

**PRE-SERVICE ENGLISH TEACHERS' PERCEPTIONS OF GLOBAL
ENGLISHES-INFORMED LANGUAGE TEACHING**

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Abstract

This study explores pre-service English teachers' perceptions of Global Englishes-informed language teaching within a teacher education context. Drawing on an exploratory quantitative survey design, the study examines three key dimensions: attitudes, confidence, and intentions toward the pedagogical application of Global Englishes. The participants were 20 students enrolled in a master's degree program in English education. Data were collected using a structured questionnaire and analyzed using descriptive statistics, including mean scores, frequencies, and percentages, as well as simple correlation analysis. The findings indicate that participants generally demonstrate positive attitudes toward Global Englishes. However, their confidence in applying its principles was comparatively lower than their attitudes and intentions. The results also suggest that prior exposure to different forms of English, such as through media and interaction, may be associated with more flexible perceptions of English use. This study provides exploratory insights into how pre-service teachers conceptualize Global Englishes and its relevance for teaching. The findings highlight the importance of addressing not only attitudes but also confidence and pedagogical readiness in teacher education programs.

Keywords: *English Language Teaching, Global Englishes, Global Englishes Language Teaching, Pre-service Teachers, Teacher Perceptions.*

Introduction

English is widely used as a global means of communication across education, business, and international interaction. In contexts such as Indonesia, where English is primarily learned in formal educational settings, this global role has important implications for how the language is taught. Traditionally, English Language Teaching (ELT) has emphasized native-speaker norms, focusing on grammar, pronunciation, and vocabulary associated with countries such as the United States and the United Kingdom. However, many scholars argue that this

focus is no longer sufficient, as it does not reflect the diverse ways English is used in real-world communication (Rose et al., 2020).

This shift has led to the development of Global Englishes (GE), which views English as a flexible and evolving resource shaped by its users. GE is closely related to perspectives such as World Englishes (WE), English as a Lingua Franca (ELF), English as an International Language (EIL), and translanguaging, all of which emphasize the legitimacy of diverse English varieties and communicative practices (Galloway & Rose, 2015; Widodo et al., 2022). In response, Global Englishes Language Teaching (GELT) has been proposed as a pedagogical approach that prepares learners to communicate effectively in multilingual and multicultural contexts. Rather than prioritizing native-like accuracy, GELT encourages intelligibility, communicative strategies, and openness to variation in English use (Rose & Galloway, 2019). However, despite these developments, GELT is not consistently implemented in classroom practice. In many English as a Foreign Language contexts, including Indonesia and Japan, teaching often continues to follow traditional models shaped by examination systems, standardized materials, and institutional expectations (Puri, 2021; Rose et al., 2022). These conditions may limit the extent to which teachers adopt more flexible and inclusive approaches to English teaching, even when they are aware of Global Englishes perspectives.

To better understand these issues, researchers have begun to examine how learners and future teachers develop their beliefs about English. Some studies suggest that exposure to diverse forms of English may influence attitudes toward language variation. For example, Kang and Ahn (2019) found that Korean students who were introduced to different English accents became more accepting of such differences. Similarly, Funada (2024) reported that Japanese university students with greater exposure to English through interaction or media showed stronger support for GELT. While these studies provide useful insights, they focus primarily on undergraduate students within specific national contexts.

However, limited studies have examined how pre-service English teachers perceive Global Englishes-informed language teaching within teacher education contexts, particularly in relation to the interconnected dimensions of attitudes, confidence, and intentions. While previous studies have shown that exposure to diverse English users may influence learners' attitudes toward Global Englishes, less is known about how future teachers interpret these ideas and how prepared they feel to apply them in their own classroom practices. This gap is important because pre-service teachers represent a key stage in the development of pedagogical beliefs that may later shape actual teaching decisions.

This study responds to that need by exploring how pre-service English teachers perceive Global Englishes-informed language teaching. It focuses on how individuals currently enrolled in a master's degree program understand Global Englishes and how they envision applying its principles in their future classrooms. In particular, the study examines three key dimensions: their attitudes toward Global Englishes, their confidence in using it pedagogically, and their intentions to implement related practices. It also considers how prior exposure to different forms of English, such as through media, education, or travel, may relate to these perceptions.

By examining how pre-service teachers conceptualize Global Englishes and its pedagogical implications, this study aims to provide exploratory insights into attitudes, confidence, and intentions toward Global Englishes-informed language teaching within a teacher education context.

