

## INCORPORATING *WORLD ENGLISHES* (WE) INTO INDONESIAN HIGHER EDUCATION: PRE-SERVICE TEACHERS' PERSPECTIVES ON ELT PEDAGOGICAL IMPLEMENTATION

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Article Info	Abstract
<b>Article History</b> Received: March 2025 Revised: April 2025 Published: July 2025	<i>The idea of the new varieties of English produced by many people using English as lingua franca divides its speaker into three circles; they are inner, outer, and expanding circles. Thus, this study emphasizes the student teacher's perception of the presented phenomena and the practicality of the inclusion of World Englishes as the material taught in the classroom context. The research participants of this study are the student teachers (STs) where the school adapts both national and/ or international curriculum as the basis of the teaching and learning process in class. This study employs a qualitative research method. Data triangulation is performed in the study to meet research validity and reliability. In general, STs show a positive attitude toward the concept. Despite their positive view on the concept, there is a lack of effort, in practice, to introduce students to teaching material that contains WE/ EIL content. It is still challenge in incorporating this diversity into classroom in Indonesia both in national and international school as the curriculum and teaching resources remain focused on the inner-circle-country variety. The further pedagogical implementation of ELT is necessary to incorporate the more pleuricentric view of English. Moreover, curriculum developers and teachers educators need to advance ELT pedagogy by more exposure of varieties to foster enhanced intercultural communication and awareness in language education.</i>
<b>Keywords</b> World Englishes; Lingua franca; Pre-service English Teacher; English Language Teaching;	
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### INTRODUCTION

The spread of English as a common shared language (Crystal, 2003a; Sharifian, 2009, 2013a) to facilitate people within their communication in the global scope. This has brought consideration for revisiting the concept and practice as the implication of the emergence of English especially in the classroom (Febria & Marsevani, 2024; Lee et al., 2019; Marlina, 2017a; Pratiwi: *Cultural Representation in English Course... - Google Scholar*, n.d.; Purba, 2023; Purba et al., 2024; Shin et al., 2011). Besides, the spread of the language to all-region in the world has shaped the language to make such acculturation and adjustment. In this way, language can facilitate the people in their communication as the development of language acquisition is considered as the media of communication between people in which the process will end up to goals accomplishment (Crick, 2017; Griffin, 2012; Herrick, 2008; Mehl, 2017). It is undeniable that the notion of "English as an international language" (Crystal, 2003b; Pennycook, 2007a; Rautionaho et al., 2023) brings also some implications in the educational field where English is being studied. As the implication of the phenomena, learning English as a lingua franca will be beneficial for people to accommodate their communication in the intercultural context (Jenkins, 2014a). The discussion of English as an international language will come up to the concern of *World Englishes* (WE). *World Englishes* is articulated as a language that serves as a means of interlingua-cultural communication between people all over

the world (Balasubramanian, 2023; De Costa & Crowther, 2018; Galloway & Rose, 2018; Hemmy & Balasubramanian, 2022; Kirkpatrick, 2010; Sadeghpour & Sharifian, 2019; Silalahi, 2021)

The idea of the new varieties of English produced by many people using English as lingua franca divides its speaker to three circles; they are inner, outer and expanding circles (Crystal, 2003a; Jenkins, 2014a; Kirkpatrick, 2010). Nevertheless, based on the division of the circle, Indonesia belongs to the expanding circle as the language is not used for daily communication or a foreign language since the language doesn't have any kind of administrative status but considered as a lingua franca (Crystal, 2003a; Jenkins, 2014a; Kirkpatrick, 2010). World *Englishes* is a realization of language inclusiveness that is different from the monolithic view of a standard English where English is about native centeredness and holds no pluralistic value (De Costa & Crowther, 2018; Matsuda, 2003; Purba, 2023). The WE global function is as a reminder that English and the spread of the language has driven to the convergence and assimilation of other languages (Kachru et al., 2006). Nonetheless, respecting the new status of the language, World *Englishes* brings the pedagogical implication in a way that it prepares learners, by exploring different varieties of English, to the latest international and intercultural communication (Balasubramanian, 2023; De Costa & Crowther, 2018; Hemmy & Balasubramanian, 2022; Purba, 2023; Sadeghpour & Sharifian, 2019; Sharifian, 2013b). The consideration of English as a lingua franca in Indonesia brings the language a special status including in the educational field. English has served as a language to study since the colonial era (Mistar, 2005). Since then, the Indonesian government covers English in its curriculum as a subject to learn in the educational settings in Indonesia. This is in line with Spolsky, (2004) who suggests that the spread of English and its status as an International Language are exhibited in the language classroom regulation where English is developed as the studied language. Thus, the practice demands an open mind to embrace the diversity that will follow because of today's phenomena.

