



Reframing English Language Teaching: Indonesian Teachers' Views on World Englishes and the Role of Linguistic Diversity in the Classroom

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ARTICLE INFO

Received: 08/12/2025
Reviewed: 16/12/2025
Accepted: 29/12/2025
Published: 31/12/2025

Keywords:

*World Englishes,
Linguistic Diversity,
English Language
Teaching, Teacher
Perception, Inclusive
Pedagogy*

ABSTRACT

In today's multilingual world, English is broadly used not only in standardized forms of British or American English but also diverse localized varieties around the world. This condition requires the non-native English speaker to be aware of the World Englishes. However, teachers' knowledge and attitudes play a key role in the effective integration of WE in classrooms. This study employed a qualitative descriptive design to explore the English teachers' knowledge of WE and its implications for future teaching practices. Data were collected from a close and open-ended questionnaire distributed to 73 teachers across secondary and Islamic education institutions. Descriptive statistics were used in analyzing data about the teachers' awareness of WE, teaching preferences, and perceived challenges. The results show that 76.6 percent of participants had prior knowledge of WE, while 89.6% supported its inclusion in classroom instruction. 43 percent preferred British English, 30 percent American English and 26 percent expressed flexible or mixed approaches. Teachers highlighted the importance of WE to global perspective, communication skills, and respect for linguistic diversity as potential benefits. However, challenges such as limited exposure and lack of institutional support were noted. Viewed through World Englishes and English as a Lingua Franca (ELF) theory, these findings underscore the pedagogical need to move beyond native-speaker norms toward more inclusive and context-sensitive ELT practices in Indonesia.

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INTRODUCTION

In Today, English is not only the property of a single nation but also a global language shaped by diverse cultures and communities. English been used by entire people in the world which has resulted in multiple varieties collectively known as World Englishes (WE). World Englishes highlights the incredibility diverse nature of English, showcasing how it has been adapted and use differently around the world.

Generally speaking, the idea of World Englishes takes in the many ways English is used around the world, showing how it changes depending on the social and language situation. This idea recognizes that English can be different in different places and still be correct, which challenges the idea that there is just one "right" way to speak English. These varieties are not merely deviations from

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<https://doi.org/10.26740/nld.v6n2.p190-203>

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“standard” English but represent legitimate forms shaped by sociolinguistics; cultural, and pragmatics realities (Baratta, 2019; Kachru, 2006). As Pennycook notes, English is as a language which always in transition, always under negotiation, is reflecting its dynamic and plural character. This development challenges traditional English Language Teaching (ELT) norms that should aim toward native like competence based on Inner Circle norms such as British or American English as the benchmarking of correctness and prestige (Kirkpatrick, 2007; Pennycook, 2010).

In practice, however ELT especially in expanding circle countries such as Indonesia often privileges native speaker norms. Teacher and curricula frequently position British or American English as the ultimate standard, thereby marginalizing the diverse forms of English that learners are more likely to encounter in global communication (Galloway & Rose, 2015; Matsuda & Friedrich, 2011). Recent international debates within World Englishes (WE) and English as a Lingua Franca (ELF) scholarship further critique this dominance, emphasizing that such privileging not only limits students’ exposure to global varieties but also risks fostering negative attitude toward local and non-native use (Jenkins, 2015; Seidlhofer, 2017). A more recent study further highlight the pedagogical implications of WE or ELF, particularly the need to prepare teachers to engage with linguistic diversity and intercultural communication in multilingual classrooms (Galloway & Rose, 2015; Marlina, 2024). In this sense, teachers’ perception of World Englishes play a crucial role in shaping inclusive, realistic, and context-sensitive pedagogical practice (Hall, 2016).

In Indonesia, English holds the status of a foreign language where in another side, students routinely navigate multiple languages; their mother tongue(s), Indonesian, local or regional vernaculars, and English (Lamb, 2012). This sociolinguistic reality suggests that learners might benefit from pedagogies that value linguistics diversity, including local and non-native varieties of English rather than conform strictly to native speaker norms. Research has shown that embracing WE in the classroom can enhance learners’ intercultural awareness, communicative competence, teacher beliefs often determine whether such approaches are implemented in practice (Brown & Lee, 2015).

