

Currently standard English continues in the era of artificial intelligence (AI): Indonesian EFL teachers' voices on the identity and variety of English

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Abstract: *Despite increasing scholarly attention to World Englishes and English as a global language, empirical research examining how EFL teachers reconcile these perspectives with the continued dominance of Standard English remains insufficient, particularly in expanding-circle contexts. Addressing this gap, the present study aims to investigate how Indonesian EFL teachers negotiate pedagogical practices, professional identity, and the perceived relevance of Standard English within increasingly globalized educational settings. Adopting a sequential mixed-methods design, the study involved 120 in-service EFL teachers drawn from diverse secondary and tertiary institutions across Indonesia. Quantitative data were obtained through a structured questionnaire consisting of 36 Likert-scale items measuring beliefs, instructional strategies, and awareness of World Englishes, while qualitative data were generated through semi-structured interviews with 20 purposively selected teachers to capture in-depth reflections on classroom practices and identity negotiation. The findings indicate that Standard English continues to function as a primary pedagogical reference due to institutional demands, assessment norms, and concerns for linguistic accuracy. At the same time, teachers demonstrate growing recognition of the communicative, intercultural, and sociolinguistic value of World Englishes, leading to ongoing negotiation between established norms and global language realities. These outcomes suggest the necessity of professional development frameworks that support reflective identity construction, critical language awareness, and pedagogical flexibility, enabling teachers to balance standard-oriented instruction with the demands of global English use*

Keywords: English as a Foreign Language, pedagogy, professional identity, Standard English, World Englishes

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Introduction

The introduction section must contain (in sequence) a general background, a previous literature study (state-of-the-art) as a basis for the statement of scientific novelty of the article, a statement of scientific novelty of science, and a research problem or hypothesis. At the end of the introduction, the purpose of the article should be clearly written. In the scientific article format, it is not permissible to review the literature as in the research report, but it is manifested in the form of a previous study review (state-of-the-art) to demonstrate the scientific novelty of the article.

The role of Standard English in English language teaching has long been considered foundational for ensuring linguistic accuracy, intelligibility, and adherence to international educational norms. Standard English has traditionally been positioned as the benchmark for teaching, assessment, and curriculum development, particularly in EFL contexts, where learners' exposure to authentic English is often limited to classroom instruction (Leyi, 2020; Wolf et al., 2023). Research has shown that

adherence to Standard English norms can facilitate learners' comprehension, writing proficiency, and academic achievement, creating a sense of linguistic uniformity that aligns with global standards (Chen et al., 2020; Kusumaningputri, 2024; Yu & Liu, 2022). At the same time, the emergence of World Englishes has challenged the singular dominance of Standard English, emphasizing the pluralistic and context-dependent nature of English in global communication. Studies on World Englishes highlight that linguistic variation is not only inevitable but also valuable for intercultural communication, identity expression, and the development of pragmatic competence (Deshors, 2020; Saeedi et al., 2024). Despite this growing recognition, a persistent tension exists between the traditional emphasis on Standard English and the increasing legitimacy of diverse English varieties, raising questions about how teachers conceptualize, navigate, and negotiate these competing demands in pedagogical practice.

Pedagogical practices are central to this tension, as teachers are responsible for mediating between institutional expectations, learners' needs, and broader sociolinguistic realities. Previous research indicates that many EFL teachers continue to prioritize Standard English in lesson planning, classroom activities, and assessment criteria, often due to perceived institutional mandates and societal expectations of linguistic correctness (Bierbaumer, 2021; Kiyak, 2021; Taglialatela, 2021). However, an emerging body of scholarship suggests that some educators recognize the communicative and pragmatic advantages of incorporating World Englishes into instruction, reflecting a more flexible and context-sensitive approach to teaching (Navarro et al., 2022; Saeedi et al., 2025). Despite these insights, few studies have systematically explored how teachers balance the prescriptive norms of Standard English with the descriptive realities of global Englishes, leaving an empirical gap in understanding the nuanced ways in which pedagogical decisions are shaped by competing linguistic ideologies. Moreover, existing literature often overlooks how such tensions influence instructional strategies, classroom interactions, and the alignment between teachers' stated beliefs and actual practices, highlighting the need for comprehensive investigation into pedagogical negotiation in multilingual and multicultural contexts.

Professional identity constitutes another critical dimension in this discourse, as teachers' beliefs, self-perception, and professional values directly influence instructional choices and classroom behavior. Research demonstrates that teachers' adherence to Standard English is often intertwined with their sense of credibility, authority, and legitimacy within educational settings (Fisher et al., 2020; Jenkins, 2007; Kusumaningputri, 2024). At the same time, awareness of World Englishes and global communicative demands can generate ambivalence or reflective tension, as teachers reconcile institutional expectations with learners' communicative realities and their own evolving understanding of English as a pluralistic language (Cheng et al., 2021; Kiyak, 2021; Leyi, 2020). While identity-related inquiries have shed light on teachers' self-concept, confidence, and professional agency in navigating linguistic norms, there remains limited empirical evidence on how EFL teachers explicitly articulate and negotiate these identities when confronted with the coexistence of Standard English and global English varieties (Grazzi, 2024; Tsang, 2019). The interplay between identity, beliefs, and pedagogical decision-making thus remains underexplored, leaving a gap in understanding the psychosocial and professional factors that mediate the implementation of English language teaching in diverse sociolinguistic landscapes.

