Unrevealing the Professional Identity of Indonesian English Teachers in the Tapestry of Global Englishes: Opportunities or Obstacles?

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https://doi.org/10.54855/ijte.24435

ABSTRACT

Keywords: *Global Englishes, Identity, Professional Development, GELT*

The rising prevalence of English as a global language has questioned numerous foundational beliefs underpinning English language teaching (ELT). Although there has been extensive research on identity construction among EFL teachers and students in recent years, little research addresses how Indonesian English teachers who are continuing their studies in various countries negotiate their professional identities within the intricate dynamics of Global Englishes (GEs) during their academic and professional experiences. This study examines the professional identity of four Indonesian English teachers within the Global Englishes (GEs) framework, exploring whether the proliferation of English as a global language presents an opportunity or an obstacle to their professional development. Through a narrative case study, semi-structured interviews were used to capture their experiences, challenges, and perceptions regarding the role of GEs in their professional identity. Preliminary findings suggest a nuanced interplay between perceived opportunities and obstacles in adopting Global Englishes. The implications of this research extend to teacher education programs and professional development initiatives, aiming to empower Indonesian English teachers to embrace their evolving roles within the global English-speaking community.

Introduction

Currently, English is increasingly prevalent and widely discussed globally, spanning conversations among individuals of the same nationality and native language, as well as those of diverse nationalities and languages (Khanh, 2022). In the same vein, the widespread dissemination and diverse characteristics of the English language globally have resulted in various variations, as outlined by the GEs (Global Englishes) and WE (World Englishes) theories. In addition, the concepts of GEs, ELF (English as a Lingua Franca), EIL (English as

an International Language), WE (World Englishes), and other similar frameworks have garnered significant attention from researchers and academics. However, Rose and Galloway (2019) explain that GEs is an umbrella term encompassing WE, ELF, and EIL. In this paper, we will focus on GEs.

Rose & Galloway (2019) emphasized that GEs serve as an inclusive paradigm that observes linguistic, sociolinguistic, and sociocultural diversity and then examines how English is used fluently worldwide. In other words, GEs advocate a more adaptable view of language, foster linguistic creativity, recognize multilingualism as the norm, and liberate non-native speakers from native-speaker norms (Galloway, 2024). In that context, Yunhua, D., & Budiman, A. (2024) also emphasized that GEs present a promising strategy for addressing racial disparities in language education by highlighting effective practices for applying the GELT (Global Englishes Language Teaching) framework to combat these inequalities.

There is an intense debate regarding the influence of the English language by GEs, methods of integrating GEs into ELT (English Language Teaching), implementing GEs-based ELT in teacher professionalism development, and how GEs have become central in pedagogical research (Bernando, 2023). The GEs framework and linguistic landscape also urge English language teachers to reconsider current English language pedagogical models and objectives. This is crucial, especially as the number of non-native speakers exceeds that of native speakers (Widodo et al., 2020; Thien Bao & Lo, 2022). Thien Bao & Lo also argued that the traditional concept of teaching standard English pronunciation, whether American or British, along with the exclusive use of English in the classroom, is no longer regarded as predominant. Additionally, the presence of ELF has also raised significant concerns about the necessity of changing approaches in ELT (Montakantiwong, 2023). Therefore, teachers are expected to actively contribute to preparing students to be aware of the English language variations currently used among native and non-native speakers.

In this context, the development of GELT plays a significant role, especially in an increasingly interconnected global educational environment (Rose & Galloway, 2019). In other words, failure to integrate ELT into GEs may potentially negatively impact the learning process in various aspects. For instance, learners might be unprepared to communicate with diverse English language users or have narrow views regarding the types of English used outside the classroom, as highlighted in the research findings by Lu and Buripakdi (2022). It is essential to transform the ELT approach to address these negative impacts to meet English language learners' diverse needs and goals (Prabjandee & Fang, 2022). This should be taken into account when assessing the acceptability and consistency of GEs with the learners' context. At this point, it is also important to explore teachers' perceptions to gauge their likelihood of implementing it.

The discussion about GEs has created the emergence of a distinction between two identities of English teachers: native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs) (Prabjandee, 2000). This distinction shows the privilege of NESTs as role models, as they are seen as representatives of Western cultures (Holliday, 2005). Such views have influenced language teacher education and have significant pedagogical implications regarding the legitimacy of being an English teacher (Matsuda, 2017). From the perspective of NNEST (non-native English-speaking teachers), understanding the changes in English, particularly in the scope of GEs, might be easily conceptualized but challenging to implement in the classroom. This issue forced the understanding of NNEST's perceptions, beliefs, and knowledge in their teaching context, as well as other factors that influence the educators' overall professional identity and experience (Montakantiwong, 2023). The increasing prevalence of

GEs has questioned many of the fundamental beliefs underlying ELT. Several studies have shown teachers' positive and negative attitudes toward GEs and their recognition of the complexities associated with their implementation in practice (Montakantiwong, 2023; Monfared, 2020; Prabjandee & Fang, 2022).