Very limited exploration to the practice of WE in Indonesia. Nevertheless, more limited to the English student teacher (ST) in Indonesia as the one who will bring the practices to the future English classroom. To fill the gap of the studies, the exploration of WE practice in international and national-based curriculum in Indonesia is delivered by also incorporating the *pluricentric* practice in ELT. The study emphasizes the ST's perception of the presented phenomena and the practicality of the inclusion of World *Englishes* as the material being taught in the classroom context. The problem of this research is that the ST's are demanded to come up with and adjust themselves to a kind of thought and practice that allows them to develop a language in diverse lingua-cultural backgrounds. Besides, the study generated the research question as how does the ST's perception regarding the practicality of the inclusion of World *Englishes* material in the English language teaching and learning process? Therefore, this study is projected to seek the ST's acceptance and behavior toward the WE materials implemented in class.

## Literature Review

### *World Englishes (WE) View in the Pedagogical Practice*

The term World Englishes is, traditionally, refer to any localized forms of English emerging throughout the world (Bolton 2012a as cited by De Costa & Crowther, 2018). Moreover, the term World Englishes is not only limited to cover the use of the language in the Outer Circle (Balasubramanian, 2023; Hemmy & Balasubramanian, 2022; Kachru, 1992; Purba, 2023; Silalahi, 2021) but also including the use of English, by chance, in all circles. This term is coined to the EIL paradigm emphasizing the use of the language in a cross-cultural context where people whose lingua-cultural are different have their interaction by using English as Lingua Franca (Sadeghpour & Sharifian, 2019). Therefore, World Englishes

can be used to address speakers coming from different cultural and national backgrounds. A language obtains a global status when it shares a remarkable role that is shared in every country (Crystal, 2003b). Besides, this brings into another implication that the language is supposed to allow the communities in which the language is developed or maintained to give special a place in expressing the communities' identities unless the language will have a view or even no speakers (Crystal, 2003b; Jenkins, 2014a). In addition, it brings the new form to emerge as the result of the spread of the language that brings the idea of the new form of power, control, and destruction regarding the newly developed varieties (Galloway & Rose, 2018; Widodo et al., 2022).

In the status of English as an International Language, English serves as a common shared language or known as English as a Lingua Franca as the communicative medium between people who have different lingua-cultural backgrounds and it is often the only choice of language (Ishikawa, 2016a; Jenkins, 2014b; Si, 2018). In English as a Lingua Franca framework, the norms shared by the native standard language is no longer perceive as the target to define whether the communication is succeeded (Ishikawa, 2016a; Jenkins, 2014b; Si, 2018). In line with this, the new variant has emerged as the open opportunity of the appearance of the new style of the language and incorrectness is seen not as the burden but rather the new possibility variant of the language (Jenkins, 2014a). If we rely on the aforementioned explanation, World Englishes as the emphasis of the new varieties of English is not considered as the error again but rather the new possibility as the impact of the spread and the status of the language.

World Englishes come up with the challenge of the standard form of English that holds the monolithic view as the characteristic of Anglo-institution as the result of global hegemony (Pennycook, 2007b). English, in today's context, faces the reality that many people from many inter lingua-cultural backgrounds use the language to facilitate their communication. The plural form of "Englishes" underlines that English has no longer one major variety, as the result of the language globalization, that all speakers of the language the standard, a source of authority and prestige (Balasubramanian (2023), Mesthrie and Bhatt (2008) as cited in (Rautionaho et al., 2023). This will end up with the diversity issue in the use of the language where no single authority and normativity persevered as the only norm in developing and treating the language (Mesthrie & Bhatt, 2008a). Thus, with the consideration of the development of the use of English all over the world, it is reasonable that the experts come up with the pluralized English (Mesthrie & Bhatt, 2008b) as to accommodate the localized and nativized English that is regarding the regions where English is used for accommodating communication. Accordingly, the term World Englishes performs as the term to any localized form of English.

### ***Global Englishes Material***

As English plays a significant role as a language being spoken by many people all over the world, the need to include the language in the educational context is demanded to prepare the student in the global interaction. Spolsky (2004) suggests that the spread of English and its status as an international language encourages the regulation and policy implemented in the educational context. Moreover, the globalization processes of the language have resulted in the involvement of identification of different varieties of English, its features, and the social and sociolinguistic influence towards the language (Rautionaho et al., 2023). Nevertheless, some studies have found that the material in English teaching and learning today is still dominated by English as Native Language material or native centeredness (Purba, 2023; Tomlinson & Masuhara, 2013). Marlina (2017) suggests that in today's context the native centeredness is no longer perceived as important as the language is not only developed by the people from the Inner Circle who is called as a native speaker. Thus, the inclusion of the local

feature in English teaching and learning as well as the localized variety of the language (Marlina, 2017b; Matsuda, 2003).