Recent policy shifts and curriculum reforms in Indonesia, including the adoption of the Merdeka Curriculum, highlights the importance of values such as diversity, inclusivity, and intercultural competence in education. While studies examining textbooks for the Merdeka Curriculum report the representation of source (Indonesian), target (inner circle), and international cultures, as well as efforts to incorporate local cultural elements, current international ELT debates suggest that cultural representation alone is insufficient without addressing linguistic diversity (Matsuda, 2019; Rose & Galloway, 2019). Research within World Englishes and English as a Lingua Franca (ELF) shows that inclusion of multiple English varieties and local norms of use is essential for preparing learners to engage in global communication (Jenkins, 2015; Seidlhofer, 2017). However, in the Indonesian context, empirical studies indicate that the integration of English varieties and local norms of English use in teaching materials underexplored, revealing a gap between curriculum values and actual linguistic practices in ELT.

Despite increasing scholarly attention to WE and English as a lingua franca, gaps remain in empirical research, especially regarding in-service teachers’ perspectives toward WE in Indonesia. Retno and Yassir explored how pre-service teachers view WE, finding that although attitudes are generally positive, awareness is at the best moderate. Many pre-service teachers report feeling constrained by curricula that emphasize standard native form (Retno & Yassir, 2023). Another study on WE also carried in Kingdom of Saudi Arabia with particular attention to university level EFL context. Saudi Arabia considered as an Expanding Circle context as Indonesia to English. The result showed that as an Expanding Circle country, Saudi Arabia can adopt their own variety of English (Arabinglish or Saudinglish) not just American English (Al-Asmari & Khan, 2014). Teaching Intercultural English learning/ teaching as the part of World Englishes also studied in the context of South Korea. Lee claimed that Intercultural English Learning/Teaching (IELT) serves a major contextual factor facilitating success in achieving competence/ proficiency among Wes. IELT has

become indispensable since intercours among many recognized varieties of English are unavoidable in the post-modern globalization and the contemporary ELT environment (Lee, 2012).

Much of the existing research on World Englishes (WE) has targeted pre-service teachers or students, while relatively fewer studies have captured the beliefs, practices, and challenges of practicing in-service English teachers across diverse educational contexts. Previous studies offered some data of the practice of introducing WE in Saudi Arabia and South Korea. However empirical research in the Indonesian context involving in-service teachers across different regions and school types remains limited. Specifically, prior Indonesian WE studies have not systematically explored teachers' preferred English varieties as instructional models, their perceptions of linguistic diversity in relation to students' communicative competence, and the practical challenges and the opportunities of implementing WE-informed pedagogy. Therefore, this study seeks to answer to what varieties of English do the English teachers prefer as instructional models, how they perceive the role of linguistic diversity in enhancing students' communicative competence and what challenges and opportunities do the English teachers identify in implementing WE informed pedagogy.

The significance of this research lies in its potential to inform teacher and curriculum designer in Indonesia. By focusing on in-service teachers across different regions and school types this study provides richer, contextually grounded empirical insights into classroom realities. Moreover, highlighting teachers' perspectives, the study contributes to broader discussions on how ELT can move beyond the dominance of native-speaker norms toward more inclusive practices that reflect the realities of English as Global Language (Hall, 2016; Kirkpatrick, 2007). Promoting linguistic diversity in ELT not only empowers teachers but also prepares students to engage meaningfully with English in diverse and globally relevant contexts, thereby supporting more effective and inclusive ELT. Furthermore, this study contributes to ongoing discourse about socially and intercultural-oriented education in Indonesia.

METHODS

Design

The study adopted a descriptive mixed-methods design with a qualitative orientation to investigate Indonesian English teachers' perceptions of World Englishes (WE) and their views on the role of linguistic diversity in the classroom. Data were collected through a questionnaire consisting of both close ended items, which provided descriptive quantitative data, and open-ended questions which generated qualitative insights into teachers' beliefs, experience, and perceived challenges.

Quantitative data from close-ended items were analyzed using descriptive statistics (frequencies and percentages), while qualitative data from open-ended responses were analyzed thematically following and inductive coding process. A qualitative approach was considered appropriate because the primary aim of the study was to explore how teachers understand, interpret, and articulate their experiences and beliefs (Merriam, 2016). Rather than seeking to quantify attitudes or establish causal links, the research sought to provide rich, nuanced descriptions of teachers' familiarity with WE, their preferences for language models, and their perceptions of challenges and opportunities in implementing WE-informed pedagogy.

Participants

The participant of this study were 73 in-service English teachers from Secondary school and Islamic Education Institution (madrasah) of two cities in Madura Island, e.g. Bangkalan to Sumenep. These participants were purposely selected to reflect diverse sociolinguistic and educational contexts, as English in Indonesia functions as a foreign language embedded within a multilingual environment (Liyana & Walker, 2019). Teachers were recruited through professional networks, institutional contacts, and referrals. The sample represented variation in terms of age, gender in terms of age, gender, years of teaching experience, and academic qualifications. Purposeful sampling ensured that

participants were rich, capable, having real insights into the phenomenon of interest (Patton, 2015). Participation was voluntary and informed consent was obtained prior to data collection.