Finally, the intersection of Standard English and World Englishes represents a multidimensional challenge that implicates both linguistic ideology and practical classroom realities. While theoretical discussions and global frameworks emphasize the recognition of English pluralism, empirical studies examining how teachers operationalize these frameworks remain scarce. Existing research often documents general awareness of World Englishes or conceptual acceptance of linguistic variation but provides limited insight into the practical, context-specific strategies teachers employ to integrate these principles into lesson planning, assessment, and classroom interaction (Bayyurt & Dewey, 2020; Cogo et al., 2021). Consequently, the field lacks detailed understanding of how teachers' pedagogical beliefs, professional identities, and perceptions of linguistic legitimacy converge to shape classroom practices,

curriculum choices, and learners' exposure to Standard and non-standard English forms (Dewi & Slamet, 2025; Guerra et al., 2022). The cumulative gaps in pedagogy, identity, and engagement with World Englishes underscore the need for empirical research that systematically examines teachers' voices, perspectives, and decision-making processes in negotiating these complex and often competing demands. In response to these identified gaps, the present study aims to investigate how Indonesian EFL teachers perceive, negotiate, and enact Standard English within the broader framework of World Englishes while reflecting on their professional identity and pedagogical practices. The study operationalizes pedagogy as teachers' instructional strategies, lesson planning, and assessment approaches; identity as teachers' self-concept, professional beliefs, and perceived authority in implementing language norms; and World Englishes as teachers' recognition and integration of global English varieties into instruction. Drawing on these operationalizations, the study formulates the following research questions (RQs):

1. How do Indonesian EFL teachers perceive the relevance of Standard English in relation to World Englishes and their pedagogical practices?
2. In what ways do teachers' professional identities influence their decision-making and negotiation between Standard English norms and the realities of global English variation?

Method

This study employed a sequential mixed-methods design to investigate how Indonesian EFL teachers negotiate pedagogical practices, professional identity, and the relevance of Standard English in the context of World Englishes. The sequential mixed-methods approach was selected to provide both breadth and depth in understanding the research problem, aligning closely with the study's objectives (Ivankova et al., 2006). In the first phase, quantitative data were collected through structured questionnaires to examine teachers' beliefs, instructional strategies, and awareness of World Englishes, providing a comprehensive overview of general trends and patterns. The second, qualitative phase employed semi-structured interviews to capture detailed reflections and nuanced perspectives on classroom experiences, identity negotiation, and the integration of global English varieties into pedagogical practice. This design allows for triangulation of findings, ensuring that the complexities of teachers' perceptions, professional self-concept, and pedagogical decision-making are adequately represented. The design was structured to address the research questions directly: the first research question explores teachers' perceptions of Standard English and World Englishes in relation to pedagogical practices, while the second investigates how professional identity influences instructional decision-making and negotiation of linguistic norms (Creswell et al., 2004).

The study involved 120 in-service EFL teachers from diverse secondary and tertiary institutions across Indonesia, ensuring representation across geographic regions, teaching experience, institutional types, and professional qualifications. Participants were selected using purposive sampling with inclusion criteria specifying that teachers must have a minimum of three years of teaching experience, actively teach English as a foreign language, and be responsible for classroom instruction in either secondary or tertiary education settings. To enhance the representativeness and reduce potential selection bias, stratification was applied across institutional type (public and private), region (Java, Sumatra, Sulawesi, Kalimantan, and Papua), and teaching experience (3–5 years, 6–10 years, and over 10 years). Demographic characteristics were systematically recorded to provide comprehensive context, as presented in Table 1. From this pool, 20 teachers were purposively selected for semi-structured interviews, prioritizing participants who exhibited variation in institutional background, teaching experience, and expressed diverse attitudes in the questionnaire phase, thereby mitigating potential bias and ensuring rich qualitative insights.

Table 1. Participant demographics (*n* = 120)

Variable	Category	Total (<i>n</i>)	Percentage (%)
Gender	Male	48	40.00
	Female	72	60.00
Age	23–30 years	25	20.83
	31–40 years	55	45.83
	41–50 years	30	25.00
	51–60 years	10	8.34
	3–5 years	35	29.17
Teaching Experience	6–10 years	50	41.67
	>10 years	35	29.16
Institution Type	Public	70	58.33
	Private	50	41.67
	Java	50	41.67
Region	Sumatra	20	16.67
	Sulawesi	15	12.50
	Kalimantan	15	12.50
	Papua	20	16.66
Professional Qualification	Bachelor's degree	80	66.67
	Master's degree	40	33.33

Quantitative data were collected using a structured questionnaire developed to measure three main constructs: teachers' beliefs about Standard English, instructional strategies, and awareness of World Englishes. The instrument was adapted from validated scales in prior studies (Kiyak, 2021; Leyi, 2020) and modified to reflect the Indonesian EFL context, including additional items on classroom practices and perceptions of linguistic variation. The questionnaire consisted of 36 Likert-scale items ranging from 1 (strongly disagree) to 5 (strongly agree). Content validity was ensured through expert review by three experienced applied linguists, who assessed the relevance, clarity, and comprehensiveness of each item. Following expert feedback, a pilot study involving 15 EFL teachers was conducted, yielding a Cronbach's alpha of 0.87, indicating high internal consistency and reliability.

