

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This section reviews the theories and previous research related to the study. The researcher will explain the definition of English as An International Language (EIL), teaching English for Young Learners, and Teaching English as An International Language for English for Young Learners.

#### **2.1 English as An International Language**

English as An International Language is a means of communication for someone outside the Anglophone frame of reference with their interlocutor, including non-native English speakers (Hino, 2018). Matsuda in Tajeddin et al. (2020) states that EIL functions as a multilingual context belonging to English where speakers use various English languages that they know along with their own culture and multiple strategies to communicate effectively.

Smith in Lee (2013) explains that EIL is the language used by people from various nations to communicate with each other and forms the English features of the outer and inner circle. Meanwhile, McKay (2018), in her research article, stated that English as an International Language (EIL) considers facts as the language used in interactions which will depend on the speaker's investment to be understood, the speaker's English skill level, and the listener's English competence. It depends on how

expertly the speaker and listener understand each other's meaning in English in communicating or interacting.

Based on the definitions above, EIL can be said as English which helps interact and communicate between speakers of different nationalities, both native speakers and non-native speakers depending on how skilled the speaker and listener are in understanding each other's intentions. EIL has a close relationship with the field of education or learning. Therefore, there are two types of EIL learners, namely:

The first is ESL (English as a Second Language) which is known as English by countries that use English as a means of communication and speak it formally. The second is EFL (English as a Foreign Language), the English language used by non-English speaking countries (Iwai, 2011). Another definition put forward by Quirk in Doan et al. (2018) regarding EFL is English by around three or four hundred million people who do not grow up speaking English as their mother tongue. Some live in countries that need English for external purposes (communication with people from other countries). Meanwhile, ESL is where millions of people use equally of English which is not the native language but is widely used for internal purposes and in the constitution, usually as one of the national languages.

However, in contrast to World English and English as a Lingua Franca, EIL insists that English uses a specific set of fundamental principles for international communication. The principles are as follows:

1. Given the increasing variety of English spoken today and the wide variety of L2 learning contexts, all local language needs, social factors, and local education should be used as a reference for designing all pedagogical decisions regarding standards and curricula.
2. English-only classrooms, widely believed to be the most productive classes for language learning, need to be thoroughly examined, and the best way to use L1 to develop language proficiency should give careful thought.
3. In all EIL classes, there should be attention to developing intercultural strategic competencies.
4. Certain social or cultural contexts are in the same way unrelated to EIL, such as Korean, Japanese, or French, which are closely related to specific cultures. In this way, EIL should be culturally neutral (McKay, 2018).

Students access information globally McKay, (2003) and interact with people from various English language backgrounds McKay, (2018) are principles of EIL.

Responding to the above principles regarding English as an International Language (EIL), Idrisovna (2019) mentioned several advantages of EIL in her research. First, getting a job is unbelievably easy with non-governmental organizations and companies. The second is facilitating communication with people worldwide so they can understand each other well. In addition, we can also understand their culture. Third,

if we are students, we usually need research to perfect our documents from the internet or the library. Most of the papers are sometimes in English. Finally, understanding and learning English helps us in this modern world.

## **2.2 Teaching English for Young Learners**

Butler (2015) defines young learners as children up to and including the elementary school level, usually up to 12 years of age. Another opinion regarding young learners comes from Abidasari & Setyaningrum (2020), namely those who are still undergoing a holistic development process (including language development) and are 7-12 years old. The findings differ slightly from the research of Ellis (2014), who found that the term young learner refers to children under 18 with parenting duties and welfare requirements. This definition follows the United Nations Convention on the Rights of the Child (1990), which defines a 'child' as a person under the age of 18 unless the laws of certain countries stipulate a legal age for adulthood younger.

Many people still need clarification about the age range for young learners because there is no more narrowly defined age group for this group. Thus, differences in the age range of young learners in the definitions given by researchers are sometimes different. Ellis (2014) wrote an opinion about the Young Learners of the IATEFL Special Interest Group (SIG) for young learners run in 1985 as the Young Learner Group. This group can illustrate the age of young learners, where in 2009; they changed their name to Young Learners and Teenagers. With the existence of two different terms

in the name change, Young Learners and Teenagers are two terms that, of course, have different meanings. Therefore, the term young learners explicitly refer to children less than 13 years of age, and they gave the title to the newsletter they created with C&TS: Children and Teenagers.

Shin in Setyaningrum et al. (2022) suggests ten EYL teaching ideas, such as:

1. Using reality, images, and movement.
2. Inviting students to be involved in making pictures and those used as learning media.
3. Switching from one activity to another.
4. Teaching theme.
5. Using meanings and stories that students are familiar with and encounter.
6. Compiling class routines in English.
7. Using L1 as a tool depends on needs.
8. Involving group assistants.
9. Collaborate with other teachers in the school.
10. Establish communication with other TEYL professionals.

In 1997 the Ministry of Education of Korea decided to include English as a regular subject in elementary schools. Elementary school students in grades three and four must attend English classes for one hour a week, while students in grades five and six attend two hours a week. Many Korean parents have started sending their children from kindergarten to English-speaking kindergartens because English is mandatory in elementary school (McKay & Bokhorst-Heng, 2017).

### **2.3 Teaching English as An International Language for English for Young Learners**

From the existing literature, the implementation of EIL in EYL has been recorded in several countries. In the case of Thailand, EIL teaching at other EYL levels is at the basic education level from Grades 1-6. The 2008 Thailand's Basic Core Curriculum, with particular reference to English as a compulsory subject, has to some extent, attempted to provide the Basic English language requirements for primary students. Raising awareness of English as an international language (EIL) or English as lingua franca (ELF) and promoting lifelong learning skills of young learners for the 21st century is necessary to improve English teacher education in Thailand. To raise English teachers and Thai primary school students as proficient English users in the ASEAN community, the Office of Basic Education Commission (OBEC) must be more severe and sincere in addressing this matter (Nomniam, 2013).

Only part of the autonomy of each country provides English learning policies for all levels of education. Several countries still limit English lessons in their educational curriculum, even though English is an international language. In fact, at the EYL level, compulsory English subjects still need to be implemented in the education curriculum. One is Indonesia's elementary school education level, which uses the 2013 Curriculum. The ambivalent curriculum policy makes learning English at the elementary school level still weak. Elementary school students should be able to get an education in English as An International Language from an early age. Instead, they get gaps because of curriculum policies, so not all elementary schools implement English learning. The 2013 curriculum prioritizes the introduction of Indonesian and regional languages in its approach, which seems inconsistent with the rapid development of the modern era, where information technology can be widely accessed by everyone, even in remote areas. To face global competition in the future, experts and researchers put forward various theories which state that English in non-English speaking countries needs to be known and mastered (Astutik & Munir, 2022).

In another study in a country in the East Asia region, namely China, Chao et al. (2014) found an increase in enthusiasm for learning English which is increasingly widespread along with the spread of English as an international language. China's Ministry of Education stipulates English is a compulsory third-grade subject. It continues in subsequent grades, and some major cities such as Beijing and Shanghai also require students to learn English from first grade to meet local sociocultural needs.

The existence of this language policy makes English seen as an instrument of life enrichment and considers learning English as part of citizenship education.