Data Collection

Data collection was carried out over a two-month period using both online and paper-based formats to ensure broader accessibility for teachers across various regions. The online version of the questionnaire was created using Google Forms and disseminated through teacher networks, email, and WhatsApp groups. This method facilitated quick and wide distribution, especially among those with reliable internet access. At the same time, paper-based copies were delivered directly to selected schools and madrasahs, particularly in areas where internet connectivity was limited, ensuring inclusivity in participation. Participants received clear instructions along with an information sheet outlining the purpose of the study, the voluntary nature of their participation, and guarantees of confidentiality. The study encouraged respondents to provide detailed responses, particularly for the open-ended questions, in order to generate rich and descriptive qualitative data.

Instruments

Data were collected using a questionnaire that included both closed-ended and open-ended components. In line with the study's qualitative orientation, the open-ended items served as the primary data source, while the closed-ended questions were designed to provide contextual background and to help frame the qualitative responses. The closed-ended section included items measuring teachers' familiarity with the concept of World Englishes (WE) and their preferences for language models (e.g., British English, American English), using a five-point Likert scale to capture general trends across the sample. In contrast, the open-ended items prompted participants to express their views in their own words, inviting them to describe their perceptions of WE, explain their motivations for adopting or resisting WE-informed pedagogy, and identify anticipated challenges in its classroom implementation.

This combination allowed the study to balance breadth and depth: the closed-ended questions situated teachers' perspectives within broader patterns, while the open-ended responses generated richer qualitative data for thematic analysis. The questionnaire was adapted from previous research on teacher beliefs about WE and English as an international language (Galloway & Rose, 2015; Matsuda & Friedrich, 2011), and its content validity was established through expert review by three ELT scholars who assessed the clarity, cultural appropriateness, and relevance of the items.

Data Analysis

The primary dataset for analysis consisted of participants' responses to the open-ended questionnaire items. Data were analyzed using thematic analysis following the six-phase framework by Braun and Clarke (2006), which is widely applied in qualitative educational research for identifying and interpreting patterns of meaning. First, the researcher engaged in a familiarization process by reading the responses multiple times to gain an overall understanding. Second, initial coding was conducted inductively, marking key ideas related to teachers' perceptions, motivations, and challenges regarding World Englishes (WE). Third, codes were grouped into broader themes such as native speaker preference, perceived benefits of linguistic diversity, and institutional constraints. These themes were then reviewed to ensure internal coherence and representativeness. In the fifth phase, themes were defined and named, with illustrative quotations selected for clarity. Finally, the sixth phase involved writing up the report, where the themes were interpreted in relation to the research questions and the existing literature on WE in English Language Teaching.

Ethical Approval

Ethical approval was obtained from the relevant institutional review board. All participants, here the English teachers, received information about the study and provided informed consent. The

teachers were assured that their participation was voluntary, that they could withdraw at any point, and that their responses would remain anonymous. It was stated in the before having the interview. Data were stored securely in password protected devices, with access restricted to the research team.

FINDINGS AND DISCUSSION

The findings of this study are organized into four main themes: teachers' preferences toward language models, motivations and perceptions of students in learning English, teachers' awareness and attitudes toward World Englishes and anticipated challenges in introducing World Englishes in the classroom.

Varieties of English the Teacher Prefer as Instructional Models

The first research question tries to examine the extent to which Indonesian English teachers are familiar the notion of World Englishes (WE). The questionnaire results reveal that a majority of the participants have at least some awareness of the concept of WE. Out of 73 valid responses, 59 teachers (76.6%) indicated that they had previously encountered the term, whereas only 14 teachers (19.2%) reported that they had never heard of it. A small fraction of respondents did not provide a definitive answer, suggesting partial uncertainty. This finding demonstrates that while WE is not yet a universally established concept within Indonesian ELT community, there is already a strong foundation of awareness.

Further, teachers' general attitude toward WE were overwhelmingly positive. When they were asked whether WE should be introduced to students, 69 teachers (89.6%) expressed agreement, while only four respondents (5.2%) disagreed. This indicates not only familiarity but also a willingness to support pedagogical integration of WE. Teachers often justified their stance by noting that exposure to different varieties of English could help learners adjust to global communication norms, reduce prejudice toward non-standard accents, and strengthen cultural adaptability. For instance, some teachers explicitly compared English diversity to the multilingual situation in Indonesia, where local languages such as Madurese or Javanese exist in multiple dialects yet remain mutually intelligible. Such analogies demonstrate that teachers interpret WE through a culturally proximate lens, relating it to their lived experiences of linguistic plurality.

