgment of AE or BE as the only appropriate model of English.

Lessening the appropriateness model of English was also supported by P1 and P2. P1 stated how students should be aware of the differences. Additionally, P2 adds that understanding English varieties should be delivered to students for their knowledge of different types of English based on their ethnicity and accents. Participants' awareness of the variety of English and how they should promote it to the students support the bottom-up practice of English as an International Language. Galloway and Numajiri (2019) share that English variety awareness where teachers are willing to embrace the difference and deliver it to students will invest in lessening native favoritism. However, before asking the students to be open-minded for the different variations of English, Houghton and Bouchard (2020) share that teacher should first be empowered and supported to continuously get the enriching knowledge to negotiate, reformulate, adjust, and contradict, and debate the native-speakerism in their teaching. Teachers should provide a wise explanation for the differences.

A teacher has a big role to play in the implementation of English as an International Language. Participants share the consistent experience of being asked to confirm or answer questions on the cultural difference and cultural exposure of what they perceived by native English countries, which was encountered outside the classroom. When the awareness of how English is varying nowadays, teachers

may explain how students comprehend the differences. Excerpt 2 shows P2 response to students' nativeness.

Excerpt 1. P2's response to students' nativeness

Some students have asked me. "The English was not British neither American," and I said to them it was all right – it was fine.

The enhanced response to students' nativeness is expected to explain to the students on why speaking other than AE or BE is all right. The explanation should bring the self-acceptance to the students of their English along with students' effort to be more understood when using English without the bias of using AE or BE. It is a joint force between students and teachers to develop a proper understanding of the English varieties. Both students and teachers should accept the variety of English. Hendriks et al., (2021) share learners' attitudes toward their lecturers who teach non-native accented delivery. The findings show that the non-native accented lecturers were perceived negatively than lecturers with a native accent. Whereas, accented speaking may give clue to the person origin and explore more on their background (Hendriks et al., 2021). A different study by Lee and Green (2016) in South Korea states that it is easier to recognize Inner Circle Englishes than other English variations. Research by Sa'd (2018) in Iranian context states that Iranian language learners still perceive English native-speakerism as the legitimate reference model for their learning. Participants in this study did not explore the similar experience and educating the EIL paradigm should be empowered to avoid similar case. However, teacher's time management to educate students with the English varieties has made them feel worried. Sometimes, students get to ask the variety of English, from their speech to the different cultures. However, students' questions are not related to the taught subject matter. Excerpt 1 shows how P1 gets asked several times about English varieties and how it should become an additional knowledge for the students.

Excerpt 2. P1's exemplification of English varieties

I have ever been asked (on English varieties). It's out of context. We were having a light talk while having a break, and they asked something they found on the internet. The understanding of it (English varieties) has not been covered at school, but actually, students need to know and make the study of English varieties additional knowledge.

Towards Excerpt 1, P2 supports that English varieties should become additional knowledge but debates that it is unnecessary to teach English varieties if it takes different time allocation. P2 seemed to be worried if the topics in the semester were not fully covered if P2 needed to divide the time with the exposure on the English varieties. Responding to P2's concern, P3 stated that English varieties should subconsciously add to the teaching materials. It would make students be used to the differences of learning. Excepts 2 shows P3's statements in including related English varieties to the teaching.

Excerpt 3. P3's statement on English varieties

Sometimes, I would talk about cultures. However, I would analyze the case first. If it's related, I deliver it to the class.

English as an International Language relies on the paradigm of understanding English by varying backgrounds of people and how they can communicate their understanding to others, able to have a reciprocal communication (McKay, 2018). Case by Hsu (2016) shares that testing raters in India were more likely to value test-takers who speak in AE or BE. Some testing raters or teachers still become the promotor to the native-speakerism itself (Houghton & Bouchard, 2020). If a similar case happens, teachers need to analyze and evaluate their choice in teaching. The participants in this study did not show a preference similar to the case by Hsu (2016), but see Excerpt 4 from P3, where the experience of encountering nativeness from students has demotivated some of the students to learn. P3 also shared that cultural disbelief on exceeding exposure on AE or BE may expose students with cultural disbelief. It is similar to the idea from Holliday (2015) that high resilience on Native-speakerism affects the emerging cultural disbelief condition. They may feel reluctant, unconfident, and unrespectful for their form and variety of English.

