

Student's Reflections on Teil Based Materials and Digital Media in Learning World Englishes

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This study aims to explore students' reflections on the use of Teaching English as an International Language (TEIL)-based materials and digital media in learning World Englishes. The study seeks to understand how TEIL-oriented instruction influences students' awareness of English diversity, learning engagement, intercultural understanding, and challenges encountered during the learning process. A qualitative phenomenological approach was employed. The participants were six fifth-semester students of the English Education Study Program at the Faculty of Teacher Training and Education. Data were collected through classroom observations, documentation of students' assignments and presentations, and semi-structured interviews. The data were analyzed using thematic analysis. The results indicate that the use of TEIL-based materials and digital media contributed positively to students' learning experiences. Students developed awareness of English diversity, showed higher engagement in learning, increased intercultural awareness, and gained confidence in using English. However, students also experienced difficulties in understanding unfamiliar English varieties, particularly non-standard accents and expressions. The findings highlight the significance of TEIL-based instruction in preparing students for global communication while emphasizing the need for pedagogical guidance and gradual exposure. This study concludes that TEIL-based materials and digital media are effective in supporting World Englishes learning. Future research is recommended to involve larger participant groups and examine instructional strategies for addressing challenges in understanding English diversity.

Keywords: Teaching English as an International Language; World Englishes; Digital Media; Student Reflection; English Language Learning

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1. Introduction

The English World (WE) is an idea that supports the various uses of English in diverse social and cultural contexts. Today, English is no longer considered a single language based on the norms of native speakers. According to Matsuda (2018), people around the English-speaking world are challenging the standard dominance of native speakers and acknowledging the wide variety of variations across the English-speaking world. Jenkins (2007) also emphasizes that English as a lingua franca is shaped by the communicative needs of non-native speakers, highlighting the importance of intelligibility over adherence to native norms. As a result, learning English must take into account the fact that English is used by many people in international communication and that cross-cultural understanding is a central goal.

English as an International Language Education (TEIL) was developed based on this idea and focuses on the understanding and success of cross-cultural communication rather than mimicking the standards of native speakers. TEIL rejects the idea of native speaker fallacy and places communication competence as a learning goal. Rose and Galloway (2021) state that TEIL trains students to communicate effectively in diverse global contexts, while McKay (2002) argues that teaching English should reflect the sociolinguistic realities of its global use rather than idealized native norms. By centering learning on practical

communication skills, TEIL prepares students to interact successfully in international and multicultural settings.

TEIL requires the use of contextual and authentic learning materials. TEIL-based materials are essential for introducing learners to the variations of English used worldwide, giving them exposure to different accents, vocabulary, and cultural expressions. Digital media has become an important tool in modern language learning because it allows learners to access English produced by speakers from a variety of social and cultural backgrounds. Juwariyah (2021) notes that digital media can be used to incorporate international English into TEIL education, while Warschauer and Kern (2000) argue that digital technologies enhance authenticity and engagement in language learning by exposing students to real-world communication scenarios.

TEIL-based materials and digital media are becoming increasingly important to help students understand the role of English as a global language in EFL contexts such as Indonesia. Students' reflections on their learning experiences are essential to evaluate how such materials and media contribute to their comprehension and use of international English. Despite the growing use of TEIL and digital tools, research investigating students' reflections on these approaches remains limited. Therefore, this study aims to explore students' reflections on the use of TEIL-based materials and digital media in English learning, providing insights into their effectiveness in fostering international communication competence.

2. Literature Review

World English and English Learning

The concept of World Englishes (WE) says that English is not limited to linguistic standards because it is used by many speakers from various social and cultural backgrounds. According to Matsuda (2018), "World English legitimizes the diverse forms of English used in global and local contexts and challenges the dominance of native speaker norms." In the context of English language education, this perspective demands a change in learning approaches so that students can understand the reality of the plural and contextual use of English.

Teaching English as an International Language (TEIL)

Teaching English as an International Language (TEIL) is an educational approach that prepares students for international communication, in line with World Englishes. Rose and Galloway (2021) state that TEIL "emphasizes clarity and intercultural communicative competence rather than conformity to native speaker norms." This strategy rejects the notion of mother tongue errors and places students as legitimate users of English in global communication.

TEIL-Based Learning Materials

Previous research has shown that TEIL-based materials can increase learners' linguistic awareness of international English and help them understand that variations in English use are part of true global communication. In addition, learning materials have an important role in representing the principles of TEIL in the classroom.

Digital Media in Learning the English World

The use of digital media to teach English allows many people from different communities around the world to use the language. Digital media helps introduce variations of world English that are difficult to obtain through conventional print materials.