These findings show that Indonesian teachers demonstrate awareness of World Englishes and express generally positive attitudes toward its use in English language teaching. However, most participants described their engagement with WE primarily at a conceptual level, with few reporting systematic integration of WE informed practices in their classrooms.

Table 1. *Teachers' preferences toward language models*

Section	Category	Count	Percentage (%)
Familiarity	Heard of WE	59	80.8
	Never heard of WE	14	19.2
	Uncertain	0	0.0
Attitudes	Agree to introduce WE	69	94.5
	Disagree	4	4.5
	Other/ Neutral	0	0.0
Instructional Preferences	American English	40	54.8
	British English	10	13.7
	Both (Am + Br English)	23	31.5

Responses indicate that American English remains the dominant instructional model, though with considerable variation in teachers' reasoning. Out of 72 responses to this item, 36 teachers (50%) explicitly identified American English as their preferred model. Many explained that American English is "*easier to learn, more familiar in daily life, and commonly found in media such as films, music, and online content.*" Teachers also cited pragmatic considerations: American pronunciation and spelling were viewed as simpler for beginners, while widespread exposure through popular

culture made American English more reliable to students. However, a significant proportion of teachers acknowledged the importance of introducing both American and British English. They argued that students should be familiar with both varieties to prepare for international communication, standardized tests such as TOEFL, IELTS and cross cultural interaction. A smaller group favored British English, citing its association with formality, exposure in textbooks, and its role in broadening students' linguistic awareness.

A smaller group of teachers (n=5.6%) identified British English as their instructional reference, usually citing its association with formality, its presence in textbooks, and its prestige value. Several teachers expressed the belief that British English could broaden students' linguistic awareness, offering exposure beyond the American model. Additionally, 7 teachers (9.7%) preferred a dual model, recommending that students learn both American and British English in order to be better prepared for international communication, standardized test such as: TOEFL or IELTS and academic or professional encounters. The remaining respondents offered nuanced answers, such as using American English for oral communication but British English for written grammar and spelling.

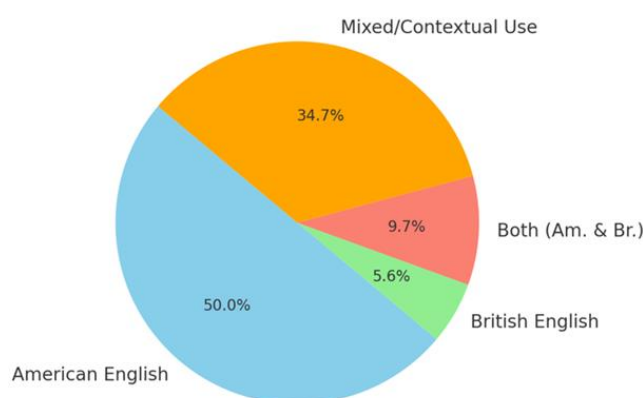


Figure 1. *Varieties of English do the teacher prefer as instructional models*

This diversity of preference highlights a pragmatic orientation among Indonesian teachers. Rather than adhering to prescriptive norms, teachers tended to justify their choices in terms of accessibility, utility, and exam-readiness. Importantly, their responses reveal a tension between practicality and idealism: while American English dominates because of exposure and perceived simplicity, there is also a recognition of the importance of including British English and by extension, other varieties, to prepare students for global engagement. The finding of some reasons is reported as following table:

Table 2. *Preferred varieties of English for Classroom Instruction*

Preferred variety	Count	Percentage (%)	Reported Reasons
American English	36	50.0	Easier to learn, more familiar in daily life, widely present in media, simpler spelling, and pronunciation.
British English	4	5.6	Associated with formality, present in textbooks, carries prestige, broadens awareness.
Both (American & British)	7	9.7	Prepares students for global communication, standardized test (TOEFL, IELTS), and academic encounters.
Mixed/ Contextual use (Am. Oral/ Br Written)	25	34.7	Pragmatic combination of models, balancing exposure, exam readiness, and context of use.