Methods

This study employed an exploratory quantitative survey design to examine pre-service English teachers' perceptions of Global Englishes-informed language teaching. The study focused on three dimensions: attitudes, confidence, and intentions toward the pedagogical application of Global Englishes. The participants in this study were 20 students ($n = 20$) currently enrolled in a master's degree program in English Language Teaching (ELT) in Indonesia. The participants were selected

using convenience sampling, as they were readily accessible to the researcher and relevant to the focus of the study on pre-service teachers. This sampling technique was considered appropriate because the study was exploratory in nature and aimed to obtain an initial understanding of pre-service teachers' perceptions of Global Englishes-informed language teaching rather than to generalize the findings to a wider population.

The group included students with different backgrounds and levels of experience. Some had interacted with English speakers from other countries, while others had been exposed to different English varieties through media, education, or travel. This range of experiences provided useful insights into how different types of exposure might influence their beliefs about English teaching.

Data were collected using a structured questionnaire consisting of Likert-scale items. The instrument was designed to measure three key dimensions: (1) attitudes toward Global Englishes, (2) confidence in applying Global Englishes-informed pedagogy, and (3) intentions to implement such approaches in future teaching. The questionnaire items were adapted from previous research, particularly Funada (2024), and were modified to suit the context of this study. Responses were measured using a five-point Likert scale ranging from strongly disagree to strongly agree.

The data were collected through an online survey distributed via Google Forms. Participation was voluntary, and respondents were informed of the purpose of the study prior to completing the questionnaire.

The collected data were analyzed using descriptive statistics to examine pre-service teachers' perceptions of Global Englishes-informed language teaching. The analysis focused on calculating mean scores for each questionnaire item and grouping them into three key dimensions: attitudes, confidence, and intentions toward the pedagogical application of Global Englishes. In addition to descriptive statistics, simple correlation analysis was conducted to examine the relationships among attitudes, confidence, and intentions.

Prior to analysis, negatively worded items were reverse-coded to ensure that all responses followed a consistent direction, where higher scores indicated stronger

support for Global Englishes-informed language teaching. This step helped maintain accuracy in interpreting participants' perceptions.

Mean scores were calculated to identify overall trends in participants' responses. The mean value for each dimension was obtained by averaging the scores of all relevant items within that dimension. These values were then interpreted using predetermined benchmarks to determine the level of perception.

Mean Score Range	Interpretation
1.00–2.49	Negative
2.50–3.49	Moderate
3.50–5.00	Positive

Table 1. Interpretation of Mean Scores

To ensure the reliability of the instrument, Cronbach's alpha was calculated. The reliability coefficient obtained in this study was $\alpha = 0.893$, indicating a high level of internal consistency among the questionnaire items (Taber, 2018; DeVellis & Thorpe, 2022). This result suggests that the instrument reliably measured the intended constructs across the three dimensions.

In addition to mean analysis, frequency and percentage calculations were used specifically to summarize participants' responses related to perceived challenges in implementing Global Englishes Language Teaching. This allowed the researcher to identify the most commonly reported barriers experienced by participants.

Findings and Discussion

This study examined Indonesian pre-service English teachers' perceptions of Global Englishes Language Teaching (GELT) across three main dimensions, namely attitudes, intentions, and confidence, with additional supporting findings related to implementation challenges and background contact with English varieties. Overall, the results show that participants responded positively to the principles of Global Englishes, especially in relation to linguistic diversity and inclusive teaching practices. At the same time, their responses also reveal that positive beliefs do not automatically translate into strong practical readiness for classroom implementation.

Attitudes toward Global Englishes

The first set of findings shows that participants held generally positive attitudes toward Global Englishes. Their responses indicate strong agreement with statements that support exposure to diverse English varieties, the use of internationally relevant materials, and the value of authentic language use in classroom settings. These results suggest that participants are receptive to the idea that English should no longer be understood only through native-speaker norms, but rather as a flexible and globally used resource.

No	Statements	Mean
1	I plan to include Global Englishes in my teaching.	3.80
2	Students should be exposed to diverse English varieties.	4.05
3	Teaching only native English norms is enough for global communication.	2.95
4	I would include materials that reflect English use in international contexts.	4.10
5	Using real-world English materials helps students more.	4.25

Table 2. Attitudes toward Global Englishes (Part 1)

The results in Table 2 show that participants positively endorsed the inclusion of Global Englishes in teaching. High mean scores were recorded for statements such as “Students should be exposed to diverse English varieties” ($M = 4.05$), “I would include materials that reflect English use in international contexts” ($M = 4.10$), and “Using real-world English materials helps students more” ($M = 4.25$). These results indicate that participants recognize the value of preparing learners for English use beyond traditional native-speaker models. Such perceptions are consistent with the central goals of GELT, which emphasize intelligibility, diversity, and the use of English in multilingual communication contexts (Rose & Galloway, 2019).