Student Reflection in TEIL Learning

Student reflection is an important source of data for understanding the English learning experience. Reflection gives students the opportunity to evaluate the material, media, and meaning of the learning they acquire. The TEIL study emphasizes that students' reflections show the extent to which pedagogical methods and learning resources support international English understanding. As the research shows, World Englishes and TEIL provide a theoretical foundation for globally oriented English language learning, and TEIL-based materials and digital media serve as implementation tools. However, there is still limited research that specifically investigates students' responses to the use of TEIL-based materials and digital media in English language learning. Therefore, this research centers on students' thinking about how these materials and media make a pedagogical contribution to English language learning.

3. Research Method

This study employs a qualitative methodology to explore students' perceptions of using TEIL-based materials and digital media in learning World English. According to Creswell (2016), qualitative research aims to deepen understanding of a phenomenon by focusing on participants' experiences and perspectives, while Rukajat (2018) emphasizes that it seeks to comprehend human behaviors within specific contexts or institutions. Accordingly, a phenomenological approach was chosen, as the focus is on students' lived learning experiences. Morissan (2019) explains that phenomenology highlights the lived experiences of a group regarding a particular phenomenon, setting aside the researcher's initial assumptions or beliefs. This approach is well-suited to reveal how students interpret international English learning through digital media and TEIL-based materials.

The research was conducted at the Faculty of Teacher Training and Education, University of Muhammadiyah Tangerang, specifically within the English Education Study Program for semester 5 of class B1. This setting was chosen due to its alignment with the study focus on TEIL-based materials and digital media in English language learning, as well as the accessibility it offers the researcher for data collection. Six students from semester 5 were selected through purposive sampling. In phenomenological research, a smaller sample size is appropriate because the depth of participants' experiences is prioritized over quantity, and Morissan (2019) suggests that a participant number not exceeding ten is sufficient to capture rich and meaningful data.

Data were collected through observation, documentation, and interviews. Observation allowed the researcher to directly witness the process of learning international English using digital media and TEIL-based materials. Since the learning activities occurred both offline and online via Zoom, the researcher participated as a passive observer, focusing on how the materials were utilized and how students engaged during lessons. Field notes were maintained to record pre-activities, while-activities, and post-activities in both learning formats. Documentation was used to gather written evidence of student learning, including assignments and group PowerPoint presentations. These materials provided insight into students' learning outcomes and supported the observational findings. Interviews were conducted online using semi-structured questions via Google Forms to gain deeper insights into students' thoughts on the use of TEIL-based materials and digital media. The semi-structured format allowed flexibility in exploring students' perspectives while keeping the discussion aligned with research objectives, enabling students to reflect independently on their learning experiences.

After data collection, analysis was conducted to provide a comprehensive understanding of students' perspectives and experiences. Creswell (2014) notes that qualitative data analysis involves organizing and interpreting data to understand the meaning participants convey, while Miles, Huberman, and Saldaña

(2014) describe the process as including data reduction, presentation, and conclusion drawing. In this study, the collected data were selected, classified, and interpreted based on the research focus, aiming to reveal how TEIL materials and digital media facilitate students' understanding of English use worldwide. Findings were presented descriptively to illustrate trends in student reflections and the contributions of TEIL-based materials and digital media to learning.

To ensure the trustworthiness of the research, methodological triangulation was employed by comparing and confirming data obtained through multiple methods (Cohen et al., 2017). Observation, documentation, and interviews were integrated to examine students' reflections, allowing the strengths of one method to offset the limitations of another. This triangulated approach enhances the credibility, reliability, and validity of the findings by confirming that results are supported by multiple, complementary sources of data.

4. Result and Discussion

Finding

From the results of the thematic analysis, the researcher found that students had several reflections on the use of materials based on Teaching English as an International Language (TEIL) and digital media in learning World Englishes. The findings revealed that students experienced positive learning outcomes and certain challenges during the learning process. There are five main themes identified in this study:

Table 1. Themes and Student Reflection Codes on the Use of TEIL-Based Digital Materials and Media

Themes	Codes
1. Awareness of English language diversity.	-Students are aware that English is spoken by people from different countries and cultural backgrounds.
2. Positive engagement in learning.	-Students feel more interested and motivated when learning through digital media.
3. Development of intercultural awareness.	-Students become more aware of cultural differences in English communication.
4. Increased confidences in using English	- Students feel not afraid to make mistakes when using English.
5. Difficulty in understanding English varieties.	- Students find it difficult to understand unfamiliar accents and expressions.

Awareness of English Language Diversity

Students realize that English is not only spoken by native speakers but also by speakers from different linguistic and cultural backgrounds. Data obtained from interviews revealed that before following the learning process, students tend to think of English as a language that must follow American or British standards. However, after being exposed to TEIL-based materials, students begin to realize that English is used differently across countries and cultures.

