

Indonesian EFL Teachers' Perspectives of Global Englishes: A Self-Reflective Study

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ABSTRAK

Abstract: This study examines how Indonesian EFL teachers conceptualize and enact Global Englishes (GE) through a self-reflective narrative inquiry. As English continues to function as a global lingua franca, it manifests in multiple linguistic, sociocultural, and pedagogical variations. Within this context, the Global Englishes framework problematizes native-speaker norms while promoting inclusivity, linguistic diversity, and effective international communication. Drawing on reflective narratives from three Indonesian EFL teachers with varied teaching experience, this study explores their understandings, interpretations, and pedagogical responses to GE in classroom contexts. Thematic analysis reveals that teachers generally hold favorable views of GE, particularly in relation to enhancing learners' confidence, validating linguistic identity, and preparing students for authentic communicative situations. Nevertheless, participants also report tensions between accommodating linguistic diversity and maintaining intelligibility, assessment criteria, and instructional clarity in practice, indicating a need for more explicit pedagogical guidance. The findings underscore the role of reflective practice in supporting teachers' engagement with shifting ELT paradigms and highlight the importance of embedding GE principles within teacher education, curriculum development, and assessment reform. Overall, this study contributes to ongoing discussions on equitable and context-responsive English language teaching in multilingual environments.

Abstrak: Studi ini mengkaji bagaimana guru EFL Indonesia mengkonseptualisasikan dan memberlakukan Bahasa Inggris Global (GE) melalui penyelidikan naratif reflektif diri. Karena bahasa Inggris terus berfungsi sebagai lingua franca global, bahasa Inggris bermanifestasi dalam berbagai variasi linguistik, sosial budaya, dan pedagogis. Dalam konteks ini, kerangka kerja Bahasa Inggris Global mempermasalahkan norma-norma penutur asli sambil mempromosikan inklusivitas, keragaman linguistik, dan komunikasi internasional yang efektif. Berdasarkan narasi reflektif dari tiga guru EFL Indonesia dengan pengalaman mengajar yang bervariasi, penelitian ini mengeksplorasi pemahaman, interpretasi, dan respons pedagogis mereka terhadap GE dalam konteks kelas. Analisis tematik mengungkapkan bahwa guru umumnya memiliki pandangan yang menguntungkan tentang GE, terutama dalam kaitannya dengan meningkatkan kepercayaan diri peserta didik, memvalidasi identitas linguistik, dan mempersiapkan siswa untuk situasi komunikatif yang otentik. Namun demikian, peserta juga melaporkan ketegangan antara mengakomodasi keragaman linguistik dan mempertahankan kejelasan, kriteria penilaian, dan kejelasan instruksional dalam praktik, menunjukkan perlunya bimbingan pedagogis yang lebih eksplisit. Temuan ini menggarisbawahi peran praktik reflektif dalam mendukung keterlibatan guru dengan pergeseran paradigma ELT dan menyoroti pentingnya menanamkan prinsip-prinsip GE dalam pendidikan guru, pengembangan kurikulum, dan reformasi penilaian. Secara keseluruhan, penelitian ini berkontribusi pada diskusi yang sedang berlangsung tentang pengajaran bahasa Inggris yang adil dan responsif konteks di lingkungan multibahasa.

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INTRODUCTION

As English adjusts to the communicative demands of a globalized society, it has developed into various forms and functions known as *Global Englishes*. This perspective moves beyond traditional notions of “native-speaker” standards and highlights the flexible and plural nature of English, particularly in the context of English as a Foreign Language (EFL) instruction. The significance of Global Englishes lies in its recognition of linguistic diversity and its view of English as a practical and

culturally adaptable means of communication. According to Rose and Galloway (2019, p. 4, as cited in Jindapitak, Teo, & Savski, 2022), Global Englishes (GE) is “an inclusive paradigm that acknowledges the linguistic, sociolinguistic, and sociocultural diversity and fluidity of English use and its users in a globalized world.” For EFL teachers, an understanding of Global Englishes is essential, as it influences teaching practices, curriculum decisions, and attitudes toward language variation.