The inclusion of localized English attains students to know the variation of English all over the world and learn how meanings are negotiated in the process of communication. It is in line with Seidlhofer (2011) that suggests the development of the material in the English language classroom should reflect and help the student to cope with the diversities that may result in the communication breakdown. The recognition of the varieties assists students to know that there many variants of the language that should be considered in the process of language acquisition. Kachru (1990), Phan (2008) suggest that cultural diversity should be represented in the learning process coming along with the representation of linguistic diversity of the language.

### **Perception**

Perception is defined as the selected and grouped stimulus by a person in order to result in a meaningful interpretation (Altman et al., 1985a; Singh & Khatri, 2024). Therefore, perception is one's view of a presented reality. Perception is the stimuli that come from the environment in which it enables one to understand and deal with situations or environments. A person or a group of people can be the source of the response from presented stimuli. Atkinson et al., 1971) define perception as the process of people organizing and interpreting the stimuli that form the pattern. Thus, perception is the way people interpreting given stimuli that result in the response towards the phenomena. As the way people interpreting the stimuli given by the environment (Singh & Khatri, 2024). Perception enables people to act and deal with any condition that happened in the surroundings.

## **RESEARCH METHOD**

### **Research Design**

This study employs a qualitative research method. The qualitative data presented in this study is a well-grounded source presenting the rich description of the phenomena and the explanation of the processes in the completion of the study (Lichtman, 2023; Miles et al., 2014; Young & Diem, 2024). The approach of the study is in accordance with the tradition of a case study. This is a qualitative approach that relies on the bounded system through detailed and in-depth data collection (Creswell & Guetterman, 2019). This study employs multiple sources of data as proposed by (Creswell & Guetterman, 2019) to obtain a complete understanding of the phenomena under study. Therefore, data triangulation is employed in the study to meet research validity and reliability (Creswell & Guetterman, 2019; Taylor et al., 2016). Several data sources for instance interviews, documents of the material and questionnaire gather as the data on the topic under-study.

### **Research Participant**

The research participants of this study are the STs where the school adapts the Cambridge curriculum as the basis of the teaching and learning process in class. This is in the accordance with the presented topic that attempts to understand the use of World *Englishes* teaching and learning material as the Cambridge-based-curriculum school implement the international standard of teaching where the WE is possibly included in the material development to be taught in the classroom. The STs are demanded to be able to compete in international interaction and be aware of the phenomena such as English as an International Language, English as a Lingua Franca, and the WE as the topic under study. A case study is possible to involve a person, people, a program, an event, or activity and so on (Creswell & Guetterman, 2019). The researcher conducts the study to a school that implements or develop the Cambridge curriculum in the school and to the school that involves WE material in the process of English language teaching and learning process. Below is the overall interviewed ST's teaching profile.

Table 1  
Student Teachers' Profile

Name	Teaching Experiences
ST 1	ST 1 taught all of language skills, reading, listening, speaking and writing
ST 2	ST2 taught mostly Reading and Speaking as mandated by the national curriculum
ST 3	ST 3 mostly taught reading and speaking as to follow the national curriculum.
ST 4	ST 4 taught all aspects of the skills for the English Cambridge.
ST 5	ST 5 taught by following curriculum 2013, the school still implemented KTSP module for English.
ST 6	ST 6 taught based on the national teacher's book.
ST 7	ST 7 taught vocabulary, speaking, and reading mostly, not yet teaching listening
ST 8	ST 8 focused on writing and speaking and preparing the TOEIC test for the student.

### Research Instruments

This study employs several instruments to gather sources of data or triangulation of the topic under study. In performing data triangulation, the researcher develops several instance interviews, document analysis and questionnaire protocol. More sources of data allow the researcher to obtain a fuller understanding of the phenomena (Taylor et al., 2016). The number of approaches is brought in the process of data collection such as interviews, questionnaires, and documents. The data are expected to be able to cover the ST's perception of the use of World *Englishes* material and the practicality of the use of WE in the process of English language teaching and learning. The questionnaire blueprint is developed to comprehend: 1) views on preferred English varieties, 2) views on the ownership of English, and 3) views on accepted accents and pronunciation. The interview protocols were adapted and developed focusing on subject taught in class, aspect (language skills and/or linguistics) taught in English, output and wishes of the teaching process, English varieties, accents and pronunciation, the ownership of English, and teaching material developed in class.

