

**TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE (TEIL)
IN THE ELT CURRICULUM: A LIBRARY RESEARCH**

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Abstract

This study aims to examine the concept and implementation of Teaching English as an International Language (TEIL) within the context of English Language Teaching (ELT). Using a qualitative library research approach, this study analyzes selected national and international journal articles related to TEIL and English as an International Language (EIL). The data were analyzed using qualitative content analysis to identify recurring patterns, perspectives, and issues discussed in the literature. The findings of the study reveal four major themes, namely the conceptualization of TEIL in ELT, the implications of TEIL for ELT curriculum development, teachers' and students' perceptions of the TEIL/EIL approach, and the challenges and opportunities in implementing TEIL in educational contexts. These findings indicate that the integration of TEIL principles can contribute to more inclusive, context-sensitive, and globally oriented English language education.

Keywords: Teaching English as an International Language; ELT Curriculum; Global Englishes; Cross-cultural Awareness

INTRODUCTION

The global expansion of English has significantly transformed the role and orientation of English language teaching (ELT) across educational contexts worldwide. English is no longer used exclusively by native speakers from inner-circle countries such as the United Kingdom

or the United States; rather, it now functions as a shared means of international communication among speakers from diverse linguistic and cultural backgrounds. Recent studies highlight that the majority of English interactions today take place among multilingual users in academic, professional, and transnational settings (Galloway & Rose, 2021; Seidlhofer, 2020).

Consequently, traditional ELT goals that prioritize native-speaker norms, linguistic accuracy, and standard language models have increasingly been questioned in contemporary applied linguistics. In response to these developments, Teaching English as an International Language (TEIL) has emerged as a pedagogical paradigm that reconceptualizes English as a global resource owned by all its users. TEIL emphasizes intelligibility, communicative effectiveness, and intercultural awareness rather than adherence to native-speaker standards. Seidlhofer (2020) explains that English used in international contexts is inherently variable and adaptive, shaped by speakers' communicative needs rather than fixed norms. Similarly, Galloway and Rose (2021) argue that TEIL-oriented approaches provide a more realistic and inclusive foundation for English language teaching in global contexts.

From a TEIL perspective, the primary objective of learning English is to enable learners to communicate meaningfully across cultures rather than to imitate a particular linguistic model. Recent empirical research supports this view. Fang and Ren (2023) demonstrate that learners exposed to diverse English varieties develop greater strategic competence and confidence in international communication. Likewise, Rose and Montakantiwong (2021) report that TEIL-informed instruction enhances learners' intercultural communicative competence and their ability to negotiate meaning with speakers from different linguistic backgrounds. Within educational settings, the ELT curriculum plays a central role in shaping how English is taught and learned. A curriculum informed by TEIL principles prioritizes global communicative competence, intercultural understanding, and openness toward linguistic variation.

Recent discussions in English Language Teaching (2023) emphasize that integrating TEIL into the ELT curriculum requires rethinking learning objectives, instructional content, and assessment practices so that they reflect the realities of international English use rather than native-speaker benchmarks. However, despite the growing recognition of TEIL in

academic discourse, many ELT curricula remain largely oriented toward traditional English as a Foreign Language (EFL) models. Teaching materials and assessment systems often continue to emphasize standard British or American English and Western cultural content. Roozafzai (2024) notes that this mismatch between contemporary theoretical perspectives and curricular practices presents significant challenges for educators, particularly in contexts where examinations and institutional policies reinforce traditional norms. Although previous studies have examined Teaching English as an International Language from various perspectives, many focus on classroom implementation or learner attitudes.

Fewer studies have provided a systematic synthesis of literature that specifically addresses the implications of TEIL for ELT curriculum development. Therefore, this study seeks to contribute to the field by conducting a qualitative library research that synthesizes findings from selected national and international journal articles. By identifying key conceptualizations, curricular implications, challenges, and opportunities, this study aims to provide a comprehensive overview that can inform educators, curriculum designers, and researchers. Based on these considerations, this study is guided by the following research questions:

1. How is Teaching English as an International Language (TEIL) conceptualized in ELT-related literature?
2. What implications does TEIL have for the development of the English Language Teaching (ELT) curriculum?
3. What challenges and opportunities are reported in the implementation of TEIL in educational contexts?