Another important point that justifies this view is that the introduction of the GELT concept in the classroom faces significant challenges due to the deeply rooted belief in native-speakerism, which holds that the only standard for English language pedagogy and assessment, especially within the Expanding Circle Context in which English as a foreign language (Kachru, 1990). The ideology of native-speakerism has shaped NNESTs' perceptions of NESTs as possessing power and authority in the field of ELT. This perspective places EFL teachers worldwide, particularly in Indonesia, in a dilemma as they are expected to provide diverse viewpoints regarding integrating GEs into their teaching.

Professional identity refers to an individual's perception of how they interpret their role and practices within a profession (Beijaard et al., 2004). In Indonesia, junior high school EFL teachers possess diverse identities and continue to navigate between the native and non-native English speaker paradigms. The influence of teacher identity on their teaching practices varies, and some teachers have not fully implemented the Global Englishes concept in their teaching (Ubaidilillah et al., 2023). Although extensive research on identity construction among learners, lecturers, and EFL teachers has been conducted recently, little research addresses how Indonesian English teachers negotiate their professional identities within the intricate dynamics of GEs. This study examined the professional identity of Indonesian English teachers within the framework of GEs and explored whether the proliferation of GEs presents an opportunity or an obstacle to their professional development.

Literature Review

Global Englishes for Language Teaching

The widespread use of English has led to a proliferation of its variations. In this context, Global Englishes refers to the diverse forms of English worldwide. The GEs perspective acknowledges the existence of multiple dialects or forms of English, which, despite their differences, are still mutually intelligible. These variations are often adapted to particular groups' needs and uses (Toker, 2012). GEs serve as an inclusive approach, recognizing linguistic, sociolinguistic, and sociocultural diversity and examining how English is used extensively globally.

Kachru (1990) categorizes countries into three groups: the Inner Circle (IC), the Outer Circle (OC), and the Expanding Circle (EC). The IC countries refer to those where English is the first language (Australia, the United Kingdom, the United States, etc.). The OC countries are positioning English as a second language (India, Malaysia, Nigeria, the Philippines, Singapore, etc.). Meanwhile, the EC countries refer to countries where English is a foreign language (China, Korea, Indonesia, etc.). This concept helps in understanding the role of English in various global contexts.

The development of GEs has led to the emergence of several research areas in applied linguistics, including EIL, ELF, and WE. Rose and Galloway (2019) integrate this research by exploring how the global influence of English impacts TESOL (Teaching English to Speakers of Other Languages). The emergence of GELT is an innovative attempt to consolidate discussions on the pedagogical implications of the global spread of English into a single text

for researchers and other practitioners (Galloway, 2017). To understand the impact of GELT, it is necessary to compare it with the traditional ELT.

Table 1

The difference between GELT and traditional ELT (Rose & Galloway, 2019)

Aspect	Traditional ELT	GELT
Target interlocutor	NES	All English users
Owners	Inner Circle	Global
Target culture	Static native English culture	Fluid cultures
Norm	Standard English	Diverse, flexible, and multiple forms
Teachers	Non-native English-speaking teachers (same first language) and native English-speaking teachers	Qualified, competent teachers (same and different first languages)
Role model	NES	Expert users
Sources of materials	NNES and NES	Salient English-speaking communities
Other languages and cultures	Seen as a hindrance and source of interference	Seen as a resource as with other languages in their linguistic repertoire
Needs	Inner Circle defined	Globally defined
Assessment criterion	Accuracy according to prescriptive standard	Communicative competence
Goals of learning	Native-like proficiency	Multicompetent user
Ideology	Underpinned by an exclusive and ethnocentric view of English	Underpinned by inclusive GEs perspectives
Orientation	Monolingual	Multilingual/translingual

The spread of GEs shows various significant challenges for the ELT context. In other words, practitioners, for example, English teachers, must prepare different approaches to equip students to face the sociolinguistic realities of English language users outside the classroom (Kumaravadivelu, 2006) if they want to commit and implement GELT in the classroom. In this respect, the traditional approach, which used native speakers as the benchmark for learning English, is now inadequate as it fails to prepare students for real-life communication (Fang & Widodo, 2019), particularly in the EFL context. Therefore, educators need to reconsider the content of the English language curriculum that should be taught, reconceptualize the goals of ELT, and redesign their teaching methods to prepare students more effectively and meaningfully.