### Data Analysis

The researcher conducts a qualitative study approach. The data collected in the study are in the form of words. The researcher makes data organization by employing coding (Ary et al., 2014; Lichtman, 2023; Miles et al., 2014) of the data. The organization and coding of the data are elaborated and categorized by developing some themes. The study employs a code family (Purba & Setiawan, 2021; Taylor et al., 2016) as follows.

Table 2  
Advanced Code Family from (Purba & Setiawan, 2021; Taylor et al., 2016)

No	Code Family	Code Description
1	Setting/ Context	Environment, topic, or subject matter
2	Definition of Situation	Individual's worldview or perspective
3	Perspectives Held by Subjects	General viewpoints of the individual
4	Subjects' Way of Thinking about People and Objects	Individuals' opinions about others and objects
5	Process	Events occurring over a dynamic period
6	Activity	Regular behaviors or actions
7	Event	Specific occurrences in participants' lives
8	Strategy	Methods used to achieve a specific goal
9	Relationships and Social	Habits and behaviors that shape relationships
10	Method	Relevant techniques, challenges, successes, and issues

The data of this study are classified into some classification related to the focus of the study. The focus of the study is about the ST's perception of the use of World Englishes the practicality and use of materials in the classroom context. The data of the study are presented in the form of narrative text. Presenting the data involves compiling and arranging the information in a rich and concise manner to help the researcher grasp the situation adhered to the study (Lichtman, 2023; Saldana, 2016).

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

#### *The Ownership of English*

There were several aspects that can be drawn from the interview which were the Ownership of English Aspect in English, English Varieties, Accent and Dialect, and Teaching Material Aspects. All the participants who contributed to this research taught an English Subject from several level of education field in the process of a teaching practice in School or known as Teaching Internship.

The most cases in the early discussion of EIL related to the ownership of the language. As the language becomes global and is being spoken by people across nations and cultures, the EIL practitioners are against ownership. TSs are to respond to this issue related to the belief that the language is owned to a specific group or country. The data show that all the participants don't think that ownership exist or at least worth to talk about. English as an international language brings the consideration that all people can use the language without considering who owns the language.

*TS2: "Because English is an international language, like everyone know English. We can say that it served communicative needs, as they already being a lingua franca. So, we need to mutually agree that it will be diverse, and we need to understand and learn. That's why there's a standard English. But as I already said before, it might be used for academic purposes". (own translation)*

The other TSs present agreement to this statement that as an international language, English has supposedly no issue of ownership that brings consideration to pluricentric of the use.

*TS7: "people have their own varieties of languages and the use of it are used even in every country... so it will grow in how the culture affect the English itself. Like in the end every part of it will give a new version of English." (own translation)*

In summary, TSs are more open that people with different background can result in different output like pronunciation and other new version of English.

#### *The Aspect in English*

The STs teach both in national and/or international standard schools where they were assigned to implement the teaching internship, the coverage and aspects of teaching material are different between one to the other. ST1 who taught in a private high school in Selat Panjang island followed the national curriculum as the core to teach the student. The ST1's school implements the national curriculum so that the coverage and aspect of teaching are following the regulation from the Indonesian Ministry of Education, Culture, Research and Technology. All skills are taught within the practice and the textbook used is from the government. Besides, the teacher can still modify the material by taking from the other references as the enrichment to the teaching and learning process. In line with ST1, ST2 teaches a national-standard high school in Batam island. The practices brought in class are all based on the government's discretion on the English curriculum. However, ST2 focuses on teaching reading and speaking as the curriculum facilitates more on these two skills. The same coverage on the practice is also shared by ST3 who mostly teaches focusing more on reading and speaking. ST3 teaches mostly using text as presented below.



ST3: *"I mostly teach like texts, so I let the students read by themselves and then read it together with the class. So, it kind of goes to reading and speaking."* (own translation)

The accordance with the national curriculum is as well brought by ST5 who implement the Curriculum 2013 (K13) within the practice in classroom.

ST5: *"For the curriculum 2013, we still confused about which is the part of English. That's why we still use KTSP module for English. So, the aspects are following from the book topics, so we sometimes teach reading, speaking and listening. But the material is following from the books and syllabus."* (own translation)

The other STs present their experience while dealing with the teaching internship in the international-standard school. The Cambridge curriculum is implemented in the school where they teach. The STs are to adhere to the need of international communication and the standard of the texts chosen as the learning material are more varied compared to the national curriculum. ST4, for instance, obeys the regulation to cover all the English skills equally, namely listening, speaking, reading, and writing. The curriculum from Cambridge implemented in school is also complemented with the textbook in a form of e-print. The data presented as follows.