Through a qualitative library research approach, this study is expected to offer insights into the relevance of TEIL as a pedagogical framework and its potential contribution to the development of a more inclusive, adaptive, and globally oriented ELT curriculum.

METHOD

Research Design

This study employs a qualitative approach using a library research design. This design was selected because the purpose of the study is to examine concepts, principles, and implications

of Teaching English as an International Language (TEIL) in the development of the English Language Teaching (ELT) curriculum based on existing scholarly literature. Library research is particularly suitable for this study as discussions of TEIL have predominantly developed through theoretical frameworks, conceptual analyses, and findings from previous empirical studies. By synthesizing relevant literature, this study seeks to generate a comprehensive understanding of TEIL within the context of ELT curriculum development.

Data Sources

The data sources of this study consisted of twenty peer-reviewed journal articles obtained from Google Scholar. This database was selected because it provides comprehensive access to national and international journals in the fields of English Language Teaching, applied linguistics, and Teaching English as an International Language (TEIL). The selected articles served as the primary data for analyzing the conceptualization of TEIL, its implications for ELT curriculum development, and the challenges and opportunities of its implementation.

The selection of twenty articles was considered sufficient to address the research questions of this study because the research employed a qualitative library research design. The purpose of the study was not to achieve statistical generalization, but to conduct an in-depth qualitative synthesis of recurring concepts and themes related to TEIL. In qualitative research, data adequacy is determined by thematic saturation rather than numerical quantity. After reviewing the selected articles, consistent patterns related to TEIL conceptualization, curriculum implications, perceptions, and implementation challenges were identified, indicating that additional articles were unlikely to yield substantially new insights.

Criteria for Article Selection

To ensure relevance and alignment with the research questions, several inclusion criteria were applied. First, the articles explicitly discuss Teaching English as an International Language (TEIL), English as an International Language (EIL), or Global Englishes. Second, the articles address issues related to English Language Teaching, curriculum development, teaching practices, or educational contexts. Third, the articles were published in peer-reviewed national or international journals indexed in Google Scholar. Fourth, the articles were available in full-text form to allow comprehensive analysis. Articles that did not meet these criteria or were not directly relevant to the research objectives were excluded from the study.

Data Collection Procedure

The literature search was conducted systematically using Google Scholar by applying specific keywords, including Teaching English as an International Language, English as an International Language, TEIL in ELT curriculum, and Global Englishes in English Language Teaching. These keywords were selected because they directly reflect the focus of the research questions and the conceptual framework of TEIL in ELT. The initial search results were screened by examining article titles and abstracts, followed by full-text review to ensure relevance and compliance with the selection criteria. Through this process, twenty articles were selected as the final data set for analysis.

Data Analysis Technique

The collected data were analyzed using qualitative content analysis. Each selected article was read carefully and repeatedly to identify key concepts and relevant information related to the research questions. The analysis process involved several stages. First, open coding was applied to identify important statements and ideas related to TEIL. Second, these codes were grouped into broader categories through axial coding. Finally, the categories were synthesized into major themes representing (1) conceptualizations of TEIL, (2) implications for ELT curriculum development, (3) perceptions of teachers and students, and (4) challenges and opportunities in implementing TEIL. This thematic organization served as the basis for the presentation of results and discussion.

Trustworthiness of the Study

To ensure the trustworthiness of the findings, data triangulation was employed by comparing insights from multiple sources and authors. The use of peer-reviewed journal articles as data sources also contributed to the credibility and reliability of the analysis. In addition, a transparent description of the research procedures was provided to enhance the dependability of the study.