Excerpt 4. P3 experienced encountering nativeness

Students with AE or BE accented-speaking abilities are still become the main star in the class. Other students see them as the superior and give them the privilege to answer and study more than the. It turns out that the Indonesian or even Sundanese-accented students are giving out a chance to the other friend and sees themselves as inferior in their English. ... I thought as long as their speaking is understandable, less grammatical errors, and speaking in a good manner, they are a good speaker of English.

The data expose that not only students who may feel insecure and demotivated. Teachers themselves constantly feel insecure if the topics on native

and non-native English are brought to the floor. Participants share their community often shows how native teachers are better at teaching a language (Al Furqan & Rahman, 2019). They focus more on the linguistic features and the target language culture where native teachers have more exposure. A study conducted by Houghton and Bouchard (2020) found that what they called with NNST or Non-native Speaker Teacher reflects the thoughts on the limited capability to understand and deliver linguistic accuracy and the culture on the target language if they cannot answer or rarely deliver the target language topics. Another case by Hsu (2016) shares that testing raters in India were more likely to value test-takers who speak in AE or BE. Some testing raters or teachers still become the promotor to the native-speakerism itself (Houghton & Bouchard, 2020). However, they try to conceal it with the idea of knowing students' context the most. Having similar context of learning and learning based on their experience when they were a student of English in previous level of schools has given them the understanding on students' competency and condition in learning. Moreover, being a non-native English teacher has allowed them to put relatable materials in their teaching, such as similar shared-culture, linguistic features mandated by the curriculum, and learning from the same shoes (Yazan, 2019).

This sub-heading covers Participants' awareness of English varieties still needs to be enhanced and enriched. Accepting the variety of English opens up the opportunity to lessen the issue of native-speakerism. However, Participants still continuously deal with challenges in practice. They found the time management to expose students still needs to be explored. The steps to embrace students' curiosity towards the differences of English and their cultures should be reviewed to escalate the appreciation to their own culture and other's culture, not the other side. Last, teachers' acceptance of themselves as non-native English teachers should be fostered by promoting English as an International Language.

2. The Inclusion of Native-speakerism, Standardized English, and Local Culture-based Items in Teaching Materials

The analyzed teaching materials' topic was Historical Recount. It was chosen as it serves the possibility to add some local culture-based texts involving the historical story of Indonesia's independence to understand the text genre, language features, and social function. The expectation relies on the familiarity between students and provided text, which will make them understand the topic easier. Table

1 shows the texts covered in the chapter of the historical recount of each Participant's teaching materials.

Table 1. Title of Texts on Participants' Teaching Materials

Participant's Code	P1	P2	P3
Title of the Text	<ul style="list-style-type: none"> • Indonesian Independence • The Capture of Prince Diponegoro • Japan Atomic Bombing • The Youth Pledge • The National Heroes Day • United Nations Charter • Bandung Sea of Fire 	<ul style="list-style-type: none"> • General Sudirman • Bandung Sea of Fire 	<ul style="list-style-type: none"> • The Youth Pledge • Indonesian Independence • The Capture of Prince Diponegoro • Japan Atomic Bombing • The World War I • The Moon landing • The Invention of the Telephone

Table 1 shows how Participants have added both Indonesian historical text (the bold points) and world history text. P1 explained that the consideration of choosing the texts relied on P1's expectation to relate with students' prior knowledge of Indonesian history to understand the text's social function and generic structure. P1 shared that the chosen text of the world history were stories which is still related to the Indonesian history. Therefore, P1 expected to widen students' knowledge of the World history. P3 shared the world history of Moon Landing and the invention of telephone to enrich students' knowledge, even it has little correlation with Indonesian history. Unfortunately, for some of the texts, students find it hard to understand it as they were still unfamiliar with some of the text as what has been found in Excerpt 1.

Excerpt 5. P1's confirmation on students' difficulties in understanding text.

But this one (the text on United Nations). They seemed less familiar with that and confused about the sequences of the events, which was the first event and which one was the second event. They were still confused.

