

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents an appropriate review of theoretical literature and research related to the study matter.

#### **2.1 English as an International Language (EIL)**

##### **2.1.1 Definition of EIL**

English as an International Language (EIL) refers to the use of English as a global means of communication among speakers from diverse linguistic and cultural backgrounds. Unlike traditional perspectives that emphasize native-speaker norms, EIL recognizes the functional role of English in international settings, prioritizing intelligibility and adaptability over conformity to specific varieties (Matsuda, 2018; Galloway & Rose, 2018). As English continues to evolve beyond its native-speaking countries, it serves as a lingua franca, enabling cross-cultural interactions in education, business, technology, and diplomacy (Jenkins, 2017; Baker, 2021).

##### **2.1.2 Scope of EIL**

The scope of EIL extends beyond the boundaries of native-speaking countries, encompassing various global contexts where English is used as a second or foreign language. According to Kirkpatrick (2020) and Marlina (2023), English operates across the Inner Circle (native-speaking countries like the US and UK), Outer Circle (countries where English holds institutional significance, such as India

and Singapore), and the Expanding Circle (nations where English is primarily learned as a foreign language, such as Indonesia and Japan). Within these contexts, EIL emphasizes mutual intelligibility rather than adherence to native-speaker pronunciation or grammar norms, making it a dynamic and adaptive communication tool (Tang & Calafato, 2024).

### **2.1.3 The Influence of EIL on Students' Pronunciation**

EIL has significantly influenced students' pronunciation by shifting the focus from native-like accuracy to intelligibility. Traditionally, English language learners were encouraged to imitate native accents, particularly British or American English (Galloway & Rose, 2018; Marlina, 2023). However, EIL promotes the idea that effective pronunciation should prioritize clarity and understandability rather than conformity to native norms (Thir, 2019; Ulum, 2023). This perspective allows students to develop confidence in their spoken English, recognizing that multiple accents and pronunciations are valid within international communication. Furthermore, exposure to diverse English varieties helps students become more adaptable listeners and speakers, improving their ability to engage in cross-cultural dialogues (Baker, 2021; Tang & Calafato, 2024).

## **2.2 Students' Responses**

### **2.2.1 Understanding Student Responses**

Students' responses refer to how they react, interpret, and engage with different varieties of English in learning contexts. In language learning, these

responses include their opinions, attitudes, and preferences toward pronunciation and accents. Such reactions are shaped by prior experience, exposure, and social influences (Matsuda, 2018; Jenkins, 2017). Understanding how students respond to global English usage helps educators evaluate the impact of EIL in the classroom.

### **2.2.2 Types of Responses**

Students may respond differently to various English varieties depending on their auditory awareness, social views, and communication needs. Auditory responses involve how well they understand different accents. Social responses reflect whether they feel comfortable using or listening to non-native English varieties. These responses reveal students' adaptability and openness within the EIL context (Thir, 2019; Ulum, 2023).

### **2.2.3 How to Identify Student Responses**

To identify how students respond to different English varieties, researchers commonly use tools such as questionnaires, interviews, and listening tasks. These methods help reveal students' attitudes, preferences, and levels of comfort when engaging with diverse forms of English pronunciation. For example, including exposure to various English accents in listening activities can show how students react to different ways of speaking. By analyzing these responses, educators can better understand students' needs and adjust teaching strategies to support more inclusive and globally relevant English learning environments (Kirkpatrick, 2020; Tang & Calafato, 2024).

This chapter has discussed the concepts of EIL and students' responses, with a focus on how university students engage with different English varieties. These insights provide a foundation for the next chapter, which outlines the methodology used to explore students' reactions to pronunciation and accent variation in the EIL context.