ST4: *"I teach all aspects for the English Cambridge, so in the curriculum there are already all four of the skills in every part of the day. Even in every chapter, we have kind of like eBook. There is the listening, writing, speaking and reading part in it. But it is only can be seen in the teacher's book"*. (own translation)

The above data is parallel with the experience from ST8 who conveys the teaching process in the international school that mostly focuses on English for specific purpose (ESP) and academic purpose. The teaching comprises the material to help her students to pass the English ability test, such as TOEIC. She explains as follows.

ST8: *"..... for some classes my aspects are focused on writing and for other classes there are also for speaking. But in the end, I need to pack up all the four skills so it can be of use for the students in other test like TOEIC and whatsoever."* (own translation)

From the presented data above, they reflect the teaching practice in Indonesia that throughout the country, beside the national curriculum, whether it is K13 or Kurikulum Merdeka (The Independence Curriculum), the international curriculum is also implemented within the practice. Most of the STs adhere to the curriculum when it comes to the practice so that their student can be in accordance with the designated competency.

### **English Varieties**

The data presented below comprises how the STs conceive on the variety of English that they bring to classroom. The data express how the STs' perception result in whether EIL has a chance to be integrated within the practice. ST1 conveys that there are a lot of varieties to acknowledge as its uniqueness. However, ST1 believes that this phenomenon happens as the result of the accommodation to the national language in a specific country. When it comes to the teaching practice in class, ST1 prefers to stick on the "standard" English although the British English is not easy to practice.

ST1: *.... English as we all know, they have a lot of variation like Singlish, Australian English, Indonesian English and Japanglish and many more. It depends what country we live in. So not all varieties are used in one place, so I think it's unique. Some of them are easy to understand and some of them are not easy to understand because of their accent and pronunciation. So as for me, I stick with American English, but I have a difficulty in British English.* (own translation)

The above data is parallel with the practice brought by ST5 who comprises that American English is the language for teaching and learning process. However, ST5 conveys that the Indonesian accent or local accent are brought inside the classroom. ST5 is considerate

enough that localism will colorize the English subject although American English is mostly being taught and become the standard. There is no consideration to teach the other variety of English.

*ST5: “.... (the language is) American English with Indonesian accent. Even they (students) sometimes use their thick accent of Batak inside their learning of English subject. So, it depends on their own culture. But for me teaching the students about English varieties is a No”. (own translation)*

American, British English, and/or other varieties of English from the inner circle countries is something that is perceived as standard across the country especially in a national standard school as perceived in the experience of two STs taught in national standard schools. The variety of English is not a subject to teach as the focus is on the acquisition of the language or basic English. The view is supported by ST 8 who perceive the diversity in the variety benefit to the learning process.

*ST8: “The students in my class have a lot of varieties in English, so to conclude I felt glad if they use their own English. Sometimes they felt that it's so wrong using Singlish. They always thought that the correct English is only either American or British. .... I told them that they can use any English they want because .... they can learn to respect diversities.*

ST6 admits that the variety may open his student's horizon about English. However, considering that many people are not yet familiar with WE, the common English may still be the first choice to use in the learning process.

*ST6: “That's good if I can say, because we can learn a variety of English and not only British or American English. So, they can know a lot of English types. But for me in this environment I am not recommend it because I guess common English are better. In term of their English level are still low, so focusing on teaching them common English for now is much better to make them focused”. (own translation)*

In line with ST6, ST 7 also mentions that common English is way better as his students are children that makes him choose to focus on the acquisition as presented as follows.

*ST7: “First of all, because they are still children.... so, I want the students to learn about their common English for academic.” (own translation)*

Corresponding the above statements, the other TSs perceive that the variety of English enrich the process of teaching and learning in class. TS 3 suggests that correct English is not really matters considering that different culture and ethnicity may result in different output. This becomes the teacher's responsibility to accommodate the range between the varieties.

*ST3: “I think there's no correct English, because everyone has their own cultures and values. So, I think it's not a bad thing. .... we can take an example from our neighbor country like Singapore with their Singlish or French students have their thick accent in their English which is not easy to understand, but we as a teacher, we learn to understand that English varieties”. (own translation)*

ST4 recommends the need to accommodate the variety of English to the students in the classroom interaction.

*ST4: “....it such a shame that there are no topics in the class which teach the student about world Englishes that's why a lot of students only realized that English is only British and American. That's why from an experience of me as an EFL, I give it a shot to explain to my students that there are a lot of English varieties”. (own translation)*

ST8 concludes that the WE enhances the process in learning the language and is more accommodative to any culture gap.