This table shows that reasons of teachers' preference are so varies. And the most common use accents are American English for being easy, familiar, representable, and simpler both in terms of spelling and pronouncing. Then it comes British English which deals with formality and sometimes the teachers tend to use both American and British to reach the global communication. This preference is also aimed at standardization. The data reveal that a majority of teachers favored American English as the main instructional model, with some still relying on British English or acknowledging the importance of both. This preference echoes a long-standing trend in Indonesian ELT where native-speaker norms dominate curricula, textbooks, and assessment systems (Harsanti & Manara, 2021; Marcellino, 2008). Such reliance on Inner circle models reflects the continued influence of *Native-Speakerism*, the ideology that positions British or American English as more legitimate and prestigious than other varieties (Holliday, 2006; Jenkins, 2007).

However, several teachers argued for introducing both American and British English to prepare students for international communication. This demonstrates growing awareness that English is not monolithic but plural, aligning with Kachru's model of Inner, Outer, and Expanding Circles (Kachru, 2006). Teachers' recognition that students must be familiar with different varieties suggests a more gradual move toward acknowledging WE in classroom contexts. This gap highlights the need for targeted education that bridges knowledge and practice. This tendency also the same as Canagarajah describes as the shift from monolingual to translingual practice, where English is considered as a global resources which can be adapted by different communicative needs (Canagarajah, 2013). Something that is said to be having pluralistic awareness is the teachers' openness to multiple models of English and it indicates the readiness to accommodate linguistic diversity. Such awareness in line with what Matsuda's view that teaching English as an international language involves exposing learners to diversity either in accents registers and also the contexts to promote intercultural competence.(Matsuda, 2012)

Further, these findings confirm that while native speakers' norms still be the guide for assessment and teaching standard, Indonesian English teachers are starting to appreciate intelligibility and communicative effectiveness as more important goals than achieving native-like proficiency. This implies that the ELT community in Indonesia is moving to a more inclusive, context sensitive practices.

Perceptions of Linguistic Diversity and Communicative Competence

The next research question addressed how teachers perceive the role of linguistic diversity in enhancing students' communicative competence. Findings show that teachers generally view linguistic diversity positively, interpreting it as a resource rather than an obstacle. Many teachers explicitly described World Englishes as a reflection of the global spread of English and as an important pedagogical concept to help learners appreciate cultural differences. Respondent 2 stated:

“World Englishes shows how English developed in many cultures. It creates a unique variation such as Indian English or Nigerian English. This concept becomes important because the students are able to receive the various differences and harmony.it can also support the inclusivity and flexibility in using English as a global language “.

Respondent emphasized that students should not be confined to a single “native” model, but rather encouraged to understand English as it is used by speakers around the world.

A recurring theme in teachers' responses was the prevention of “language prejudice.” Several teachers argued that exposure to diverse Englishes would prevent students from discriminating against non-standard speakers and help them recognize that communicative effectiveness matters more than native-like pronunciation. As stated by respondent 4 “*I agree with the introduction of WE because it can ease the speakers around the world to communicate*”, while respondents 11 stated that “*World Englishes is good for it can give the students information about various English in the world, they*

also see another variety so that they did not stuck only on the schools' standard form of English." Others noted that WE can broaden students' intercultural perspectives by demonstrating that English adapt to different sociocultural contexts. This analogy reflects how teachers interpret WE through their lived experience of linguistic diversity in Indonesia, suggesting that they view linguistic plurality as a natural phenomenon rather than an anomaly.

Nonetheless, a minority of teachers expressed cautions, particularly regarding students with limited proficiency. They stated that "*when the students is [sic] also taught to WE, they will be confused, in my opinion, for my students who have low proficiency in English.*" They worried that exposure to so many varieties might confuse learners who are still grappling with grammar and vocabulary basics. This ambivalence suggests that while teachers are ideologically supportive of WE, they also remain concerned about the cognitive load it may impose on struggling students.

The findings show that teachers generally perceived linguistic diversity positively, viewing it as a pedagogical asset rather than obstacle. Their understanding reflects an important shift from traditional, monolithic conceptions of English toward a pluralistic view that recognizes English as a global, context-sensitive language. Teachers' comments on World Englishes "reflects the global spread of English" and "creates unique variations such as Indian English and Nigerian English" pictures an emergence of a growing awareness of English sociolinguistic diversification. This is suitable with Kachru's Three Circles Models, which conceptualizes English as a pluricentrics language shapes by different historical, cultural, and functional contexts in the Inner, Outer, and Expanding Circles (Kachru, 2006).

Such recognition is pedagogically significant for it echoes the shifting to the teaching English as an International Language. This advocates preparing learners for intercultural communication rather than conformity to native-speaker norms. By knowing that communicative effectiveness matters more than native-like pronunciation, the teachers already view English as a Lingua Franca (ELF) which emphasize mutual intelligibility and accommodation over imitation of Inner Circle standards.