Rose and Galloway (2019) have attempted to develop or expand their initial GELTS ideology. They advocate for a paradigm shift in ELT and offer more practical proposals for GELT. Within the GELT framework, they put forward six 'calls to action' to move towards teaching English as a pluricentric language:

(1) Enhancing integration between WE and ELF in the English language curriculum;

(2) Increasing emphasis on multilingualism in ELT;

(3) Raising awareness of GEs in ELT;

(4) Enhancing understanding of ELF strategies in the English language curriculum;

(5) Strengthening cultural diversity and identity in ELT;

(6) Transforming the practices of recruiting English language teachers in the ELT industry. (Rose & Galloway, 2019)

However, these 'calls to action' have not been widely utilized in practice, particularly in many EC contexts in Asia (such as China, Indonesia, Japan, Korea, and Saudi Arabia) due to the entrenched belief in the native speaker ideology as the sole norm in English language pedagogy and assessment (Holliday, 2006). This aligns with the research conducted by Lu and Buripakdi (2022) regarding the perceptions of eighty-two students enrolled in the elective course 'Introducing Global Englishes' at a university in China. The study found that students still perceive native speakers in IC countries as better instructors than non-native speakers in EC countries, and the native speaker culture is regarded as the standard or ideal. Nevertheless, they still demonstrate an interest in openly learning the diversity of English with diverse materials and about intercommunication processes among non-native speakers. Lu and Buripakdi (2022) also emphasize that English has proven to be easily exportable, flexible, and adaptable, leading to several non-British and non-American English variations worthy of inclusion in standard curricula. For instance, English on the Indian subcontinent, spoken by over a billion people, surpasses more than half the populations of both Britain and the United States combined.

However, GELT is not a method that can be applied for all teaching purposes and situations; rather, it is a pedagogical approach that requires educators to consider how the strategy should be implemented in each specific context (Galloway, 2017). Galloway (2017) also stated that the GELT framework places learners' needs in a global environment inhabited by diverse English language users with varied cultural norms, considering that English is widely used and important to acknowledge its global dimensions. Moreover, English language teaching models should focus on developing multicompetent users rather than attempting to produce English users who mimic native speakers. In fact, the sociolinguistic reality of English language users emphasizes the need to integrate materials reflecting various cultures rather than solely focusing on native-speaker norms (Rose & Galloway, 2019). Furthermore, educators need to understand that students' first language should be considered a resource rather than a barrier. Similarly, assessment criteria should measure communication abilities with multilingual English users, not just compliance with 'English language standards' (Prabjandee & Fang, 2022). With the presence of GELT, stakeholders and other educational institutions should be encouraged to prioritize the recruitment of qualified instructors rather than solely relying on native-speaker instructors (Fang & Ren, 2018).

In Indonesia, many cases have shown that teachers and pre-service teachers are aware of GEs; however, they still face several challenges in implementing this. For instance, Rahmawaty et al. (2024) revealed that eight Indonesian English teachers are aware of the need to prepare students for the GEs era; however, promoting intercultural competence among English teachers is needed to support teachers' quality in implementing GEs in their classrooms. In addition, Zacharias (2016) found that most pre-service teachers in Indonesia agree with the importance of GEs; however, some still refer to traditional ELT. Some of them still believe Standard English is the most important due to its marketability potential. In the same vein, Suroso (2022) reported that English lecturers in Indonesia hold diverse perspectives on World Englishes in English language teaching. While they understand the importance of communication, there is debate regarding using English variations in the classroom. Many lecturers still adhere to standard English norms and native speaker models despite recognizing the importance of English variations in the current globalized world. This means that they are still navigating the balance between embracing GEs and adhering to conventional standards of English teaching. As a result, ongoing professional development and support are crucial to fully integrating GEs into the Indonesian education system.

Professional Identity and Development

Professional identity is constantly evolving across time and space, influenced by the interplay between individuals and their social environments (Beijaard & Meijer, 2017), and is strongly linked to their beliefs in the field of education (Beijaard et al., 2004; Beauchamp & Thomas, 2009). The development of teacher professionalism involves teacher learning, understanding how they know, and then applying that knowledge in practice to support student growth (Prabjandee and Fang, 2022). According to Prabjandee and Fang (2022), exploration in teacher learning relates to analyzing teacher changes through various models. Initially, changes in teachers' knowledge and beliefs are expected to occur, followed by changes in classroom teaching practices and changes in student learning outcomes. However, this complex process requires teachers' cognitive and emotional engagement to reflect on their beliefs. Teachers' professional identity is a dynamic variable inherently interconnected within relationships and highly sensitive to context (Beijaard et al., 2004). Therefore, a profound understanding of teachers' professional identity is crucial in enhancing teaching quality.