Based on class observations, students showed an active response when learning materials presented English speakers from various regions. Students discuss differences in pronunciation and accent and recognize that these differences do not necessarily hinder communication. Documentation data, such as students' reflective notes, also show that students mention English as a global language rather than the language belonging to native speakers. These findings suggest that TEIL-based materials contribute to students' awareness of English language diversity.

Positive Engagement in Learning.

Students feel more interested and motivated when digital media is used in learning World English. Observational data showed that students were more attentive and actively participating in discussions when videos, online resources, and multimedia presentations were used compared to lessons that relied primarily on printed materials.

The results of the interviews revealed that students found digital media very helpful because they provided real examples of the use of English in everyday and international contexts. Students stated that learning through digital media makes the lessons more enjoyable and easier to understand. Documentation data supports these findings, as students incorporate digital sources into their assignments and presentations. These findings suggest that digital media plays an important role in increasing student engagement in learning.

Intercultural Awareness Development.

Students become more aware of cultural differences in English communication. Interview data showed that students understood that effective communication involves understanding culture, not just grammatical accuracy. Students reflect that English speakers from different cultures can express ideas differently.

Observational data showed that students showed openness during class discussions and showed respect for different perspectives. From the documentation data, students included reflections on cultural diversity in their learning notes. These findings show that TEIL-based materials support the development of students' intercultural awareness.

Increased confidence in using English.

Students feel not afraid to make mistakes when using English. Interview data revealed that students gained confidence after realizing that clarity is more important than perfect grammar in international communication. This understanding reduces students' anxiety when using English.

Based on observations, students are more willing to speak during class discussions and express their opinions in English. Documentation data, such as student presentation performance, also showed an increase in student confidence. These findings show that TEIL-based learning contributes positively to students' confidence in using English.

Difficulties in Understanding English Varieties

Despite the positive learning experience, students face difficulties in understanding unfamiliar English accents and expressions. Interview data revealed that students struggle to understand speakers from different linguistic backgrounds, especially when they are unfamiliar with accents or speaking speed.

Observational data showed that students often asked for repetition or clarification during listening activities. Documentation data also shows that students need more time to adapt to the diverse varieties of English. These findings suggest that although TEIL-based materials increase awareness, students still need guidance to fully understand the diversity of the English language

Discussion

The purpose of this study is to explore students' reflections on the use of Teaching English as an International Language (TEIL)-based materials and digital media in learning World Englishes. These findings reveal that the integration of TEIL principles and digital media influences students' perception, engagement, confidence, and understanding of English language diversity, while also uncovering some

learning challenges. This discussion interprets the findings by relating them to previous research and providing possible explanations for similarities and differences.

First, findings related to increasing students' awareness of English language diversity show that TEIL-based materials have succeeded in introducing the concept of English as a global language. Students' reflections show a shift from viewing English as the language owned by native speakers to recognizing it as a means of communication used by people from diverse linguistic and cultural backgrounds. These findings are consistent with Matsuda (2018), who states that World Englishes challenges the dominance of native speaker norms and legitimizes the various forms of English used around the world. Students' recognition of the differences in accent and pronunciation as natural suggests that the principles of TEIL help broaden their linguistic perspectives.

However, the findings also suggest that this awareness develops gradually. Some students initially still rely on standard English norms when evaluating the use of English. This suggests that students' previous learning experiences, which often emphasize truths based on native speaker models, greatly influence their perceptions. According to Rose and Galloway (2021), shifting learners' perspectives from traditional EFL norms to TEIL-oriented thinking requires continuous exposure and reflective learning. Therefore, the findings of this study support the idea that awareness of English language diversity is a process rather than a direct outcome.

Second, the positive engagement reported by students highlights the significant role of digital media in TEIL-based learning. Students feel more motivated and interested when learning activities involve videos, online materials, and multimedia presentations. This finding is in line with Juwariyah (2021), who argues that digital media allows learners to access authentic English use from various global contexts. In this study, digital media serves as a bridge between the theoretical discussion of World English and real-life examples of English communication.

The increase in engagement can be explained by the interactive and multimodal nature of digital media. Visual and audio input helps students better understand how English is used in different contexts. This supports the view of Mundhe (2015), who emphasizes that the use of appropriate teaching techniques and media can increase students' motivation and understanding. However, these findings also suggest that engagement does not automatically ensure comprehension, as students still struggle when confronted with unfamiliar varieties of English. This suggests that digital media should be carefully selected and accompanied by pedagogical guidance.