Teachers' stresses on preventing "language prejudice" further highlights the ethical and social dimension of WE informed pedagogy. According to Holliday *Native-Speakerism* has historically reinforced linguistic hierarchies that marginalize non-native English users (Holliday, 2006). The teachers' concern for avoiding such bias suggests that they value linguistic equality and respect for diversity that WE awareness fosters more equitable and realistic attitudes toward English use worldwide. By promoting acceptance of diverse Englishes, teachers can help students develop what Baker calls intercultural communicative competence as an essential skill for global citizenship.

Interestingly, the analogy teachers to take line between English varieties and Indonesian's local languages, such as Javanese and Madurese, underscores the blending of WE understanding in local linguistic experiences. This local-global parallel reflects the terms "glocalization" which means the process of relating global linguistic phenomena to local cultural realities (Kirkpatrick, 2007, 2020). Understanding WE through Indonesia's multilingual context means that the teachers show as a form of contextualized pedagogy that connects international language concept with learners' sociolinguistic environment. This kind of understanding is important for introducing WE in the Indonesian setting, where multilingualism is a lives experience rather than an abstract concept.

However, some teachers expressed reservations about introducing WE to students with limited proficiency. Their concern that "*students will be confused*" reflects a common pedagogical dilemma (Dewey, 2012; Matsuda, 2003). While WE exposure proposes inclusivity, it can also challenge learners and teachers accustomed to standardized norms. This ambivalence indicates that although teachers ideologically support linguistic diversity, they also recognize the need for gradual integration of WE principles, especially for novice learners. Pedagogically, this highlights the importance of scaffolding WE materials according to students' linguistic readiness (Galloway & Numajiri, 2020).

Overall, Indonesian teachers are in the level of beginning to embrace "pluricentric competence" as the goal of the English teaching. The teachers have the ability to navigate multiple varieties of English with tolerance, flexibility, and intercultural awareness. By positioning linguistic diversity as a

pedagogical resource, they align with contemporary global trends in ELT that emphasize inclusivity, communicative adaptability, and intercultural sensitivity. As Jenkins and Kirkpatrick argue, incorporating WE perspectives into classroom instruction not only enriches learners' linguistic repertoire but also nurtures respect for diversity and global citizenship as the key goals in 21st century English language education (Jenkins, 2015; Kirkpatrick, 2020).

Challenges and opportunities in implementing WE informed pedagogy

The final research question explored the challenges and opportunities identified by teachers in implementing WE oriented instruction. Although teachers expressed broad ideological support, their responses pointed to significant practical barriers. Four major challenges emerged consistently from the data:

- a. Low students' proficiency: Teachers feared that learners with limited vocabulary and grammar might be overwhelmed when exposed to multiple English varieties.
- b. Pronunciation and accent differences: respondents anticipated that variation in phonology could make listening comprehension and pronunciation practice more difficult.
- c. Lack of resources and training: many highlighted the lack of textbooks, audio recordings, and professional development materials that incorporate WE.
- d. Motivational disparities: teachers in rural or under-resourced schools reported that students often focus narrowly on exam-related English, showing limited motivation to explore additional varieties.

Despite these barriers, teachers also identified opportunities. They suggested that integrating WE could make lessons more engaging by connecting students to global realities and reducing the perceptions of English as a rigid, monolithic code. Several teachers noted that WE could also foster cultural curiosity and openness, encouraging learners to engage with English as a living adaptive language. This opinion come linier with the teachers' opinion of the students' age to be introduced to WE. The table gives us some viewpoints:

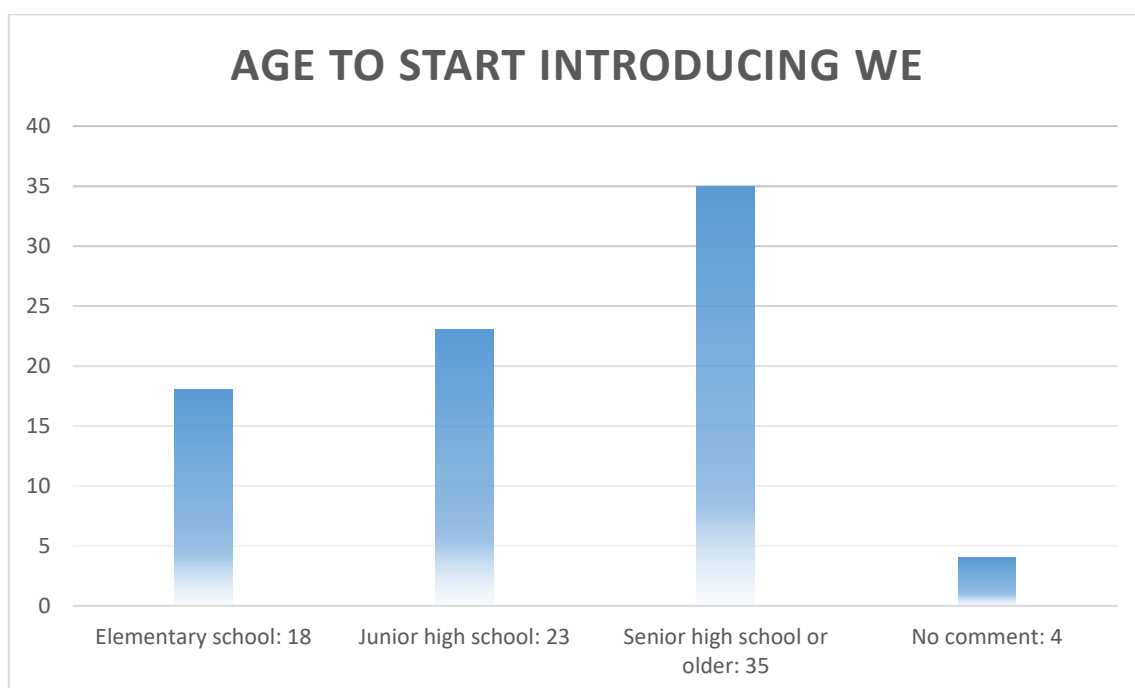


Figure 2. *The age the students supposed to be introduced to WE*

In conclusion, these findings reveal a gap between teachers' ideological openness and the practical realities of classroom implementation. The teacher's belief that introducing WE is not that easy. They still persistent to make their students good at the basic English rather than introducing them to something new outside their world which may confusing them later. Even some teachers which are considered knew about WE so well and they agree to introduce WE to students remain abstain when they asked about the appropriate age for the students to know WE. While there is readiness to embrace WE as a pedagogical principle, systemic challenges, especially resource shortages and limited professional training, remain critical bottlenecks. The opportunities identified suggest that with targeted support, incremental integration of WE into Indonesian classrooms is feasible.

Despite their positive attitudes, teachers identified several challenges in implementing WE pedagogy. These include teachers' concerns about students' limited proficiency reflect a recurrent tension in WE-oriented pedagogy between ideological openness and pedagogical readiness. Students' limited proficiency, making it difficult to handle multiple accents or variations. The concern aligns with Matsuda's argument that exposure to diverse Englishes should be carefully scaffolded to avoid cognitive overload among lower proficiency learners. At the same time, it also echoes critical perspectives on WE pedagogy which caution that ideologically endorsement alone does not guarantee pedagogical feasibility, particularly in exam-driven EFL context (O'Regan, 2014). In the Indonesian context, where English functions as a foreign language embedded within a multilingual environment (Lauder, 2008), such apprehension are understandable, it appears pedagogically pragmatic rather than ideologically resistant. Teachers frequently prioritize grammatical accuracy and exam preparation, fearing that variation might lead to confusion rather than empowerment. This finding supports critical perspectives that view WE not as a one-size-fits-all approach, but as a framework requiring contextual adaptation (Galloway & Rose, 2018; O'Regan, 2014).

Another major challenge is the issue of phonological diversity and accent variation. Teachers expressed concern that multiple accents could complicate listening comprehension and pronunciation accuracy. Jenkins similarly observed that teachers often equate intelligibility with native-speaker pronunciation (Jenkins, 2007), even though mutual understanding among non-native speakers depends more on shared pragmatic strategies than accent imitation. This suggests that many teachers remain influenced by *Native-Speakerism* which deeply embedded ideology in English Language Teaching (ELT), many teachers continue to associate communicative success with standardized British or American accents although ELF research emphasizes intelligibility over native-like pronunciation (Jenkins, 2007). This concept continues to shape perceptions of linguistic correctness and teaching priorities. Also, this contradiction mirrors broader critiques of WE/ELF implementation, which suggest that teachers may conceptually endorse linguistic diversity while remaining pedagogically anchored to native norms due to assessment demands and professional socialization (Kubota, 2025), the findings thus illustrate how WE ideals often collide with entrenched beliefs about correctness and legitimacy in English pronunciation.