*ST8: “The students in my class have a lot of varieties in English, so to conclude I felt glad if they use their own English. Sometimes they feel that it's so wrong using Singlish. They always thought that the*



*correct English is only either American or British. But following with it, I told them that they can use any English they want. Because from that many varieties of English they can learn to respect the diversities. In even the simplest things, they can understand that... there are this kind of English or that kind of English.” (own translation)*

In brief, the practice of teaching the variety of English or known as World *Englishes* in Indonesia is not something that is perceived as a communal exigency as no regulation adjusts the practice. It is more on the teachers’ discretion whether WE is subject to enrich the teaching and learning process and open the students’ horizon up on the difference of English varieties.

### ***Accent and Dialect***

Accent and dialect are key features in language acquisition. The ability of a person to say a word in a good and concord manner. The discovery on this issue is important as WE allows the various manners/ practice being exercised as long as the message is encountered. Related to this matter, TSs are to respond to the phenomena where their students choose to or not to use their accents and dialects.

TS1 and TS2 share the mutual idea that the pronunciation of American or British English is more understandable as it is shared mutually amongst the other students. Considering that this two TSs teach on the national school where the curriculum solely follows the national standard on teaching English where no supplementing materials are required add on the process.

*TS1: “I think all of students don’t understand many varieties of English such as Singlish, American English, or British English. When I teach, mostly they use British or American or Indonesian English. But I use American English, and the things that’s common things for me.... but I guess that they need to improve in their accent because sometimes I don’t understand at all about what they are talking about.” (own translation)*

As mentioned above, whether American or Briting English is more understandable for TS1 so that the practice in class follows this belief that common English is more accommodative for the learning’s sake. In concordance to TS1, TS2 perceives that American or British English is more acceptable for the global context where their students might experience it more beneficial when they travel around the world.

*TS2: ” Because if you have a goal to international, it might be a slight problem because you are not staying in Indonesia and the accent is depending on what place that you stayed or live on. That’s why we need to be consistent to choose between American or British. So, in the end, I choose to use American in the end because British is very difficult”. (own translation)*

However, TS2 adds that any kinds of variety will be enriching the student’s knowledge.

*TS2: “I told my students about this and also about being adapted with any varieties of English. It’s okay for them to have their thick accent or dialect from culture (other culture) when they pronounce and speak”. (own translation)*

This is in line with TS4 who will let the student to practice whatever variety as she teaches in a Cabridge curriculum school, but she will let the students know the difference between only American or British English.

*TS4: “I never told the students that they must use this English accent or that English accent but use it naturally. It is just in the school, even in the curriculum. Even if their curriculum is from Cambridge. They don’t tell us to teach “what is accent?”.... I always give an example that in using American accent like this, while British accent like this. They are surely excited when they know about it.” (own translation)*

Although TS4 teaches in an international standard school, American and British are still look up as the common and easier reference to follow as the teaching materials.

On the other hand, different accent and dialect facilitate the intercultural communication where diversity is inevitable. This is what the other TSs believe about the accent and dialect that must be accommodated inside the classroom. TS3 emphasizes how the difference helps her students in the process of communication exchange.

*TS3: "Because the pronunciation is already different and how we speak the language are already as much different. But I guess in the end, this will be an advantage for them, because... for example... Students A using Indonesian English and Students B using Singaporean English. They might have this confusion of "what are you talking about?" "Oh, I said this" "but why the accent is different?" and from there they can automatically learn like "oh, in Singlish these words will sound like this". So, they can share to each other about their English knowledge." (own translation)*

Accommodation to such difference may result in such understanding that the student will tend to be opened and tolerable to this deviation. If the message is conveyed, the communication is successful as mentioned by TS5 that highlights the accommodation to the possibility of accents and dialect deviation among the students.

*TS5: "For me the accent and pronunciation in the class is not impacting to the teaching and learning process. At least we as the teacher can understand about what they are talking about is enough. So, it doesn't impact the class." (own translation)*

In accordance with this, Indonesian ethnics bring other accents to their English. The pluricentric of the accent and dialect needs to be accommodated since Indonesian students have their own local language for the daily life other than Indonesian. TS7 conveys that the young learners, as she teaches in an elementary school, tend to bring their home accent even if they have to speak in English.

### **Teaching Material Aspects**

The deliberation to integrate EIL materials to the teaching and learning process then become the implication of the answers above related to Views on preferred English varieties. The result shows that although the view toward the EIL is positive, most of the TSs decides to still in the accordance to the guidance of the curriculum in Indonesia and the international standard adapted by their schools. Curriculum as the tool for them to check the content of the material they must bring inside the classroom.

*ST3: "I first checked on the curriculum first. I use the curriculum 2013 the newest revision. Then I checked and reviewed again regarding the lesson plan of what I want to use, while checking on the physical books if it's related or not with the material we want to use." (own translation)*

This is in accordance with ST4 who choose to stick to what the curriculum. The material incorporating EIL is not yet available.