Additionally, according to Avalos (2011), the core of teacher professional development is "the understanding that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth" (p. 10). She further argues that teacher learning is a complex process involving cognitive and emotional engagement, which enables teachers to critically review or reflect on their existing beliefs and enact alternatives for change (Avalos, 2011). This highlights the importance of creating opportunities for teachers to reflect on their teaching practices and continually adapt to meet the evolving needs of students.

Prabjandee & Fang (2022) examined the effects of professional development on fourteen teachers in Thailand, focusing on their knowledge, attitudes, and skills related to GELT. These fourteen teachers valued this professional development by giving positive feedback, especially in terms of their instructional competencies. Similarly, Montakantiwong (2023) explored the perceptions of seven lecturers about GELT in the context of Thailand. They were still skeptical about the implementation of GELT in the local contexts, which indicated a gap between theoretical advancements and practical implementation due to low confidence in GELT pedagogy.

Apart from this, ten Indonesian English teachers face multiple identities within the Global Englishes context, influenced by their awareness of various English varieties and their beliefs about ELT (Ubaidillah, 2023). Despite recognizing the existence of GEs, they still strongly adhere to the "native speaker fallacy," often favoring inner-circle varieties of English and viewing native speakers as superior language users and educators. Silalahi (2021) further highlighted the complex relationship between native speakers and World Englishes in Indonesian English teaching. Although the emergence of new language varieties is acknowledged, the dominance of traditional models remains largely influenced by the societal stigma surrounding native speakers. Teachers recognize the need for a more globally oriented approach, highlighting the importance of communication and cultural awareness. However, the persistence of native-speakerism challenges progress towards a more inclusive and diverse English language teaching paradigm.

Previous studies reveal both positive and negative attitudes toward GELT. Teachers acknowledge GEs' benefits for cultural awareness, real-world relevance, and linguistic diversity but face challenges due to native-speakerism, limited resources, and implementation complexities. Indonesian English teachers recognize GEs but struggle with integration due to societal norms and institutional pressures favouring traditional ELT models. However, previous

studies are lacking on how Indonesian English teachers navigate their professional identities within the context of GEs. Understanding this is crucial for applying GEs effectively in classrooms, as it sheds light on whether teachers view GEs as opportunities or obstacles. This research can identify how they develop their identities in response to GEs based on their professional experiences, highlighting the need for professional development programs that address these challenges and equip teachers with the skills to implement GEs effectively.

Research Questions

This study examined the professional identity of Indonesian English teachers within the framework of GEs. It explored whether the proliferation of GEs presents an opportunity or an obstacle to their professional development. To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. What are the perceived opportunities and obstacles presented by the proliferation of GEs in the professional development of Indonesian English teachers?

2. How do they shape their identity to become legitimate English teachers?

Methods

Pedagogical Setting & Participants

The population of this study consists of Indonesian English teachers. The main characteristics of this population are as follows:

1. English teachers who have teaching experience in various educational contexts, both formal and non-formal.

2. English teachers who are currently pursuing master's studies in English education or applied linguistics. This is related to their professional development.

Based on these criteria, the research population includes English teachers with a strong academic background and significant practical experience in teaching in various contexts.

Purposive sampling was employed to select participants who met the necessary characteristics for this study (Nunan & Bailey, 2009). We recruited four Indonesian English teachers who are continuing their studies to master's degrees in three different countries: Indonesia, South Korea, and Australia. All participants had teaching experience that went beyond the required teaching practice during their undergraduate studies. They were still actively teaching when the research was conducted. These selected countries aimed to obtain diverse perspectives in the context of Global Englishes (GEs). The selection of English teachers continuing their studies to master's degree was intentional, as they are expected to have a deep interest in the field and ideally embody the qualities of lifelong learners as they shape their professional identities as English teachers. Additionally, the South Korean and Australian countries selected were aimed at gaining diverse perspectives. The participants in this study were carefully chosen to encompass a wide range of experiences and viewpoints relevant to the research objectives. To ensure confidentiality for all parties involved, the identities of the participants, including their personal information and their institutions or schools, were anonymized. The researcher used the terms 'Teachers 1, 2, 3, 4' or 'T1, T2, T3, T4' to explain and describe the participants.

Table 2

The participants' demographic data

Name	Gender	Direct Interaction with NESTs	Teaching Experience	Going Abroad	University Country Undergrad level	University Country Graduate level
Teacher 1	Male	Yes	7 years	Yes	Indonesia	Indonesia
Teacher 2	Male	Yes	4 years	No	Indonesia	Indonesia
Teacher 3	Female	Yes	4 years	Yes	Indonesia	Australia
Teacher 4	Male	Yes	2 years	Yes	Indonesia	South Korea

Design of the Study

This study was conducted as a qualitative study which using a narrative case study approach. Semi-structured interviews were chosen to capture the participants' experiences, challenges, and perceptions regarding the role of GEs in their professional identity. This narrative case study was used to explore the lived experiences of NNESTs in the evolving GEs landscape (Widodo et al., 2020). The selection of semi-structured interviews was based on guidelines that provided direction while allowing participants to express their experiences and perspectives freely (Richards, 2003). Here are the following questions:
Please describe to what extent you are familiar with the term GEs and tell us your experience with GEs.