Including the unfamiliar text should be beneficial for students. However, in the form of a historical recount where students need to arrange the sequences, unfamiliarity may add to the difficulties of understanding the whole topic. However, the teaching process may still include the local culture-based items as the process of

understanding the generic structure, language features, and social function, as familiar texts may serve positive attitude on students' understanding when the information could be related to their background knowledge (Aminullah et al., 2019). The unfamiliar texts may serve as an extended exercise to strengthen the understanding and give insightful additional information (Asfina & Ovilia, 2016).

P2 adapted two local culture-based texts (see Table 1). In the post-interview, P2 explored that the inclusion of the two texts was based on the consideration of delivering their national history first. The choice of texts was also based on the availability of text to be adopted by the teachers. Participants mainly rely on the book or the internet resource for time efficiency and reliable text samples. Choosing the familiar historical account on the practice should make the students familiar first with the story to determine the sequences. More importantly, P2 states that adaptation and improvisation should be made in the process, whatever it takes to achieve learning goals (Tomlinson, 2008).

Excerpt 2. P2's focus on students' engagement in national histories

As the topic explored the historical recount, I thought about Indonesian history in the first place.

P3 focuses on the local culture-based texts of Youth Pledge to share the generic structure and explore the sequences in terms of teaching materials. Other texts from Indonesian history and world history were delivered to check students' understanding of the topic (see Table 1). The post-interview shared P3's consideration on choosing the text. Similarly, with P1 and P2, P3 is expected to explore and enrich students' local and international history knowledge. The consideration was added to the availability of the text from the open sources.

Excerpt 3. P3's position on including the worlds' history in the teaching materials

I think... It may expose students' knowledge (by using the text of World War and the Moon Landing). Nowadays, students are the society of the global world, so it seems that it is supporting the idea. Personally, it was a great thing to include global contexts other than the Indonesian. I think it was nice.

The second sub-heading explain how teachers have put the local culture-based items to their teaching materials as the beginning and sample to comprehend the generic structure, linguistic features, and social functions. They have understood to include familiar text to relate the information with students' background knowledge. Similarly, Awayed-Bishara (2015) shares that teaching

materials may support the introduction of cultural relevance and language learning. He also adds that enhancing cultures in the teaching materials' content may serve the fast acquirement of another language as they picture the topic into their familiar context.

Some participants also put the global history to focus on giving students new insight into what has world experiences back then. Their move to expose students to familiar text and give them additional knowledge reflects the EIL teaching. It shows how Participants tried to systematically serve students an example for their understanding, to deliver it later while also remembering the new information. However, Participants may also feel the fear of introducing the target language culture to the learners as it would threaten their national or cultural identity (Qoyyimah et al., 2020). Teachers are still confused about putting the right portion on local culture delivery and target language delivery.

Additionally, Participants have shown their expectation and wish to retrieve and adapt more the local culture-based materials. Participants are willing to explore the paradigm to get a viable understanding and implementation. P2 adds that the discussion and exploration on the EIL paradigm should be continuously delivered to the teachers. They should also be reminded and guided to include EIL in their practices sustainably and lessen the influence

of Native-speakerism. They consider adapting and retrieving relatable materials for their teaching process will help them a lot in their teaching while dealing with administration work, time limitations, and personal necessities. P1 also adds that it would be wonderful if the professional development process regarding implementing EIL in their teaching could be regularly offered and easily accessed. Along with the time limitation, workload, and topics to be taught, Participants have a high willingness to strengthen the promotion of English as an International Language to the teaching materials, to their teaching practices as a bigger scope.

DISCUSSION

Data analysis from the interviews and document analysis on teaching materials of historical recount texts has served how the teacher has started to comprehend EIL. The process in the beginning of comprehending EIL paradigm was exploring the responses to the issue of native-speakerism and English standardization, also the practice of including local culture-based items.

Participants have allowed the variety of English in terms of their linguistic features and cultures to lessen native-speakerism even though Participants' attachment to AE and BE yet still strong in their understanding. Participants shared that the introduction to English varieties is needed but in retrievable sources and the process of the introduction which is embedded to the learning. The solid bond and belief in the model of native-speakerism in ELT have accused and raised problems from the point of view of teachers and students. Native-speakerism forms the advertisement of ELT to root into the foreign cultural and social identity instead of reviewing the professional qualifications of the teachers (Swan et al., 2015). Teachers may feel less confident if they do not have the cultural identity based on the target language or never experience exposure to the culture (Hendriks et al., 2021). Not to forget some other challenges that teachers may face in including EIL in their teaching materials. The challenges in introducing English varieties should be sort out and consider a systematic phase and possible circumstances to lessen native-speakerism.