Third, the development of intercultural awareness found in this study reflects one of the core goals of TEIL. The students' reflections show that they are beginning to understand communication as a culturally located practice rather than a purely linguistic activity. These findings support the statement of Rose and Galloway (2021) that TEIL emphasizes intercultural communicative competence and understanding rather than grammatical accuracy. By recognizing cultural differences in communication styles, students demonstrate a growing sensitivity to the global communication context.

The development of intercultural awareness can be attributed to students' exposure to the use of English in a variety of sociocultural settings. When students meet English speakers from different backgrounds, they are encouraged to reflect on how culture affects communication. These findings are similar to previous research that showed exposure to the global English context can foster intercultural understanding. However, this research adds nuance by showing that students still need time and reflection to fully internalize this perspective.

Fourth, findings related to increasing confidence in using English show that TEIL-based learning helps reduce students' anxiety. Students feel less afraid of making mistakes because they understand that comprehension is more important than grammatical perfection. These findings are in line with Hasan and Marzuki (2017), who argue that excessive focus on grammatical accuracy can hinder students' willingness to use language productively. By shifting the focus to meaningful communication, TEIL-based learning creates a more supportive learning environment.

The increased confidence of students is also evident in their willingness to participate in class discussions. This suggests that the principles of TEIL can contribute to a more inclusive learning atmosphere where students feel legitimized as English language users. However, it's important to note that this confidence doesn't eliminate all challenges. Some students are still hesitant when faced with an unfamiliar accent, suggesting that confidence and comprehension do not always develop at the same pace.

Finally, the difficulty in understanding the diverse varieties of English is an important finding that distinguishes this study from some previous studies. While TEIL promoted the acceptance of English language diversity, the students in the study struggled to understand unfamiliar accents and expressions. These findings are consistent with Huy (2015), who noted that learners often face listening difficulties when exposed to unfamiliar linguistic inputs. This challenge may stem from limited previous exposure to non-standard varieties of English in formal education.

This difficulty can also be explained by cognitive overload. When students process unfamiliar pronunciations, vocabulary, and cultural references simultaneously, comprehension becomes more demanding. Therefore, the findings suggest that TEIL-based teaching should be implemented gradually, with adequate scaffolding. Teachers may need to introduce English varieties step-by-step and provide strategies to help students overcome listening difficulties.

Compared to previous studies that reported students' rapid adaptation to English language diversity, this study presents a more cautious picture. Students show openness to the diversity of the English language but still face practical challenges in comprehension. This difference may be due to the participant's background as a pre-service English teacher. As future educators, they may feel pressured to master what they perceive to be "correct" English, which affects the way they evaluate unfamiliar varieties. These findings add to the literature by highlighting the role of student identity in TEIL-based learning.

In summary, the discussion showed that TEIL-based materials and digital media positively affect students' awareness, engagement, confidence, and intercultural understanding. At the same time, these findings reveal ongoing challenges related to understanding English language diversity. These results show that TEIL-based learning is effective when supported by careful pedagogical planning, gradual exposure, and reflective activities. By addressing these factors, TEIL-based teaching can better prepare students to function as competent and confident English users in an international context.

5. Conclusion

Based on the findings of this study concerning students' reflections on the use of Teaching English as an International Language (TEIL)-based materials and digital media in learning World Englishes, it can be concluded that the implementation of TEIL principles contributed meaningfully to students' learning experiences. This study reveals both positive outcomes and existing challenges faced by students during the learning process. The findings indicate that students developed awareness of English diversity. Through exposure to TEIL-based materials, students realized that English is used by speakers from various linguistic and cultural backgrounds and is not exclusively owned by native speakers. This awareness encouraged students to accept differences in pronunciation, accent, and language use as natural features of global

communication. In addition, the use of digital media positively influenced students' engagement in learning. Digital materials such as videos and online resources increased students' interest and motivation in learning World Englishes by providing authentic examples of English use in international contexts. As a result, students became more actively involved in classroom activities. The study also shows that students developed intercultural awareness. They began to understand that effective communication in English involves cultural understanding, not merely grammatical accuracy. This awareness helped students become more open-minded and respectful toward different communication styles in English. Furthermore, students experienced increased confidence in using English. By understanding that intelligibility is more important than grammatical perfection in international communication, students felt less afraid of making mistakes and were more willing to express their ideas in English. However, the findings also reveal that students still faced difficulties in understanding diverse English varieties, particularly unfamiliar accents and expressions. This difficulty was influenced by students' limited prior exposure to non-standard English varieties. Therefore, although TEIL-based materials and digital media offer meaningful learning opportunities, students still require guidance and gradual exposure to fully comprehend English diversity. In conclusion, this study confirms that TEIL-based materials and digital media support students' awareness, engagement, confidence, and intercultural understanding in learning World Englishes, while also highlighting the need for careful pedagogical support in addressing comprehension challenges.

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