1) As an English teacher, what is your opinion about the development of GEs in the ELT context, especially in your country?

2) Please share your experience collaborating with NESTs and NNESTs in the workplace or university.

3) What specific opportunities do you perceive as a result of the increasing presence of GEs in the English teaching profession?

4) What obstacles have you encountered in your professional development due to the proliferation of Global Englishes?

5) How has exposure to GEs affected your view of your identity as an English teacher?

6) Can you discuss any particular experiences where the diversity of GEs has shaped your beliefs as an English teacher?

7) What strategies have you employed to navigate the challenges presented by Global Englishes in your professional development?

Data collection & analysis

This study started with an information search regarding previous studies about GEs, identity, and professional development, particularly in Indonesia. The researcher gave participants a consent form before they engaged in the research. This is essential in research because it helps ensure that research is carried out with due regard to the principles of ethics, fairness, and the protection of participants. Using concern form, research can be carried out in a manner that complies with applicable research ethical standards.

Furthermore, the data was collected through semi-structured interviews with three participants, which were conducted online via Zoom, and one participant was interviewed in person at the participant's university. The duration of the interview was approximately 40 minutes to an hour.

During the interview, participants were asked about their knowledge of Global Englishes and were shown the provided examples of GE-oriented ELT materials developed by Widodo et al. (2022) to ensure participants clearly understood the direction of the research and the specific GEs concepts to be discussed. They were prompted to recount their experiences related to GEs during their studies, including their knowledge about GEs, their decision to pursue a master's degree, their active involvement in professional development, their perspectives between NESTs and NNESTs, and the attributes of effective English teachers.

Follow-up interviews were conducted to investigate any unequal treatment experienced by participants in their workplaces or universities, particularly in interactions involving different cultural backgrounds. After the study, participants were asked to articulate their principles or values to be recognized as legitimate and professional English teachers. Initially, the interviews were conducted in Indonesian. However, some participants responded bilingually (in English and Indonesian). All collected data were transcribed, with Indonesian data translated into English as necessary.

The data analysis process was conducted using thematic analysis, which involves repeated data reading, coding, categorizing data extracts, and organizing them under thematic headings (Bakhruizen et al., 2013). This method is useful for identifying points of similarity and difference across narratives, ensuring that researchers consider all data with the same analytical lens (Bakhruizen et al., 2013). Interview transcriptions were carried out to convert spoken recordings into written form (Kvale & Brinkmann, 2009), which were then adapted to meet the research needs (Lapadat, 2000). The interpretation used the three-dimensional narrative framework that Connelly & Clandinin (1999) exemplified, reflecting Norton's (1997) conceptualization of identity.

(1) The personal and social dimensions (inward and outward) refer to the participant's personal and relational experiences, aiming to examine social interactions as participants engage with one another.

(2) The past, present, and future dimensions pertain to the temporal experiences involving memory, current experiences, and future imagination. This dimension is particularly relevant for prospective English language teachers as they navigate through these dimensions to reflect on their self-legitimacy as future educators in the context of the development of GEs.

(3) The dimension of place or sequence of places refers to the physical locations or settings in which participants live out their stories or experiences.

Results/Findings

Between Me and Global Englishes

The four English teachers gained an understanding of the GEs concept during their undergraduate and postgraduate studies through both implicit and explicit instruction. Implicit instruction refers to the absence of dedicated GEs courses. Still, the lecturers introduced diverse varieties of English on several occasions, not solely relying on the American English standard and native speaker norms. In contrast, explicit instruction involves specific courses dedicated to GEs, such as World Englishes Pronunciation, Intercultural Communication, and Teaching Modern English. All four teachers are familiar with the terms English as an International Language (EIL), English as a Lingua Franca (ELF), Global Englishes (GEs), and World Englishes (WE).

They have been implementing the GEs concept in their learning and working environments. T1, for example, participated in a nine-month teaching internship at an English language course in Turkey in 2017. His fellow teachers were from Turkey, Iran, the Philippines, Africa, India, and Pakistan. No NESTs were present; only colleagues from the Philippines, Pakistan, and India were English as a Second Language (ESL) speakers. Although T2 has never been abroad, he actively engages with the international English language community, interacting with other NESTs and NNESTs from various countries, such as Thailand, the US, and the UK. T3 also actively interacts with NESTs while working at a private school in Indonesia and with Chinese students and lecturers while studying in Australia.