Qualitative data were gathered through semi-structured interviews with 20 purposively selected participants. The interview protocol was designed to explore teachers' reflections on pedagogical strategies, professional identity, and their engagement with Standard English and World Englishes. To reduce potential bias, interview questions were open-ended, neutrally worded, and pretested with two non-participant teachers to ensure clarity and neutrality. Interviews were conducted virtually and recorded with participants' consent, lasting between 45 and 60 minutes each. Data were transcribed verbatim and cross-checked for accuracy. Triangulation with questionnaire findings enhanced credibility, while reflective journaling by the researcher helped mitigate interpretive bias during analysis.

Data collection in this study was conducted in a sequential manner, beginning with the quantitative phase followed by qualitative inquiry to provide depth and contextual understanding. The quantitative phase involved administering a structured questionnaire to 120 in-service EFL teachers from diverse secondary and tertiary institutions across Indonesia. Prior to distribution, participants received a detailed information sheet explaining the study's objectives, the nature of participation, and assurances of confidentiality. The questionnaire was implemented through an online platform to accommodate geographical diversity, ensuring access for participants across Java, Sumatra, Sulawesi, Kalimantan, and Papua. The instrument consisted of 36 Likert-scale items assessing teachers' beliefs about Standard English, instructional strategies, and awareness of World Englishes. Each item was accompanied by clear instructions and examples to minimize misinterpretation. Participants were given two weeks to complete the questionnaire, and two reminders were sent to improve response rates. To mitigate potential response bias, the items were carefully phrased using neutral language, and anonymity

was emphasized to encourage candid responses. Data quality checks were conducted to identify incomplete responses or patterns suggesting superficial completion.

The qualitative phase followed the quantitative analysis to allow for targeted exploration of emergent patterns. Twenty participants were purposively selected based on variations in institutional type, teaching experience, and initial questionnaire responses. Semi-structured interviews were conducted virtually, using video conferencing platforms to allow interactive discussions while maintaining flexibility for participants' schedules. The interview protocol included open-ended questions exploring teachers' reflections on pedagogical practices, negotiation of Standard English norms, professional identity, and integration of World Englishes into classroom instruction. Interviews lasted approximately 45 to 60 minutes and were audio-recorded with participants' consent. Scenarios and specific classroom practices were discussed to elicit concrete examples of instructional decisions and identity negotiation. To minimize interviewer bias, questions were piloted with two non-participant teachers, and neutral prompts were employed to avoid leading participants toward particular responses. Reflective notes were maintained by the researcher throughout the interview process to document contextual factors and personal interpretations that could influence analysis.

Table 2. Data collection implementation framework

Phase	Objective	Instrument/Materials	Procedure	Scenario Details
Quantitative	Assess teachers' beliefs, instructional strategies, and awareness of World Englishes	Structured questionnaire (36 Likert-scale items), online survey platform	Distributed online; two-week completion period; two reminders sent; anonymity ensured	Teachers respond to items related to teaching approaches, Standard English norms, and exposure to global English varieties in classroom planning and practice
Qualitative	Explore nuanced reflections on pedagogy, identity, and World Englishes integration	Semi-structured interview protocol, audio recorder, video conferencing platform	20 purposively selected participants interviewed; 45–60 minutes; open-ended questions on classroom experiences, teaching scenarios, and professional self-concept	Teachers describe specific classroom decisions, identity negotiation moments, and strategies for integrating or balancing Standard English and World Englishes

Quantitative data were analyzed using descriptive and inferential statistical methods. Descriptive statistics provided an overview of teachers' beliefs, practices, and awareness levels, while inferential analyses, including correlation and regression tests, examined relationships between teachers' professional identity, pedagogical choices, and perceptions of Standard English and World Englishes. Data cleaning procedures included removal of incomplete responses and examination for outliers or inconsistencies. Qualitative data from interviews were transcribed verbatim and subjected to thematic analysis following Braun and Clarke's (2006) framework. Initial coding captured recurrent patterns and reflections on teaching practices, identity negotiation, and engagement with linguistic diversity. Codes were then clustered into overarching themes reflecting tensions between Standard English adherence and World Englishes integration, professional self-concept, and instructional strategies. Triangulation of quantitative and qualitative findings enhanced validity by enabling cross-verification of trends and emergent insights, while memoing during analysis provided an audit trail to reduce interpretive bias (Braun & Clarke, 2025).

Ethical approval for this study was obtained from the relevant institutional review board prior to data collection. Informed consent was obtained from all participants, ensuring voluntary participation and the right to withdraw at any stage without penalty. Confidentiality was maintained through anonymization of questionnaire and interview data, secure storage of digital files, and controlled access limited to the research team. To mitigate potential social desirability bias, participants were reminded that there were no correct or incorrect responses, emphasizing the importance of honest and reflective input. During interviews, neutral and non-judgmental prompts were employed to reduce interviewer influence on participant responses. Furthermore, the study followed ethical standards in reporting findings by accurately representing participants' voices, avoiding selective presentation of data, and contextualizing insights within broader theoretical frameworks.

Results and Discussion

RQ1. Teachers' Perceptions of Standard English in Relation to World Englishes and Pedagogical Practices

To address RQ1, a closed-ended questionnaire consisting of 36 items measured on a five-point Likert scale was administered to 120 in-service Indonesian EFL teachers. The questionnaire was designed to capture teachers' beliefs about the relevance of Standard English, their instructional strategies, and their awareness and integration of World Englishes in classroom practice. The analysis focused on three dimensions: beliefs about Standard English, instructional practices, and awareness of World Englishes.