Nowadays, English is widely used to meet the communicative needs of a globalized community, resulting in diverse forms and functions commonly referred to as *Global Englishes*. This concept challenges the dominance of native norms and emphasizes the dynamic and multicultural nature of English in EFL contexts. By embracing linguistic diversity, Global Englishes recognizes English as a functional and culturally flexible medium for communication. As stated by Rose and Galloway (2019), Global Englishes is “an inclusive paradigm that focuses on the linguistic, sociolinguistic, and sociocultural diversity and fluidity of English use and users in a globalized world.”

Examining EFL teachers’ perspectives on Global Englishes is particularly significant in today’s diverse and interconnected world. English is increasingly used by non-native speakers for intercultural communication and often functions as a lingua franca (ELF). As noted by Chang (2006, cited in Safari & Razmjoo, 2016), the widespread use of English in global political, cultural, and economic exchanges has become so natural that its legitimacy as a lingua franca is rarely questioned. This development requires EFL teachers to reconsider how they understand and respond to the changing role of English. As key agents in preparing learners for real-world communication, teachers’ views on Global Englishes play an important role in shaping inclusive and context-sensitive pedagogical practices.

Narrative inquiry offers an effective approach to exploring these perspectives. Through reflective accounts, teachers are able to articulate their experiences, beliefs, and challenges related to the implementation of Global Englishes in their classrooms. Unlike purely quantitative methods, narrative approaches provide rich and nuanced insights, revealing how sociocultural, professional, and personal factors interact in shaping teachers’ viewpoints. By foregrounding teachers’ lived experiences through self-reflective narratives, this study seeks to contribute to ongoing discussions on language education and the evolving global role of English.

The main objective of this study is to investigate and analyze Indonesian EFL teachers’ perspectives on the use of Global Englishes in their classroom contexts. This objective directly aligns with the central research question: “What are Indonesian EFL teachers’ perspectives on the use of Global Englishes in their English classrooms?” By examining teachers’ lived experiences and viewpoints through narrative accounts, the study aims to provide a nuanced contribution to broader discussions on language teaching and the changing function of English as a global lingua franca.

Defining Global Englishes

The global use of English has expanded significantly over time, particularly among non-native speakers. Rather than being limited to countries where it is spoken as a first language, English now serves as a primary medium of international communication in various domains, including education, business, and media. This widespread use illustrates that English has evolved into a global language shaped by diverse linguistic and cultural communities (Crystal, 2008).

The worldwide spread of English has often been described through Kachru’s three-circle framework, which categorizes English use based on historical and functional contexts. Rather than viewing English as belonging solely to native-speaking nations, this model illustrates how the language operates differently across societies shaped by colonization, institutional adoption, or foreign language learning. Through this perspective, English is understood as a pluralistic and context-dependent resource.

Building on this view, Global Englishes has emerged as an inclusive paradigm that recognizes the diversity of English varieties and their users. Scholars argue that this perspective integrates related approaches such as World Englishes and English as a Lingua Franca, emphasizing that English is continuously reshaped by multilingual speakers in global interactions (Rose & Galloway, 2019).

Technological development has also played a crucial role in the global spread of English. Warschauer (2000) identifies new information technology as one of the key factors contributing to the globalization of English. Alongside academic mobility and employment demands, advances in information technology have transformed communication from local to international levels, positioning English as the primary medium for global information exchange. As a result, English has gained dominance in many domains and strengthened its function as a central language for intercultural communication (as cited in Majidi, 2013). This technological influence further reinforces the need to understand English not merely as a static linguistic system, but as a socially embedded and globally mediated means of communication.

EFL Teachers' Perspective Towards Global Englishes

EFL teachers hold varied perspectives regarding Global Englishes. Although many acknowledge that English functions as a diverse and globally distributed language, this recognition does not consistently translate into pedagogical change. Teachers often find themselves balancing established ELT conventions with emerging communicative realities shaped by multilingual English users. Empirical research indicates that educators frequently express support for the principles underlying Global Englishes; however, the degree to which these principles are enacted in classroom practice differs substantially (Bukhari, 2023). Such inconsistency can be linked to systemic influences within ELT, where institutional policies, assessment frameworks, and native-speaker-oriented standards continue to shape instructional decisions (Seidlhofer, 2011).