Interestingly, her lecturers and classmates were predominantly NNS (non-Native Speakers). T4 shared a similar experience to T3, as his classmates come from diverse backgrounds, including Thailand, Mongolia, and Korea. All four teachers acknowledged that these experiences have made them aware of the GEs concept. Each colleague exhibited different accents, dialects, and even English slang, all of which were easily understood by the teachers. The diversity of their interactions has demonstrated the reality of GEs, where various varieties and forms exist and are utilized effectively for communication.

Four teachers demonstrated an open attitude towards developing GEs, although one teacher, T2, needed some time to grasp these developments. In Indonesia, which is rich in cultural and linguistic diversity, T4 and T1 view this diversity as an advantage in teaching English. They believed that speaking English confidently while respecting linguistic diversity is a good approach. T4 added that a clear policy on implementing GEs is necessary so that English teachers in Indonesia have proper guidelines.

T1 emphasized the importance of understanding that English no longer belongs to just one country but has become a global language.

Excerpt 1:

> "We can never truly reach the same level as native speakers; we can only be like-native. The fact is, we coexist with different communities. If we only lean towards one type of English, we will tend to see other types as incorrect. Meanwhile, the status of English itself is no longer owned by one country but has gone global." (T1)

T4 also stressed the importance of introducing cultures from various countries in English teaching.

Excerpt 2:

> "It's not just about teaching Western culture but also cultures from other countries so we can be more open-minded. We can adapt. For example, someday, maybe we will go abroad to study or work and already have background knowledge about the countries' cultures so that we won't be shocked." (T4)

T3 has already applied the concept of GEs in her classes.

Excerpt 3:

> "I have indeed implemented the concept of GEs in my class. However, only in certain materials depending on the learning objectives. But I still teach standardized English because the school has TOEFL subjects." (T3)

However, T1's understanding of the development of GEs only emerged during his master's studies in 2023. Before this, he focused on acquiring English in a manner aligned with native-

speaker norms. Now, he embraces the concept of GEs, recognizing that it encompasses more than just standardized English.

Excerpt 4:

> "It helps students face real-world contexts. If this concept is not taught, they will be shocked because the teaching doesn't align with real-world contexts. However, teachers need to accommodate this by providing various materials related to the concept of GEs." (T1)

Overall, the participants showed that recognizing and implementing the concept of GEs in English teaching in Indonesia is crucial. They see value in preparing students to interact in diverse global contexts while appreciating and utilizing local culture's richness.

The four teachers unanimously agreed on a combined approach to teaching, incorporating both GEs and traditional ELT rather than choosing one over the other. However, one participant expressed a degree of pessimism regarding its implementation. T1 and T4 shared a similar perspective; traditional ELT should be taught first as a foundation before introducing GEs. As T4 stated:

Excerpt 5:

> "We need to teach them 'where the language originally comes from?' so they have a basis. If don't, students might think, 'Did English come from Singapore? Indonesia' That's weird. That's why the basics are important." (T4)

T3 suggested a combined approach based on learning objectives. She explained that traditional ELT could be taught for subjects like TOEFL, while the GEs concept could be introduced in general English courses. On the other hand, T2 supported the teaching of GEs but expressed pessimism about its implementation in Indonesia. He stated:

Excerpt 6:

> ''I agree with GEs, but that doesn't mean I have to commit to teaching the GEs concept. We're not ready for that yet; it's too complex. We must choose what fits the Indonesian context, which still takes time. So, in my opinion, still use standardized English, at least for now." (T2)

T1 acknowledged the lack of relevant teaching materials and the challenges associated with implementing GEs in Indonesia, leading him to favour standardized English as a temporary solution.

Do I Deserve Enough to be an English Teacher?

Three teachers interviewed stated that they experienced marginalization when working with their international colleagues, especially NESTs. T1 felt marginalized when his NEST colleagues could choose which grade level they wished to teach. T1 stated:

Excerpt 7:

> "My NEST colleague didn't want to teach kids students because he didn't want to engage in dance activities. I felt envious that I wasn't given the same option. I could have used that excuse too, but I still carried out my duties." (T1)

Furthermore, T1 and T3 felt excluded when programs or events outside of school involved their NEST colleagues because they were not required to attend. T1 shared that the NEST was used to visit other schools for promotional purposes at his previous workplace. At the workplace, T3

pointed out that the stakeholders still believed that NESTs could have a greater impact than local English teachers in Indonesia. T3 recalled:

Excerpt 8:

> *At my school, GEs are still not fully accepted. Students often ask, 'Miss, how do you pronounce the word 'water' in British and American accents?' This poses a challenge for us as NNESTs, as the favouritism towards NESTs is still very strong." (T3)*