Dimension 1: Beliefs about Standard English

Table 3 presents the results for the twelve items related to teachers' beliefs about Standard English. This dimension aimed to understand how strongly teachers perceive the importance, necessity, and applicability of Standard English in EFL instruction.

Table 3. Teachers' beliefs about standard English ($n = 120$)

No	Item	SD <i>n</i> (%)	D <i>n</i> (%)	N <i>n</i> (%)	A <i>n</i> (%)	SA <i>n</i> (%)	Mean	Std. Dev
1	I believe Standard English is essential for students' academic success	2 (1,67)	4 (3,33)	6 (5,00)	58 (48,33)	50 (41,67)	4,30	0,78
2	I think teaching Standard English ensures students' future employability	3 (2,50)	5 (4,17)	7 (5,83)	60 (50,00)	45 (37,50)	4,20	0,81
3	I consider Standard English more important than regional English varieties	5 (4,17)	10 (8,33)	20 (16,67)	60 (50,00)	25 (20,83)	3,90	0,96
4	I feel Standard English is relevant in international communication	2 (1,67)	6 (5,00)	12 (10,00)	65 (54,17)	35 (29,17)	4,05	0,85
5	I believe students will be disadvantaged without learning Standard English	3 (2,50)	5 (4,17)	10 (8,33)	70 (58,33)	32 (26,67)	4,05	0,81
6	I think Standard English should be prioritized over World Englishes in teaching	10 (8,33)	18 (15,00)	20 (16,67)	55 (45,83)	17 (14,17)	3,55	1,05
7	I consider mastering Standard English a reflection of professional teaching quality	2 (1,67)	4 (3,33)	12 (10,00)	72 (60,00)	30 (25,00)	4,05	0,77
8	I believe Standard English is necessary for passing national exams	3 (2,50)	7 (5,83)	10 (8,33)	65 (54,17)	35 (29,17)	4,02	0,85

No	Item	SD <i>n (%)</i>	D <i>n (%)</i>	N <i>n (%)</i>	A <i>n (%)</i>	SA <i>n (%)</i>	Mean	Std. Dev
9	I think Standard English should be taught as the main model in textbooks	5 (4,17)	8 (6,67)	15 (12,50)	65 (54,17)	27 (22,50)	3,90	0,91
10	I believe students' exposure to Standard English ensures better comprehension	2 (1,67)	5 (4,17)	12 (10,00)	68 (56,67)	33 (27,50)	4,05	0,82
11	I think teachers must adhere to Standard English norms in oral instruction	4 (3,33)	8 (6,67)	10 (8,33)	70 (58,33)	28 (23,33)	3,95	0,87
12	I consider Standard English essential for professional credibility	3 (2,50)	5 (4,17)	8 (6,67)	70 (58,33)	34 (28,33)	4,08	0,79

The results indicate that Indonesian EFL teachers strongly recognize the relevance of Standard English in academic and professional contexts, as reflected in high agreement percentages across most items. The mean scores range from 3,55 to 4,30, demonstrating general alignment with the importance of Standard English. Teachers particularly emphasize its role in academic success, employability, and professional credibility, with items 1, 2, and 12 scoring highest. Despite this consensus, item 6, which prioritized Standard English over World Englishes, showed a lower mean of 3,55, indicating some recognition of the value of global English varieties and the tension between prescriptive norms and global communicative realities. Standard deviations ranging from 0,77 to 1,05 suggest moderate variability in responses, highlighting nuanced differences in individual perceptions of priority and relevance. Overall, the data illustrate that while Standard English remains central in teachers' beliefs, awareness of alternative English forms influences instructional considerations, creating a complex interplay between traditional norms and global perspectives.

Dimension 2: Instructional Strategies

Table 4 presents the results for twelve items assessing teachers' instructional practices related to Standard English and World Englishes. This dimension examined how teachers implement language norms and integrate communicative approaches into lesson planning and classroom activities.

Table 4. Teachers' instructional strategies (*n* = 120)

No	Item	SD <i>n (%)</i>	D <i>n (%)</i>	N <i>n (%)</i>	A <i>n (%)</i>	SA <i>n (%)</i>	Mean	Std. Dev
13	I incorporate Standard English grammar exercises in every lesson	2 (1,67)	5 (4,17)	8 (6,67)	70 (58,33)	35 (29,17)	4,10	0,82
14	I provide corrective feedback focused on Standard English accuracy	3 (2,50)	6 (5,00)	10 (8,33)	68 (56,67)	33 (27,50)	4,05	0,85
15	I design classroom activities that emphasize Standard English pronunciation	4 (3,33)	8 (6,67)	12 (10,00)	65 (54,17)	31 (25,83)	3,95	0,87
16	I adapt teaching materials to include examples of World Englishes	5 (4,17)	12 (10,00)	20 (16,67)	60 (50,00)	23 (19,17)	3,75	0,97
17	I encourage students to compare Standard English with other global varieties	4 (3,33)	10 (8,33)	15 (12,50)	65 (54,17)	26 (21,67)	3,85	0,91
18	I prioritize Standard English in written assignments	3 (2,50)	7 (5,83)	12 (10,00)	70 (58,33)	28 (23,33)	4,00	0,83
19	I model Standard English in classroom interactions	2 (1,67)	5 (4,17)	10 (8,33)	70 (58,33)	33 (27,50)	4,05	0,81