English standardization and English native-speakerism has set a thin difference based on the process of comprehension. From the data, Participants shared confusion on differentiating English standardization and English native-speakerism. They shared using the regulated English, such as tenses, is one of the ways of being intelligible to others. However, in terms of lexical, pronunciation, and culture. They did not highlight on particular variety of English. They have understood that the means of using language is being comprehensible. The strong reasoning on differentiating English standardization and English native-speakerism is needed for teachers to limit they limitation on how they deliver English.

Local cultural-based aspect is also concluded as one of the issues in EIL together with English native speakerism and English standardization. Participants has been able to include some of local culture-based items which represent their and their students' identity as an Indonesian. The process of exposing students with familiar and relatable items with their background knowledge may bridge and drive them to achieve the learning goals. Moreover, the adapted teaching materials could explore more on foreign culture to widen teachers' and students' knowledge, not to be ashamed with their own identity. The boundaries should be set to prevent such an issue.

The attempt to identify EIL, such as introducing English varieties, limiting the English standardization, and including local culture-based items, may seem complex and complicated with challenges teachers should face (Dogancay-Aktuna & Hardman, 2018). Lack of sources, workload, time management, and repetitive exposure to familiar items would be sluggish and decrease engagement. Teachers are still in doubt about the portion of local culture-based items. To add, local culture-based content in teaching materials that seem prominent in picturing the topic to the learner's context has not been well promoted (Dogancay-Aktuna & Hardman, 2018). It means educators still have loads of homework to deal with implementing the paradigm of English as an International Language.

Aside from all the continuing challenges, Participants in this study are pleased to include local culture-based items, but they still feel the necessity to expose students to other cultures. Participants are aware of anticipating the learning to raise students' awareness of their local identity and lessen cultural disbelief. Students' understanding is shaped based on their local recall, experience, and knowledge to share and explore their context and English (Rose & Montakantiwong, 2018). Moreover, teachers' understanding, assistance, and readiness to implement local culture-based items should be highlighted beforehand.

The idea of becoming a communicator in English or even a competent user of English should be supported by the orientation of curriculum guidelines for the language. Regulation of the Minister of Education and Culture of Republic Indonesia Number 36 the Year of 2018 concerning the 2013 Curriculum for Senior High Schools have asked the teacher to included variation of context and even highlight more on local culture-based items in the teaching of English. However, the assistance on teachers' implementation of the mandated curriculum should be ensured to underpin the English as an International Language policies (Qoyyimah et al., 2020). Future studies are also expected to explore more on the challenges and have continuous and adequate effort in supporting the EIL paradigm of the Indonesian ELT context.

CONCLUSION

This study involves two aspects in exploring EIL in novice teachers' teaching materials, more specific on the inclusion of local culture-based texts in the topic of the historical recount; novice teachers' awareness and inclusion. The exploration

starts with the discussion on English native-speakerism, which leads to the assumption of teachers to introduce English varieties. However, they are still highlighting on the necessity to acknowledge the English standardization especially in the form of tenses. Reviewing local culture-based text on Participants' materials is the following aspect in exploring EIL on Participants. Participants included Indonesian histories to gain students' engagement from their familiarity with event sequences. Teachers also added the world's history to enrich students' knowledge, providing the basic competence for their role in global citizenship. EIL has been described various ways including how the inclusion of local identity invest a great deal to empower learners to be a competence user. It shows how the understanding of English, which will be used for learners' future process in retrieving information in the global community of the world through familiarization of their context, is versatile.

The study concludes that participants realized the importance of understanding English varieties, English standardization, and including local culture-based text in their teaching. However, barriers to EIL implementation include teachers' acceptance of their identity, sources of adaptation, time limitation, engagement to the local culture-based items, and students' competency still concerning for them. It is expected for further study to strengthen the effort on implementing the EIL paradigm and review its washback on national education in Indonesia. Continuous study and implementation for teachers' understanding are crucial as the bottom-up strategy to see EIL paradigm viable contribution in Indonesia EFL context.

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