FINDINGS & DISCUSSION

This section presents the findings of the qualitative content analysis conducted on the selected journal articles related to Teaching English as an International Language (TEIL) and English as an International Language (EIL). The analysis aimed to address the research questions by

identifying recurring patterns, perspectives, and issues discussed in the literature. Based on the thematic analysis, four major themes emerged: (1) the conceptualization of TEIL within English Language Teaching, (2) the implications of TEIL for ELT curriculum development, (3) teachers' and students' perceptions of the TEIL/EIL approach, and (4) challenges and opportunities in implementing TEIL in educational contexts.

To enhance clarity and provide a systematic overview of the findings, the major themes identified from the reviewed articles are summarized in Table 1. This visual presentation allows readers to understand the overall structure of the discussion before examining each theme in detail.

Table 1. Summary of Themes Identified in the Reviewed Studies

Theme	Description
TEIL as a Paradigm in ELT	English as a global means of communication and the shift away from native-speaker norms in English Language Teaching
Implications of TEIL for ELT Curriculum	Curriculum design, teaching materials, learning objectives, and assessment aligned with TEIL principles
Teachers' and Students' Perceptions	Beliefs, attitudes, and responses toward TEIL-oriented instruction
Challenges and Opportunities	Teacher readiness, institutional constraints, availability of materials, and future potential of TEIL implementation

TEIL as a Paradigm in English Language Teaching

The findings indicate that Teaching English as an International Language (TEIL) is consistently conceptualized in recent literature as a paradigm shift in English Language Teaching. Rather than viewing English as a foreign language tied to native-speaker norms, TEIL positions English as a global means of communication used by speakers from diverse

linguistic and cultural backgrounds. Recent studies emphasize that this shift reflects the sociolinguistic reality of English in international contexts, where multilingual users constitute the majority of English speakers worldwide (Seidlhofer, 2020; Jenkins, 2022).

Contemporary research highlights that TEIL challenges long-standing assumptions about linguistic correctness and ownership. Çetinkaya (2021) explains that TEIL acknowledges linguistic diversity, cultural plurality, and variability as inherent characteristics of global English use. Similarly, Jenkins (2022) argues that effective communication in international settings relies more on intelligibility, accommodation strategies, and pragmatic competence than on adherence to native-speaker grammatical norms. These perspectives support the finding that TEIL represents a reconceptualization of the goals and values underlying ELT.

Furthermore, recent empirical evidence reinforces TEIL as a relevant pedagogical paradigm. Fang and Ren (2023) demonstrate that learners exposed to multiple English varieties develop greater strategic competence and confidence in intercultural communication. This suggests that TEIL does not lower linguistic standards but instead redefines communicative success in more realistic and inclusive terms. Overall, studies published between 2020 and 2025 confirm that TEIL provides a contemporary framework that aligns ELT with global communication demands.

Implications of TEIL for the ELT Curriculum

The analysis reveals that adopting TEIL principles has significant implications for ELT curriculum development. Recent studies consistently argue that a TEIL-informed curriculum should prioritize global communicative competence, intercultural awareness, and pragmatic flexibility rather than native-speaker-based proficiency targets. Matsuda (2020) emphasizes that ELT curricula need to explicitly prepare learners to use English in international and multilingual contexts.

Empirical research conducted after 2020 illustrates how TEIL principles can be operationalized in curriculum design. Nguyen (2024) reports that integrating English as an International Language perspectives into English for Academic Purposes (EAP) materials increases students' awareness of global English use and enhances the relevance of instructional content. Similarly, Rif'attullah and Putra (2024) found that incorporating

culturally diverse texts in reading instruction supports students' intercultural understanding and critical engagement with language.

In addition, Marlina (2023) highlights that TEIL-based curricula encourage learners to critically reflect on language norms and challenge the dominance of a single standard variety. Such curricula not only develop linguistic competence but also foster intercultural communicative competence, which is increasingly essential in academic and professional settings. These findings suggest that TEIL has the potential to reshape ELT curricula into more inclusive and globally responsive educational frameworks.