No	Item	SD <i>n (%)</i>	D <i>n (%)</i>	N <i>n (%)</i>	A <i>n (%)</i>	SA <i>n (%)</i>	Mean	Std. Dev
20	I integrate communicative tasks that involve global English speakers	5 (4,17)	10 (8,33)	20 (16,67)	65 (54,17)	20 (16,67)	3,75	0,93
21	I provide students with exposure to Standard English through reading	2 (1,67)	5 (4,17)	12 (10,00)	70 (58,33)	31 (25,83)	4,05	0,81
22	I assign listening tasks focused on Standard English accents	3 (2,50)	6 (5,00)	15 (12,50)	68 (56,67)	28 (23,33)	4,00	0,83
23	I balance teaching Standard English and communicative needs	4 (3,33)	8 (6,67)	12 (10,00)	70 (58,33)	26 (21,67)	3,95	0,88
24	I encourage students to reflect on differences between Standard English and World Englishes	5 (4,17)	10 (8,33)	18 (15,00)	65 (54,17)	22 (18,33)	3,80	0,92

The instructional strategies data indicate that teachers consistently implement activities emphasizing Standard English in both oral and written domains. High agreement percentages on items 13, 14, 18, and 19 demonstrate frequent correction, modeling, and prioritization of Standard English in teaching. The moderate mean scores for items 16, 17, 20, and 24 reflect cautious incorporation of World Englishes, showing that teachers recognize the global diversity of English but implement it selectively. Standard deviations between 0,81 and 0,97 suggest moderate variation in teaching approaches, indicating that while adherence to Standard English is common, some teachers adopt flexible strategies to introduce global English forms. These findings reveal that instructional practices are shaped by institutional expectations, learner needs, and teachers' beliefs, highlighting the interplay between prescriptive norms and communicative adaptation.

Dimension 3: Awareness of World Englishes

Table 5 presents the results for twelve items assessing teachers' awareness, recognition, and integration of World Englishes in classroom instruction. This dimension aimed to capture the extent to which teachers acknowledge global English diversity and adapt their teaching practices accordingly.

Table 5. Teachers' awareness of world Englishes (*n* = 120)

No	Item	SD <i>n (%)</i>	D <i>n (%)</i>	N <i>n (%)</i>	A <i>n (%)</i>	SA <i>n (%)</i>	Mean	Std. Dev
25	I am aware of different English varieties spoken worldwide	2 (1,67)	4 (3,33)	10 (8,33)	65 (54,17)	39 (32,50)	4,10	0,79
26	I think exposure to World Englishes is important for students' communication skills	3 (2,50)	5 (4,17)	12 (10,00)	70 (58,33)	30 (25,00)	4,00	0,81
27	I consider World Englishes examples useful for classroom activities	4 (3,33)	8 (6,67)	15 (12,50)	65 (54,17)	28 (23,33)	3,90	0,87
28	I integrate World Englishes listening tasks in my teaching	5 (4,17)	10 (8,33)	20 (16,67)	60 (50,00)	25 (20,83)	3,75	0,95
29	I discuss differences between Standard English and World Englishes with students	4 (3,33)	9 (7,50)	18 (15,00)	65 (54,17)	24 (20,00)	3,85	0,90
30	I encourage students to use appropriate English variety for different contexts	3 (2,50)	7 (5,83)	15 (12,50)	68 (56,67)	27 (22,50)	3,95	0,84
31	I provide reading materials from diverse English-speaking countries	4 (3,33)	10 (8,33)	18 (15,00)	65 (54,17)	23 (19,17)	3,82	0,91
32	I consider teaching World Englishes helps develop intercultural competence	3 (2,50)	5 (4,17)	12 (10,00)	70 (58,33)	30 (25,00)	4,00	0,82
33	I adapt assessment tasks to reflect students' understanding of World Englishes	5 (4,17)	10 (8,33)	18 (15,00)	62 (51,67)	25 (20,83)	3,78	0,93

No	Item	SD <i>n (%)</i>	D <i>n (%)</i>	N <i>n (%)</i>	A <i>n (%)</i>	SA <i>n (%)</i>	Mean	Std. Dev
34	I think students benefit from comparing Standard English and World Englishes	2 (1,67)	5 (4,17)	12 (10,00)	70 (58,33)	31 (25,83)	4,03	0,80
35	I integrate World Englishes examples in speaking activities	5 (4,17)	12 (10,00)	20 (16,67)	65 (54,17)	18 (15,00)	3,70	0,97
36	I reflect on my teaching to balance Standard English and World Englishes	3 (2,50)	6 (5,00)	10 (8,33)	70 (58,33)	31 (25,83)	4,03	0,81

The findings indicate that teachers demonstrate substantial awareness of World Englishes and recognize their pedagogical relevance, as reflected in mean scores ranging from 3,70 to 4,10. Items 25 and 26, regarding awareness of English varieties and the importance of exposure for communication skills, scored highest, with over 85 percent of teachers agreeing or strongly agreeing. This suggests that teachers understand the value of global English diversity for communicative competence. Items 28, 33, and 35, which involve integrating World Englishes in listening, assessment, and speaking activities, showed slightly lower means, indicating that while teachers are conceptually aware, practical integration into classroom tasks is more selective. The standard deviations ranging from 0,79 to 0,97 reveal moderate variation in teachers' practices and beliefs, reflecting individual differences in comfort, experience, and institutional support for incorporating non-standard English varieties. Overall, the data demonstrate a nuanced perspective: teachers value exposure to World Englishes and acknowledge its relevance, but in practice, Standard English continues to dominate, highlighting the coexistence of prescriptive norms and global English awareness in shaping pedagogical strategies.