Lack of teaching resources and training further compounds these issues. While WE and ELF scholarship increasingly advocates for pluralistic English models, several researchers have noted that pedagogical materials and institutional support have not developed at the same pace as theoretical discourse (Galloway & Rose, 2015; Kirkpatrick, 2007).this gap reinforces critical arguments that WE risks remaining an academic ideal unless supported by curriculum reform and teacher education. In Indonesia, this is limited by centralized curricula and assessment systems that prioritizes American or British English norms. As Kirkpatrick points out, unless national curricula and assessment frameworks are revised to reflect global English diversity, teachers will remain constrained by institutional expectations (Kirkpatrick, 2007). These challenges highlight the need for teacher training and curriculum reform. Without institutional support, teachers may remain ideologically supportive of WE but practically constrained in applying it. Teacher education programs must explicitly incorporate WE perspectives to equip teachers with both knowledge and pedagogical strategies.

Moreover, motivational disparities between rural and urban contexts highlight another structural challenge. Teachers from under-resourced schools reported that students tend to associate English with examination success rather than global communication. This finding aligns with critical perspectives that question the universal applicability of WE pedagogy in contexts where socio-economic constraints and high stakes testing dominate classroom priorities (Kubota, 2025; Pennycook, 2010). English teaching in Indonesia is often examination-oriented, leading to reduced learner engagement and communicative motivation. While WE promotes intercultural engagement, such goals may appear abstract or irrelevant to learners whose immediate educational success depends on standardized assessments. As a result, the pedagogical ideals of WE are often overshadowed by practical pressures to meet standardized test requirements such as TOEFL or IELTS.

Despite these constraints, teachers identified several opportunities that suggest a growing readiness to engage WE principles. They observed that introducing students to multiple English varieties could increase engagement by linking language learning to global realities and cultural diversity. Matsuda and Friedrich have the same opinion that integrating WE perspectives can promote intercultural awareness and critical global citizenship, helping the learners appreciate the pluralistic nature of English as a global resource rather than a fixed code (Matsuda & Friedrich, 2011). Teachers also highlighted that WE oriented instruction could reduce linguistic anxiety, as students realize that intelligibility and communicative competence matter more than native like English.

The findings underscore the tension between teachers' awareness of linguistic diversity and the structural forces that maintain native-speaker norms. While teachers are willing to embrace WE, the dominance of standardized tests, curriculum guidelines, and textbook models still reinforces the prioritization of American and British English. To move forward, ELT in Indonesia should:

- a. Integrate WE into teacher education so that teachers can confidently introduce students to diverse Englishes.
- b. Develop and distribute materials that include authentic examples of examples of English as used in global and regional contexts.
- c. Encourage translanguaging practices, allowing students to draw on their multilingual repertoires as a resource rather than seeing as obstacles (Permana & Rohmah, 2024).
- d. Align curriculum and assessment with communicative realities, valuing intelligibility and intercultural competence over native-like accuracy.

These four solution may be applied in the classroom context to introduce the students earlier so that the students are more flexible when they meet another variety in English spoken by another speakers of English. Moreover, the implication of understanding others' language is on the communicativeness. It means that the more you understand the language the better communication you will acquire. For communicativeness is the key of peaceful world which everyone dreamt of.

CONCLUSION

American English remains the dominant instructional model, largely because of its perceived accessibility and exposure through media. Nonetheless, teachers view linguistic diversity positively, interpreting it as a resource to prevent language prejudice, broaden intercultural perspectives, and enhance students' communicative adaptability. Teachers' analogies with Indonesia's multilingual reality further suggest that they regard linguistic plurality as natural and pedagogically relevant. At the same time, concerns were expressed that introducing too many varieties might cause confusion to students with lower proficiency, pointing to the need for careful pedagogical sequencing.

The need for professional development programs that familiarize teachers with the principles of WE and offer strategies for gradually integrating English varieties into instruction. Teaching materials should also balance exposure to global diversity with scaffolding for students at different proficiency levels. Teacher training institutions, curriculum developers, and policymakers should view WE not merely as an abstract concept but as a practical resource for equipping students with

intercultural sensitivity, communicative competence, and confidence in real-world interactions. Moreover, implementation should be sensitive to learners' readiness, ensuring that linguistics diversity becomes an empowering rather than confusing, element in English language education. This underscores the importance of curriculum design and teacher preparation in making linguistic diversity a resource for inclusion and global readiness.

ACKNOWLEDGMENT

Here the author would like to give deepest appreciation to all participants, all teachers in Madura from Bangkalan to Sumenep, for their willingness and valuable contributions to this study. Special gratitude is also extended to Professor Slamet Setiawan and Dr. Him'mawan Adi Nugroho having served as the supervisors to provide valuable advices and supports on author's understanding of World Englishes.

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