T4 has experienced marginalization differently in the context of English teacher recruitment. Currently, he is applying for jobs in Korea and several other countries outside Indonesia. He has frequently encountered a requirement that applicants must be 'native speakers.' T4 shared his feelings on this matter:

Excerpt 9:

> *"It's so sad. My qualifications can be just as good as theirs, but maybe because of the stigma since it's their language. I know their English is more sophisticated than mine, but I think it is still unfair." (T4)*

Implementing GEs in an educational context presents a complex landscape, where the positive outlook of the four teachers often clashes with parental preferences that still prioritize native-speakerism. While the teachers demonstrate an openness towards GEs, challenges arise in confronting parental perceptions and expectations, as well as school policies that tend towards favouritism towards NESTs. Nonetheless, awareness of this influence provides valuable insight into the teachers' efforts to broaden perspectives on the English language.

Four teachers emphasized that salary should be based on qualifications, not nationality. This is because NESTs often receive higher wages compared to NNESTs. T3 shared that her colleague from Thailand had experienced the same situation. However, T4 highlighted an interesting dilemma he faced. He stated:

Excerpt 10:

> *"It's conflicting. In Korea, if I get accepted as a teacher here even though I'm not a NEST, my wages would be higher than that of Korean English teachers even if we have the same qualifications because I am considered an expat/international teacher." (T4)*

I am the Legitimate English Teacher

In this case study, the four teachers presented diverse responses regarding the role of GEs in their professional development as educators. T3 viewed it positively, considering GEs as an opportunity to teach English according to the individual characteristics of each student, without discrimination based on their country of origin. On the other hand, T2 perceived it as an obstacle. He was concerned about the availability of relevant teaching materials in the Indonesian context, even though he secretly supported the development of GEs.

T1 and T4 offered answers beyond the scope of the interview questions. T4 tended to be neutral when asked about the development of GEs. On the one hand, he shared concerns similar to those of T2, where the teaching materials related to GEs still needed to be increased. On the other hand, he has been exposed to internationalism as he was joining a teaching internship in Australia and is currently continuing his studies in Korea. As a result, he can implement the GEs concept in any context, particularly in Indonesia and Korea. In contrast, T1 saw GEs as a unique characteristic that broadened his understanding of the use of English around the world, which he saw as a part of his identity as an English teacher. To sum up, the four Indonesian English teachers' views on the role of GEs in their professional development range from

positive to skeptical, with them perceiving it as an opportunity, an obstacle, a neutral phenomenon, and a unique characteristic.

In shaping their identities as legitimate English teachers in the landscape of GEs, the four Indonesian English teachers have various values and approaches that strengthened their professionalism and relevance as English teachers. T1 believed that cultural awareness and diversity are two important principles to teach his students. He emphasized that a teacher must always be critical, open-minded, and sensitive to cultural differences to be relevant when the world keeps changing. Meanwhile, T2 and T4 stressed the importance of adjusting their teaching materials to the students' needs. T2 believed that the more diverse the teaching methods used, the better the student's needs can be accommodated. He always tries to connect English learning to the real world that is relevant to students. T4 added that educators must have a growth mindset to learn and update their knowledge to provide accurate and relevant information. On the other hand, T3 highlighted the importance of student involvement in the learning process. She believed that teaching is dictating or delivering material and actively involving students to make learning more meaningful and sustainable. In addition, the inspiring quote that guided T3, *"Tell me, and I forget, teach me and I remember, involve me and I learn,"* reflects her participatory and interactive approach to teaching.

Discussion

The purpose of the present study was to examine the professional identity of Indonesian English teachers within the framework of GEs and explore whether the proliferation of GEs presents an opportunity or an obstacle to their professional development.

Perceived Obstacles and Opportunities

RQ 1: What are the perceived opportunities and obstacles presented by the proliferation of GEs in the professional development of Indonesian English teachers?

Research Question 1 (RQ 1) investigated the perceived opportunities and obstacles arising from the proliferation of GEs in the professional development of Indonesian English teachers. Teachers acknowledge several opportunities presented by GEs, including increased cultural awareness and cultural diversity, as they viewed GEs as an opportunity to broaden their perspectives on English, become more culturally sensitive teachers, and embrace diversity in the use of language. This is in line with Rahmawaty et al. (2024) that increasing intercultural competence among teachers is important to improve their effectiveness before implementing GEs in their classroom contexts. Additionally, GEs also offer authenticity as they show real-world relevance, connecting English learning to students' everyday contexts and making it more engaging. Furthermore, accepting GEs can increase teachers' confidence in their English abilities and allow them to embrace their linguistic identities without imitating NEST. Teachers also recognize the opportunity to develop new skills and approaches by engaging with GEs and exploring innovative teaching methods and materials that accommodate diverse language use and cultural contexts. These points are in accordance with what Prabjandee & Fang (2022) stated: teachers need to transform their teaching approaches so that they meet the needs of diverse learners. If teachers do not have this perspective, this has the potential to fail in implementing GEs in the classroom (Lu & Buripakdi, 2022).