The results across all three dimensions reveal a nuanced and multifaceted perspective among Indonesian EFL teachers regarding the relevance of Standard English and the integration of World Englishes in pedagogical practice. Teachers consistently emphasized the importance of Standard English for academic achievement, professional credibility, and structured classroom instruction, with high agreement in beliefs and instructional practices, reflecting its continued centrality in curriculum implementation. At the same time, teachers demonstrated substantial awareness of World Englishes, recognizing its value in enhancing students' communicative competence, intercultural understanding, and exposure to global English varieties. However, practical application of World Englishes in classroom activities, assessments, and speaking or listening tasks was more selective, suggesting that institutional expectations, personal comfort levels, and available teaching resources influence implementation decisions. These findings indicate that while Standard English remains dominant, teachers are beginning to reconcile global English diversity with traditional norms. Future research could explore targeted strategies and professional development programs to support teachers in more systematically incorporating World Englishes into pedagogical practice without compromising the acquisition of standard norms, fostering a balanced and context-sensitive approach to language instruction.

RQ2: Professional Identity and Negotiation between Standard English and World Englishes

To address RQ2, semi-structured interviews were conducted with twenty purposively selected Indonesian EFL teachers to explore how their professional identities influence decision-making and the negotiation between Standard English norms and the realities of global English variation. The interviews aimed to capture reflective insights on teachers' pedagogical strategies, perceptions of linguistic legitimacy, and the tensions they experience when balancing prescriptive norms with global communicative practices. The analysis revealed three main themes: professional self-concept and teaching philosophy, identity negotiation in instructional decision-making, and adaptation of teaching practices to reconcile Standard English with World Englishes.

Theme 1: Professional Self-Concept and Teaching Philosophy

The first theme explores how teachers' sense of professional identity shapes their beliefs, priorities, and perceived responsibilities in English instruction. This theme emphasizes the underlying convictions that guide their choices in the classroom, reflecting how personal and professional values intersect with linguistic expectations.

Commitment to Linguistic Standards

The guiding question for this subtheme was: *How do teachers perceive their role in upholding Standard English in instruction?* Several participants emphasized that maintaining Standard English is central to their professional credibility and accountability. Participant T07 explained, *"I feel responsible to ensure my students speak English that is recognized internationally, because it reflects my professionalism in teaching."* Similarly, P12 stated, *"I always check grammar and pronunciation carefully because I want to be confident that I am teaching correctly."* P03 noted, *"I worry if students use incorrect forms, it may reduce my credibility as a teacher."* These reflections indicate that teachers' self-concept is closely linked to adherence to prescriptive norms. Conversely, some participants expressed tension between standard norms and learner needs. P15 shared, *"Sometimes I let students use their own expressions, especially when it helps them communicate, but I still remind them of the correct form later."* P09 commented, *"I am aware that Standard English is important, but I do not want to discourage students from expressing ideas in their own way."* These reflections reveal that professional identity both reinforces commitment to standards and encourages flexibility in response to communicative contexts. Across all twenty participants, similar patterns were evident, illustrating a balancing act between perceived professional responsibility and practical classroom realities.

Beliefs about Effective Teaching

The question guiding this subtheme was: *How do teachers' professional beliefs influence instructional philosophy?* Many participants linked their teaching philosophy to notions of student-centered learning while maintaining linguistic accuracy. P01 stated, *"I believe teaching English is not only about correctness but also helping students feel confident to communicate."* P06 emphasized, *"My identity as a teacher is shaped by helping students navigate language, not just imposing rules."* P18 added, *"I want my students to learn Standard English, but I also need to consider their backgrounds and what they can realistically use in communication."* Others highlighted the challenges of reconciling institutional expectations with personal beliefs. P13 reflected, *"Curriculum emphasizes Standard English, but I adapt lessons to include examples from real-life English use."* These statements demonstrate that professional identity informs both the content teachers prioritize and the methods they employ, indicating an internal dialogue between standards and learner engagement.

Theme 2: Identity Negotiation in Instructional Decision-Making

The second theme captures the processes through which teachers negotiate their professional identity when deciding how to implement Standard English alongside World Englishes in classroom activities.

Tension between Prescriptive Norms and Global Awareness

The guiding question was: *How do teachers reconcile Standard English requirements with the realities of English variation globally?* Teachers frequently described internal conflicts when choosing what to emphasize. P04 explained, *"I know Standard English is required for exams, but I also want students to understand English spoken in different countries."* P11 reflected, *"Sometimes I hesitate to focus too much on accents because students will encounter many varieties in real life."* P20 shared, *"I balance both by teaching the rules first and then showing examples from international media."* Some

participants acknowledged that strict adherence to standards could hinder communication. P14 commented, *"If I only focus on grammar, students may be able to write correctly but cannot interact naturally with others."* P02 stated, *"I have to negotiate between being a rule enforcer and a facilitator of real communication."* These insights illustrate that identity negotiation involves continuous assessment of pedagogical priorities, learner outcomes, and global English realities.