Evidence from recent international studies further illustrates this complexity. For instance, Dalman et al. (2023) found that teachers' preferences for classroom speech models varied across sociolinguistic contexts, with native English-speaking teachers showing stronger alignment with traditional L1 norms, while many teachers from expanding-circle contexts hesitated to position their own accents as legitimate pedagogical models. Similarly, Dhama (2022) reported that although university teachers in Bangladesh were aware of the emergence of Global Englishes, they continued to prioritize Inner Circle varieties due to concerns about academic standards and assessment practices. Moving beyond attitudinal tendencies, Guo (2025) demonstrated that the integration of Global Englishes may also involve identity negotiation, as teachers who attempt to adopt GE-informed practices must navigate institutional expectations, ideological pressures, and professional self-construction.

The increasing recognition of English as a globally shared communicative resource has not automatically displaced the dominance of British and American norms in many EFL classrooms. In practice, instructional targets often continue to reflect native-speaker benchmarks, shaped by examination regimes, institutional accountability measures, and deeply internalized assumptions about linguistic legitimacy. Even where teachers acknowledge that effective communication does not depend on achieving native-like accents, pedagogical goals frequently remain tethered to standardized models (Bon, 2024; Jenkins, 2015).

This pattern suggests that the persistence of native-speaker orientation in ELT is not merely a matter of individual preference but is structurally reinforced through curriculum design and assessment systems. Consequently, efforts to advance Global Englishes in pedagogy require more than attitudinal change; they demand systemic support that enables teachers to critically re-evaluate instructional norms and redefine communicative competence beyond monolithic standards (Kirkpatrick, 2010; Dewey, 2012).

Reflective Inquiry in Education

Grounded in Dewey's conception of reflective thinking, reflective practice in educational contexts refers to a systematic process through which teachers enhance their instructional practices by critically examining the assumptions underlying their teaching. This process enables teachers to intentionally identify, question, and evaluate the validity of their pedagogical beliefs and actions in classroom settings. As articulated by Brookfield (as cited in Velasco, 2024), reflective practice supports

teachers in developing more informed and deliberate teaching decisions by encouraging critical scrutiny of taken-for-granted assumptions.

Reflective practice has gained prominence as teachers increasingly engage in conscious self-evaluation of their instructional strengths and limitations. By recognizing areas that require improvement, teachers are better positioned to adopt appropriate pedagogical strategies in subsequent teaching practices. Reflection also facilitates the sharing of professional experiences and insights, allowing teachers to collaboratively construct knowledge that supports ongoing professional growth. As noted by Watkins (as cited in Velasco, 2024), reflective thinking has long been recognized as a central model in teaching and learning, emphasizing continuous improvement through critical self-awareness.

However, reflective practice extends beyond the mere adoption of instructional strategies; it also involves the cultivation of professional responsibility, critical awareness, and openness to alternative perspectives. Teachers are encouraged to situate their reflections within dialogic processes by engaging with feedback from students, colleagues, and supervisors as a means of evaluating and refining their pedagogical practices (Farrell, 2014). Through reflective inquiry, teachers are supported in systematically examining their beliefs, attitudes, and classroom practices, thereby fostering sustained professional development and more responsive teaching.

Implications for EFL Teacher

Teachers' perspectives on Global Englishes have significant implications for curriculum development, teacher education, and the broader aims of language education. When teachers continue to prioritize native-speaker models such as British or American English, students' exposure to diverse English varieties is often constrained. This orientation tends to shape instructional practices that emphasize grammatical accuracy, native-like pronunciation, and standardized lexical choices. In contrast, when teachers adopt a more tolerant stance toward varied accents and dialects as part of multicultural interaction, they are more likely to promote linguistic diversity and evaluate language use based on communicative effectiveness rather than conformity to native norms (Bon, 2024).