*ST4: "The teaching material are followed by curriculum is true, but the other that I developed are conditional. After we made the lesson plan are this and that, sometimes it doesn't go as planned. So that's why it's conditional depends on the situation. Sometimes we already prepare everything the teaching material and lesson plan but sometimes I felt from myself that I want something more. Maybe I think because this is too easy, and I want to give an extra level for them. So, they can think about a lot of realistic stuff rather than boring class." (own translation)*

ST5 and ST6 decide to have authentic material from the internet or other source but still using the common one, American or British English, as the content to teach.

*ST5: "It will be better if we are the one who structured it (the material) for them. Also, I prefer common English to use in the class." (own translation)*

*ST6: "I usually do a needs analysis and then give them an exercise; I use common English material in google."*

Lastly, ST7 cohesively argues that common English is the main content for the material implemented in the classroom.

ST7: “..... for the test we use the old syllabus system, which is a common English. But we slowly put the material of Cambridge in teaching material for the class.” (own translation)

ST7 also mentioned that the chance that the students would understand about WE Material will be less than it would be expected if it is being taught to a young learner. Thus, it would be possible to create an opportunity to let the students know about this WE-teaching material. This will help them to discover the WE-teaching material and the varieties of English in the world.

## Discussion

### *The Ownership of English*

Related to the ownership of English most STs are more open that people with different background can result in different output like pronunciation and other new version of English. This is in line with the study from Sadeghpour & Sharifian (2019) In addition, the results point to a profound shift in the approach future educators should have towards English language teaching (ELT). The embracing of linguistic diversity by STs suggests a shift towards a pragmatic and inclusive approach to English pedagogy, one that values functional communication over prescriptive accuracy. This has important implications for curricula design, particularly where English is employed as an international medium of instruction (Purba, 2023; Tomlinson & Masuhara, 2018). The participants' views suggest that ELT should involve exposure to various varieties of English so that students develop adaptive communicative skills that reflect the reality of English use on a global level. Overall, the results confirm the argument that English should not be tied to a single, normalized norm but rather be regarded as a dynamic and flexible instrument of global communication, a perspective that challenges conventional linguistic hierarchies and advocates a more practical and just approach to the study of language.

### *The Aspect in English*

Based on the practice and the findings, English education in Indonesia differs quite considerably between national and international-standard schools. In national schools, student-teachers (STs) would likely accord the government curricula like *Kurikulum* 2013 (K13). Some STs emphasize reading and speaking, while others try to balance all four skills. Meanwhile, STs in international-standard schools, following the Cambridge curriculum, take a more holistic approach, ensuring students develop listening, speaking, reading, and writing in an equal manner. The implementation of the national curricula is, somehow, seen as non-supportive one to prepare the students to get into the real-world communication that do not raise the holistic approach that all skills are developed. Nevertheless, the other concern is how English varieties are exercised. National-standard schools, as mentioned, follow the government where limited adjustment and inclusion of global English is put and more typically stick to British or American English. However, with English functioning as a global lingua franca, this rigid approach may not fully equip students for international communication. These findings are in accordance with the research from Dukut (2019) and Hemmy & Balasubramanian (2022) that suggest more WE material to be explored to result in more cross-cultural ability in language mastery and use. On the other hand, STs in international-standard schools acknowledge different English varieties as the valid teaching material to be introduced and practiced. This will support the more positive attitudes toward linguistic diversity. Since Indonesia's curriculum lacks clear guidance on teaching WE, individual teachers decide whether to incorporate them, often reinforcing linguistic hierarchies that favor certain accents and grammar structures.

### ***English Varieties***

The findings pinpoint a range of student-teachers' (STs) treats on different forms of English and their role in the classroom (Rautioaho et al., 2023; Si, 2018). Some STs realize that English grows organically out of cultural and linguistic factors yet still prioritize the teaching of what they perceive as "standard" English—generally American or British English. For example, ST1 accepts the dominance of different forms of English like Singlish, Australian English, and Indonesian English yet is inclined towards American English as a matter of personal familiarity. Similarly, ST5 holds a view that students bring local accents to the classroom yet the teaching of different forms of English is not emphasized. This indicates that despite STs' recognition of linguistic variation, they adhere to standard English norms in the classroom. Their preference for native-speaker models points to a stronger inclination in English language pedagogy where inner-circle forms of English varieties still dominate and dictate what is "proper" English.