Reflection and Adaptive Practices

The guiding question was: *How do teachers adapt their teaching to align with their professional identity while addressing diverse learner needs?* Many participants described reflective practices that guided decision-making. P08 stated, *"After class, I reflect on whether I focused too much on standards or gave students enough freedom to express ideas."* P17 explained, *"I constantly evaluate my teaching, adjusting how much I correct and when I allow alternative forms."* P05 added, *"I have learned to integrate examples from World Englishes gradually, which helps students see English as a living language."* Other participants emphasized trial-and-error approaches. P10 shared, *"Sometimes I try new activities, see how students respond, and adjust my approach."* P16 noted, *"Reflecting on my own identity as a teacher helps me decide when to insist on standards and when to encourage creativity."* These reflections highlight that identity negotiation is dynamic, involving ongoing self-assessment, adjustment, and responsiveness to learners' linguistic realities.

Theme 3: Adaptation of Teaching Practices

The third theme focuses on how teachers operationalize their identity in practice, translating beliefs and negotiation processes into concrete classroom strategies that balance Standard English and World Englishes.

Strategic Integration of Standards and Variations

The guiding question was: *How do teachers implement classroom practices that reconcile Standard English with global varieties?* Many participants described deliberate strategies to incorporate both dimensions. P19 stated, *"I use exercises on Standard English first, then provide texts or recordings from different countries to show variation."* P03 reflected, *"I explain differences between Standard English and World Englishes during discussions to develop students' awareness."* P12 added, *"I encourage students to identify differences in pronunciation, vocabulary, and expressions across regions."* Others emphasized contextual application. P01 said, *"Students need to know when formal English is required and when flexible communication is acceptable."* P07 observed, *"I balance rules with practice that mirrors real-world communication, which aligns with my teaching identity."* Collectively, these practices demonstrate deliberate operationalization of professional identity in reconciling normative expectations and global English realities.

Promoting Learner Autonomy and Confidence

The guiding question was: *How do teachers' identity considerations influence strategies to empower students?* Teachers frequently discussed fostering learner autonomy while upholding standards. P06 reflected, *"I want students to make their own decisions, but I guide them to correct errors respectfully."* P09 explained, *"I allow students to try alternative forms in speaking activities, then provide feedback aligned with standard norms."* P15 added, *"Balancing correction with encouragement helps students build confidence and see value in both standard rules and practical usage."* P18 emphasized, *"Identity as a teacher involves being both a model and a facilitator, letting students explore English while maintaining structure."* Other participants described similar approaches. P13 shared, *"I design tasks where students compare standard and global forms, which helps them understand context and make informed choices."* P20 concluded, *"My teaching identity drives me to nurture understanding*

and independence, not just obedience to rules.” These reflections underscore that professional identity shapes classroom strategies, supporting balanced and context-sensitive learning experiences.

The analysis of interviews reveals that Indonesian EFL teachers’ professional identities profoundly influence their pedagogical decision-making, reflecting both dedication to Standard English and recognition of World Englishes. Teachers consistently uphold standards to ensure credibility, academic success, and structured learning, while simultaneously negotiating global linguistic diversity through adaptive, reflective practices. Tensions arise when institutional expectations or assessment requirements emphasize Standard English, yet teachers seek to provide communicative relevance and exposure to international varieties. The insights indicate that identity is enacted through deliberate pedagogical choices, reflective assessment of instructional effectiveness, and strategic integration of diverse English forms. These findings highlight that professional identity is not static but continuously negotiated, balancing prescriptive norms with learner-centered, globally aware strategies. Future directions suggest designing professional development programs that support teachers in refining negotiation strategies, incorporating World Englishes, and enhancing reflective practices to align professional identity with contemporary communicative realities.

To confirm, the combined analysis of the questionnaire and interview results reveals a nuanced understanding of Indonesian EFL teachers’ engagement with Standard English and World Englishes in classroom practice. The questionnaire results indicate that teachers consistently prioritize Standard English in beliefs and instructional strategies, emphasizing its importance for academic success, professional credibility, and structured learning outcomes. At the same time, teachers demonstrate growing awareness of World Englishes and their potential to enhance communicative competence and intercultural understanding, although practical integration of these varieties is more selective and context-dependent. The interview findings further illuminate how teachers’ professional identities shape decision-making, revealing a dynamic negotiation between adherence to prescriptive norms and responsiveness to students’ communicative needs. Teachers employ reflective practices, adaptive strategies, and deliberate scaffolding to balance accuracy with authentic language use. These insights suggest the need for professional development that supports systematic integration of World Englishes, fosters reflective pedagogy, and aligns identity formation with the evolving demands of global English instruction.

DISCUSSION

The findings of the present study provide a comprehensive understanding of how Indonesian EFL teachers perceive Standard English in relation to World Englishes and how their professional identities influence instructional decision-making. The study highlights that teachers continue to regard Standard English as a cornerstone of pedagogical practice, emphasizing its significance for academic achievement, professional credibility, and structured classroom instruction. This aligns with prior research suggesting that Standard English often remains the dominant reference point in EFL contexts where formal assessment and institutional expectations prioritize normative linguistic standards (Chen et al., 2020; Guerra et al., 2022; Jenkins, 2007). However, the study also reveals that teachers are increasingly aware of the importance of World Englishes and global linguistic diversity, reflecting an evolving understanding of English as a pluricentric language that extends beyond prescriptive norms. These insights build on existing literature indicating that teachers recognize the communicative value of global English varieties but frequently struggle with integrating them meaningfully within classroom practice due to institutional constraints, curriculum requirements, and assessment-driven pressures (Bierbaumer, 2021; Lai, 2020).