Teachers' and Students' Perceptions of the TEIL Approach

The findings also indicate that teachers and students generally hold positive perceptions of the TEIL approach, although these perceptions are often accompanied by implementation concerns. Studies conducted in recent years show that teachers increasingly recognize the relevance of TEIL in preparing learners for global communication. Sifakis and Tsantila (2020) report that teachers who engage with ELF- and TEIL-aware professional development develop more flexible attitudes toward language norms and greater openness to linguistic diversity.

From the learners' perspective, recent studies suggest that TEIL-oriented instruction is perceived as more realistic and motivating. Sung (2022) found that students exposed to ELF-informed instruction focus more on intelligibility and meaning negotiation rather than grammatical perfection. Likewise, Fang and Ren (2023) observed that students develop more positive attitudes toward their own English use when non-native varieties are legitimized in the classroom.

However, despite these positive perceptions, challenges remain. Rose, McKinley, and Galloway (2021) note that teachers often experience tension between TEIL principles and institutional expectations, particularly in assessment practices. These findings suggest that while attitudes toward TEIL are generally favorable, effective implementation requires systemic support and sustained teacher education.

Challenges and Opportunities in Implementing TEIL

Despite its pedagogical relevance, the implementation of TEIL faces several challenges. One major issue identified in recent literature is the continued dominance of native-speaker-oriented teaching materials. Galloway and Rose (2021) argue that many commercial textbooks still prioritize British and American norms, limiting opportunities for learners to engage with diverse English varieties.

Teacher readiness is another significant challenge. Marlina (2023) notes that many teachers have been trained within traditional EFL paradigms and may feel uncertain about adopting more flexible language norms. Sung (2022) also highlights that assessment systems often remain incompatible with TEIL principles due to their reliance on standardized language benchmarks. These constraints can discourage teachers from fully implementing TEIL-oriented practices.

Nevertheless, recent studies also point to emerging opportunities. Nguyen (2024) emphasizes that digital learning platforms and authentic international communication contexts provide practical avenues for integrating TEIL principles into ELT classrooms. Roozafzai (2024) further suggests that curriculum innovation and policy support can facilitate the wider adoption of TEIL. With appropriate teacher training and institutional backing, TEIL offers significant potential to contribute to more inclusive and context-sensitive English language education.

CONCLUSION

This study has examined the concept of Teaching English as an International Language (TEIL) and its implications for the development of the English Language Teaching (ELT) curriculum through a qualitative library research approach. Based on the findings of this study, the analysis indicates that TEIL represents a relevant and necessary paradigm shift in contemporary English language education. English can no longer be viewed solely through the lens of native-speaker norms; instead, it should be understood as a global means of communication used by speakers from diverse linguistic and cultural backgrounds.

The findings further reveal that integrating TEIL principles into the ELT curriculum encourages the development of global communicative competence, intercultural awareness, and positive attitudes toward linguistic diversity. A TEIL-oriented curriculum places greater emphasis on intelligibility, communicative effectiveness, and contextual relevance rather than strict adherence to a single standard variety of English. This approach aligns more closely with the realities of English use in international academic, professional, and social contexts.

Despite the pedagogical benefits of TEIL, the literature also highlights several challenges in its implementation. Limited availability of TEIL-based teaching materials, insufficient teacher preparation, and the persistence of native-speaker-oriented assessment practices remain significant obstacles. However, these challenges also present opportunities for curriculum innovation, teacher professional development, and the creation of more inclusive learning resources. With increasing global communication demands and advances in educational technology, the integration of TEIL into ELT curricula is both feasible and timely.

In conclusion, this study underscores the importance of reorienting ELT curricula toward a more inclusive and globally responsive framework. By adopting TEIL principles, educators and curriculum developers can better prepare learners to participate effectively in international communication. Future research may explore empirical classroom-based studies to further examine the practical impact of TEIL-oriented curricula across different educational contexts.

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