### ***Accent and Dialect***

Accent and dialect play an important role in the learning of a language (Tomlinson & Masuhara, 2018), influencing the pronunciation of words and communication. The study highlights that World Englishes (WE) stand varying pronunciation practices as far as the intended meaning is conveyed. In this context, the TSs respond differently to the students' choice of accent and dialect in the classroom. TS1 and TS2 both share the opinion that American and British English pronunciations are easier to comprehend since they are widely accepted by students. Since both TSs teach in national schools where the curriculum is taught strictly in accordance with national English teaching guidelines without supplementary materials, both focus on the standard accents. TS1 finds that students primarily use British, American, or Indonesian English, but emphasizes enhancing pronunciation to ensure better understanding. Similarly, TS2 believes that American and British English are more practical in the context of the world, bearing in mind that consistency in accent choice will better prepare students to deal with communication internationally. On the other hand, TS2, however, finds that learning about various varieties of English will broaden students' knowledge and flexibility which in line with the study from Marlina (2017a). In summary, most of the TSs think that the Indonesian English accent with some local accents is mostly what they find on the practice. Some of them choose to correct the pronunciation based on the American or British English standard, but some choose to accommodate these differences if the messages are conveyed well and understandably.

### ***Teaching Material Aspects***

The discussion on integrating English as an International Language (EIL) material into the classroom is based on perceptions of preferred English varieties. Teachers (TSs) perceive EIL positively, yet most of them still bear by Indonesia's curriculum guidelines and international norms adopted by their institutions. The curriculum is a point of reference in selecting classroom materials so that it is in accordance with national and institutional needs. ST3, for example, highlights referring to the curriculum before developing lesson plans and selecting teaching materials. ST4 also abides by the curriculum but acknowledges that actual classroom situations sometimes require flexibility. Despite a systematic approach, there is a desire to make lessons interactive and meaningful by varying the content when appropriate. The lack of readily available EIL teaching materials, however, hinders its use in classrooms. In conclusion, the coverage of the material is negatively related to the positive point of view of the EIL. The teaching material, whether the STs teach in the national or international school, preferred is the one with a common standard English. The less contact to the material

containing WE will limit more the possibility for the students to be in familiar with the varieties of English as what EIL promotes (Lee et al., 2019; Purba, 2023; Salah Troudi, 2020).

The overall findings highlight the call to integrating a more pluricentric view of English in ELT as promoted by the WE view and the pattern of the findings. STs, by chance, recognize English's diversity and perceive the value of WE material as something worth implementing. However, the practices are, undoubtedly, shaped by the mandated curriculum demands and varying pedagogical priorities. The findings suggest that while the STs are theoretically have a good manner on the pluricentric view, practical adoption is still required to address the curriculum design and teacher training to embrace the call to more advanced ELT pedagogy related to WE view.

## CONCLUSION

Related the variety being chosen by the TSs during the instructional process, in general, TSs acknowledge that English endures multiple varieties for instance American, British, and more localized forms such as Singlish, Indonesian English. Moreover, many of the TSs lean toward teaching id the "standard", American or British English. This happens more specifically in national-standard schools. On the other hand, some STs, particularly in international schools, express more open attitude toward integrating multiple varieties, supporting students to respect the linguistic diversity and might choose to be more open to WE material or practice into the classroom. Furthermore, related to accent and dialect, the STs reveal various perspectives on this matter. Some of them focus on standard accents for clarity and global communication while others are more open to accepting student's accent even the local one if the message is articulated effectively. Accent variation does not inhibit the instructional process as long as student's comprehension is maintained, supporting a more flexible approach in the classroom to a more positive learning.

Lastly, associated with the consideration of the adaptation on WE teaching material, although the awareness of the need to explore the variation of the language across nations and the value of integrating the WE/ EIL teaching material most of the STs depend on curriculum guidelines whether it is national or international school. In the national-standard school, STs predominantly would use the government-issued textbooks/ materials that concord with the national curriculum. On the other hand, international schools employ more varied resources such as Cambridge textbooks/ material. Despite their openness to the concept and the implication of the WE/ EIL, the adoption of the material does not represent so.

The STs in Indonesia perform a positive outlook toward the WE or EIL concept and its diverse form as the result. Nonetheless, there is practical constraint to the practice where no exploration is attempted to supplement the students with the material containing, WE/ EIL content. There is also the consideration of the competency of the students the STs teach that adopting WE/ EIL will be more challenging especially when the focus is still on language acquisition. To embody the more advanced ELT classroom, it is essential to adopt a pluricentric approach that considerably embraces the diversity of global *Englishes*. Curriculum designer, on the first hand, and teacher trainer need to enhance the ELT practices by incorporating exposure to various English varieties, promoting intercultural communication skills, and nurture greater cultural and linguistic awareness in language education.

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