However, the proliferation of GEs also brings forth various obstacles. Teachers face challenges from societal norms and institutional pressures prioritizing NESTs and standardized English, potentially leading to a sense of marginalization and undervaluation of other English varieties.

In this regard, Silalahi (2021) found that even though the emergence of GEs has been recognized, societal stigma in Indonesia is still influenced by traditional ELT and is oriented towards NES (native English speakers). Concerns arise regarding limited resources and support for teaching GEs in the Indonesian context, including a lack of relevant materials and professional development opportunities. The complex implementation of GEs further complicates matters, as teachers acknowledge the need for a deeper understanding of its nuances and significant adaptations to teaching practices, which may require considerable time and effort. Moreover, some teachers perceive a lack of readiness within Indonesian educational settings to fully embrace GEs, possibly due to a deficit in awareness and support mechanisms. In a different context, Montakantiwong (2023) also found that university lecturers experienced difficulties in integrating GELT into teaching practice. They worry that GE teaching is not relevant to their local context, especially in classrooms at Thai universities. They also feel inferior in their knowledge of GELT pedagogy.

Teacher Identity

RQ 2: How do they shape their identity to become legitimate English teachers?

Research Question 2 (RQ 2) examines how the four teachers shaped their identity to become legitimate English teachers amidst the globalizing English language landscape. They employ diverse strategies to define their identity and efficacy as educators. T1 emphasizes the importance of cultural awareness and diversity, recognizing the diverse origins of English as crucial to his identity as an effective teacher. According to GELT ideology, especially in terms of norms (Rose & Galloway, 2019), T1 agrees with GELT because T1 believes that diversity and flexibility are important for teaching GEs in a classroom context. T1 and T4 prioritize a student-centered approach, adapting their teaching to meet student needs and embracing various methods. They see value in connecting English learning to real-world contexts and continually updating their knowledge to remain relevant. Rose & Galloway (2019) stated that English teachers have the potential to have relevant qualifications and become competent teachers in teaching or introducing GEs in their context. T3 highlights the importance of active student engagement, promoting an interactive learning environment to create a more meaningful learning experience. She believes that teachers should be facilitators rather than simply delivering information. All four teachers recognize the evolving nature of English and are open to adapting their teaching practices to reflect the realities of Global Englishes. T3 shows a willingness to learn and improve knowledge in practice for the benefit of student growth (Avalos, 2011), which means T3 succeeded in developing T3's professionalism even though this was a complex process. Their approaches highlight the need for continued discussions, resources, and support for Indonesian English teachers to fully embrace the concept of Global Englishes.

Overall, the participants demonstrated their identity as legitimate English teachers by shaping their commitment to embrace cultural diversity, belief in student-centered approaches that affect student engagement in the learning process, and commitment to continuous professional development. These values are held firmly to ensure that they deliver English and prepare students to face a dynamic and diverse global world that keeps changing.

Conclusion

This study aims to explore the professional identities of four English teachers in Indonesia in the face of the increasing influence of GEs. The study reveals that although these teachers acknowledge the existence and importance of GEs, they also grapple with challenges stemming from the persistence of native-speakerism and its impact on their professional development.

The findings highlight a nuanced interplay between the perceived opportunities and obstacles in embracing GEs. The teachers realize the potential of GEs to increase cultural awareness, connect learning to real-world contexts, boost their confidence, and expand their teaching skills. However, they also face obstacles related to societal norms, limited resources, and the complex implementation of GEs in their teaching practices. The research identified a strong commitment to cultural awareness, student-centered approaches, active student engagement, and continuous learning as core values shaping the teachers' identities as legitimate English educators.

The findings of this study have significant implications for teacher education programs and professional development initiatives. In other words, this study emphasizes the need for more targeted professional development programs that acknowledge the complexities of GEs and provide teachers with the necessary knowledge and support to implement these concepts effectively. It also seeks to enable Indonesian English teachers to adapt to their changing roles in the global English-speaking community. While the qualitative approach offers rich insights, the findings may not be generalizable to Indonesia's broader population of EFL teachers.

For further research, it is suggested that the scope of participants be expanded as this study was conducted with a small sample size of four Indonesian English teachers. For instance, English teachers at different levels of education (elementary, high school, university) or teachers from diverse geographical locations within Indonesia. In addition, exploring the impact of GEs on classroom practices would be an interesting topic in the future. For example, observing lessons to see how teachers integrate GEs into teaching materials and activities after they learn and understand the concept of GEs.

Acknowledgments

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Biodata

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