From a Global Englishes perspective, such pedagogical shifts are essential, as the framework explicitly challenges the hegemonic positioning of native speakers as the sole legitimate models of English. Global Englishes foregrounds the sociolinguistic reality of English by emphasizing who uses the language, in which contexts, and for what purposes. Accordingly, EFL teachers are encouraged to introduce diverse English varieties through textbooks, instructional materials, and classroom activities to familiarize learners with the dynamic and plural nature of English use. For instance, classroom tasks that simulate international or intercultural communication contexts can help students develop greater awareness of real-world English practices (Rose, 2022).

Integrating Global Englishes, including locally influenced forms of English, can also support learners in developing a stronger sense of linguistic identity and agency. By recognizing their own English as legitimate, students may gain increased confidence when engaging in international communication. Consequently, assessment practices need to move away from rigid native-speaker benchmarks toward pragmatic competence, which prioritizes intelligibility, adaptability, and communicative goals in multilingual and multicultural settings (Velasco, 2024). Such an orientation aligns assessment more closely with the communicative realities learners are likely to encounter beyond the classroom.

METHOD

This research is grounded in a qualitative paradigm, drawing on a reflective design to investigate teachers' perspectives. Rather than merely describing experiences, reflective inquiry encourages participants to critically reconsider their pedagogical assumptions and classroom practices. As noted by Andrews et al. (2016), reflection functions as a structured process through which educators interrogate their instructional decisions with the aim of improving learning outcomes. Guided by this framework, the present study invites EFL teachers to articulate and reassess their beliefs about Global Englishes, particularly in relation to their experiences within contemporary ELT settings.

The study engages three EFL teachers who simultaneously assume the role of researchers. Their teaching contexts span both junior and senior secondary education, providing insight across different institutional levels. The participants' professional trajectories differ markedly, with teaching experience ranging from two to nearly twenty years. This diversity in career stages enables a comparative exploration of how pedagogical beliefs about Global Englishes are shaped by varying degrees of classroom exposure and professional maturity.

Data were collected through reflective accounts written by the participants. Each participant produced a personal narrative describing their perspectives on Global Englishes, drawing on their own teaching experiences, attitudes, and perceived challenges related to the implementation of Global Englishes in EFL classrooms. Reflective accounts were selected as they allow teachers to articulate their thoughts and experiences in a self-directed and introspective manner, offering rich qualitative data.

Data analysis was conducted using a thematic approach to explore patterns of meaning across participants' reflections. Drawing on Braun and Clarke's (2006) conceptualization of thematic analysis, the procedure was recursive rather than linear, involving repeated reading of transcripts, progressive coding, and the construction of interpretative themes. Analytical decisions were revisited throughout the process to enhance credibility and conceptual consistency. This iterative examination allowed salient themes concerning teachers' understandings of Global Englishes to emerge from the data in a systematic yet interpretative manner.

The study was conducted with careful attention to ethical integrity, particularly considering the dual role of the participants as both researchers and subjects of reflection. Transparency regarding the study's purpose and procedures was maintained to support informed participation. Anonymity was preserved by removing identifiable information and employing pseudonyms in the presentation of findings. These safeguards were designed to foster an atmosphere of trust, enabling participants to engage in critical self-reflection without apprehension regarding institutional or professional repercussions.

RESULTS AND DISCUSSION

English as a Flexible and Contextual Communicative Resource

Participants generally conceptualised Global Englishes (GE) as an acknowledgement of English diversity shaped by global mobility and multilingual interactions. Rather than viewing English as a monolithic system anchored to native-speaker norms, teachers perceived English as a communicative resource whose effectiveness depends on intelligibility and contextual appropriateness.

This orientation reflects a shift from accuracy-driven instruction toward communicative functionality. As P2 explained: *"English does not always have to sound like American or British English, as long as students can communicate clearly and be understood."*

Such perspectives align with recent Global Englishes scholarship that emphasises intelligibility, accommodation, and pragmatic competence over native-like proficiency (Rose & Galloway, 2019; Jenkins, 2023). The findings suggest that teachers are increasingly aware of English as a plural and dynamic language, although this awareness varies in depth and pedagogical confidence.