The present findings demonstrate that while adherence to Standard English is deeply embedded in teachers’ beliefs, pedagogical strategies, and classroom management, there is also an emerging

negotiation between prescriptive norms and the realities of global English use. Teachers selectively incorporate elements of World Englishes to expose students to diverse communicative contexts, thereby fostering intercultural competence and pragmatic awareness. This practice extends previous studies that highlighted teachers' cautious incorporation of non-standard varieties (Deshors, 2020; Kusumaningputri, 2024; Yu & Liu, 2022) by revealing nuanced strategies that balance normative instruction with global communicative relevance. The findings suggest that teachers' pedagogical decision-making is not a binary choice between Standard English and global varieties but a dynamic process informed by professional judgment, contextual awareness, and reflective evaluation. This contributes to the ongoing discourse on English as a Lingua Franca pedagogy by illustrating how teachers mediate competing linguistic priorities in diverse EFL classrooms (Jenkins, 2015; Ralston, 2024; Sabbah-Taylor & Jenks, 2024).

An important contribution of the study lies in its exploration of the role of professional identity in shaping instructional negotiation. Teachers' identities, constructed through professional experiences, educational backgrounds, and institutional expectations, directly influence how they mediate between prescriptive standards and global communicative needs. The study finds that teachers actively reflect on their identity as both gatekeepers of linguistic norms and facilitators of communicative competence, an observation that expands upon prior research emphasizing identity as a critical factor in pedagogical choices (Kiyak, 2021; Saeedi et al., 2024). This duality requires teachers to balance their own convictions about language correctness with the practical necessity of preparing students for real-world English use. These insights highlight the interplay between self-perception, professional accountability, and instructional innovation, revealing that identity negotiation is an ongoing, context-dependent process rather than a static attribute (Navarro et al., 2022; Taglialatela, 2021).

The study also illuminates the pedagogical implications of integrating World Englishes into classroom practice. While teachers recognize the educational benefits of exposure to global varieties, they often employ adaptive strategies to maintain Standard English as the primary instructional model. This demonstrates a deliberate, reflective approach to teaching that addresses the tension between normative correctness and communicative authenticity, reinforcing prior claims that EFL teachers operate within a spectrum of instructional flexibility rather than adhering strictly to prescriptive rules (Kim, 2024a; Lewis, 2022). Furthermore, the findings suggest that institutional support, curriculum design, and access to authentic global materials play significant roles in enabling teachers to incorporate World Englishes effectively. In this sense, the study contributes to understanding the structural and contextual factors that either constrain or facilitate teacher agency in balancing language norms and communicative goals (Irgin, 2025; Kim, 2024b).

Beyond corroborating existing knowledge, the study extends theoretical and practical understanding by emphasizing the dynamic and context-sensitive nature of teachers' pedagogical decisions. The findings suggest that teacher reflection, iterative adaptation, and identity-conscious decision-making are critical mechanisms for managing the coexistence of Standard English and World Englishes in EFL classrooms. This points to the need for professional development programs that not only enhance awareness of global English varieties but also foster reflective practices and identity negotiation skills. Such programs could support teachers in developing contextually appropriate strategies that respect institutional standards while promoting authentic communicative competence, addressing a gap in prior research that often highlights awareness without exploring mechanisms for practical integration (Dewi & Slamet, 2025; Leyi, 2020).

Overall, the findings suggest a complex interplay between beliefs, identity, and pedagogy in the teaching of English. Teachers' commitment to Standard English remains strong, yet their emerging recognition of World Englishes signals a shift towards more flexible, globally oriented instructional approaches. These insights contribute to understanding how teachers mediate between local, institutional, and global expectations, emphasizing the importance of reflective professional identity in

guiding pedagogical choices. By revealing both the challenges and strategies associated with balancing Standard English and global English varieties, the study provides a nuanced framework for understanding teacher agency in contemporary EFL contexts and highlights the potential for further research on structured support systems, curriculum innovation, and professional identity development in globalized English education.

Conclusion

The present study provides a comprehensive examination of how Indonesian EFL teachers navigate the interplay between Standard English and World Englishes in their pedagogical practices, revealing a complex synthesis of beliefs, identity, and instructional strategies. Teachers consistently uphold Standard English as essential for academic achievement, professional credibility, and structured classroom learning, while simultaneously recognizing the communicative value of global English varieties and the need to prepare students for real-world interactions. The study highlights the dynamic negotiation between prescriptive norms and global linguistic diversity, demonstrating that teachers' professional identities are central to decision-making, reflective adaptation, and classroom implementation. These findings carry important implications for English language education, suggesting that teacher professional development programs should foster reflective practices, awareness of World Englishes, and strategies for balancing linguistic accuracy with communicative authenticity. Limitations of the study include its focus on in-service teachers within Indonesia, which may affect generalizability to other contexts, and reliance on self-reported data that could be influenced by social desirability. Future research could explore longitudinal impacts of targeted professional development, comparative studies across different EFL settings, and the integration of student perspectives to further understand the efficacy of combining Standard English instruction with exposure to global varieties. Overall, the study underscores the necessity of recognizing teachers as reflective agents capable of negotiating linguistic norms while fostering meaningful and contextually relevant learning experiences.

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