Pedagogical Uncertainty and Normative Boundaries

Despite generally positive orientations toward GE, participants also expressed uncertainty regarding its classroom implementation, particularly in relation to acceptable linguistic variation. Concerns were most evident when teachers reflected on pronunciation and meaning-making.

P1 articulated this tension clearly: *"If every pronunciation is allowed and it changes the meaning, then I start to question what students are actually learning."* This concern reflects a common misconception that GE promotes unrestricted variation. Recent studies clarify that GE does not reject norms altogether but redefines them around intelligibility, negotiation of meaning, and communicative success (Sung, 2024; Marlina, 2023). However, the persistence of such concerns in teachers' reflections indicates a gap between theoretical understandings of GE and pedagogical operationalisation in EFL contexts.

These findings echo earlier work highlighting teachers' struggle to balance traditional correctness-oriented expectations with emerging pluralistic language ideologies (Bukhari, 2023). The tension observed here suggests that GE is often understood at an ideological level but remains challenging to translate into concrete classroom practices.

Local Identity, Accent, and Learner Confidence

Another salient finding relates to teachers' views on local linguistic identity. Several participants emphasized that recognizing students' accents and local linguistic influences could enhance their confidence and participation in English use.

As P4 noted, "*When students feel their accent is accepted, they become more confident to speak and share ideas.*" This perspective supports arguments that GE-oriented pedagogy can empower learners by validating their linguistic identities and repositioning them as legitimate English users (Matsuda, 2023; Velasco, 2024). In this sense, English with local influence is not perceived as deficient but as a meaningful expression of learners' sociocultural backgrounds.

However, acceptance of local identity was often framed within pragmatic limits. Teachers did not advocate abandoning clarity or shared understanding, reinforcing the idea that GE-informed teaching requires strategic balance rather than complete norm rejection.

Teaching Experience and Reflective Capacity

Teaching experience appeared to shape how confidently participants engaged with GE concepts. More experienced teachers tended to demonstrate greater flexibility and comfort in incorporating diverse English models, often drawing on prior exposure to intercultural communication contexts. In contrast, less experienced teachers expressed a stronger need for institutional guidance and professional support. This difference highlights the role of reflective practice in mediating teachers' engagement with innovation. As Farrell (2014) argues, reflective teaching enables educators to critically examine assumptions and adapt pedagogical practices in response to changing educational realities.

The present findings suggest that reflective capacity, rather than teaching experience alone, plays a crucial role in enabling teachers to operationalise GE principles meaningfully. Without structured reflection and sustained professional development, GE risks remaining an abstract ideal rather than a transformative pedagogical approach.

CONCLUSION

This study extends the discussion on Global Englishes (GE) by offering reflective insights from Indonesian EFL teachers, highlighting both the pedagogical potential and the practical tensions surrounding its implementation. While participants generally viewed GE as a relevant and progressive orientation for contemporary English language teaching, the findings reveal a persistent gap between theoretical endorsement and classroom enactment.

Teachers acknowledged English as a global lingua franca shaped by diverse sociolinguistic realities. Accordingly, they recognised the importance of moving beyond exclusive reliance on native-speaker norms and supporting learners' communicative effectiveness, cultural awareness, and linguistic identity. However, these positive orientations were often accompanied by uncertainty, particularly regarding instructional boundaries, assessment practices, and the management of linguistic variation in classroom contexts.

The findings underscore the need for clearer pedagogical guidance to support teachers in operationalising Global Englishes principles. Teacher education and continuing professional development programmes should therefore move beyond conceptual discussions of GE and focus more explicitly on practical classroom strategies, assessment approaches, and material design aligned with communicative and intercultural objectives. Similarly, curriculum developers and policymakers are encouraged to reconsider existing frameworks that continue to prioritise native-speaker benchmarks, as these may constrain the meaningful integration of GE-informed practices.

Overall, adopting a Global Englishes perspective presents a significant opportunity to reorient English language teaching toward greater inclusivity, equity, and contextual relevance. By recognising

linguistic diversity as a pedagogical resource rather than a deficit, GE has the potential to better prepare learners to participate confidently and effectively in multilingual and multicultural communication in an increasingly globalised world.

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