At the same time, the reversed mean score for the statement “Teaching only native English norms is enough for global communication” ($M = 2.95$) suggests that participants did not strongly support native-speaker-only norms. This finding is important because it reflects a movement away from traditional English Language

Teaching assumptions that privilege a single standard of English. In the Indonesian context, where ELT often remains influenced by examinations, textbooks, and long-standing standard language ideologies, this result suggests that pre-service teachers may already be developing a more inclusive view of English.

The second group of attitude items further strengthens this pattern. Participants showed positive views toward raising learners' awareness of English diversity and reducing bias toward non-native English varieties. Their responses suggest that they do not see Global Englishes as an optional addition to language teaching, but as a meaningful part of contemporary ELT.

No	Statements	Mean
6	Teachers should actively raise students' awareness of English diversity.	4.15
7	Discussing different English varieties can help reduce student bias.	4.10
8	Students need exposure to non-native English accents.	3.85
9	Including Global Englishes topics empowers students.	4.00
10	Raising awareness of GE is not necessary if students focus on grammar.	2.80

Table 3. Attitudes toward Global Englishes (Part 2)

As shown in Table 3, participants strongly agreed that teachers should actively raise awareness of English diversity ($M = 4.15$) and that including Global Englishes topics can empower students ($M = 4.00$). They also responded positively to the need for exposure to non-native English accents ($M = 3.85$) and the value of discussing different English varieties to reduce student bias ($M = 4.10$). These results suggest that participants view English teachers not only as language instructors, but also as facilitators of intercultural understanding. This aligns with Global Englishes scholarship, which encourages language teaching that prepares students for communication across diverse linguistic and cultural settings (Galloway & Rose, 2015; Widodo et al., 2022).

In contrast, the reversed mean score for the statement “Raising awareness of GE is not necessary if students focus on grammar” ($M = 2.80$) indicates that

participants generally rejected the idea that grammar-focused instruction alone is sufficient. Taken together, the attitude findings show that participants conceptually support a broader, more inclusive view of English and its teaching.

Intentions to Apply Global Englishes

Positive attitudes were also reflected in participants' intentions to apply Global Englishes in their future teaching. The findings suggest that participants are not only theoretically supportive of GELT, but are also willing to incorporate some of its principles into future classroom practice.

Statements such as "I plan to include Global Englishes in my teaching" ($M = 3.80$) and "I would include materials that reflect English use in international contexts" ($M = 4.10$) indicate a generally positive intention to adopt more globally informed teaching practices. These findings suggest that participants are willing to move beyond conventional English Language Teaching models and consider more diverse representations of English in their classrooms. This is significant because intention is often the first step in pedagogical change. In this case, participants' willingness to include Global Englishes-related materials suggests that they see pedagogical value in exposing learners to authentic and internationally relevant English use.

At the same time, intention should not be interpreted as full readiness. Although participants expressed strong willingness to support linguistic diversity in future teaching, this willingness must be understood alongside the more moderate confidence scores discussed below. In other words, the results suggest that conceptual support and future intention are already present, but implementation may still depend on further pedagogical preparation. This reflects an important tension in teacher education, where pre-service teachers may agree with innovative ideas in principle but still feel uncertain about how to apply them in practice.

Confidence in Implementing GELT

Compared with attitudes and intentions, confidence emerged as the weaker dimension. Participants did not reject GELT, but they were less certain about their ability to apply its principles in real teaching situations. This suggests that the challenge is not mainly ideological resistance, but practical readiness.

No	Statements	Mean
11	I feel confident selecting materials that reflect diverse English use.	3.65
12	I can design lessons that raise awareness of Global Englishes.	3.40
13	I am prepared to challenge native-speaker norms in my teaching.	3.60
14	I can explain the importance of Global Englishes to students.	3.60
15	I am unsure how to apply GELT in real classrooms.	2.80

Table 4. Confidence in Implementing GELT

Table 4 shows that confidence scores remained at a moderate level. Participants reported moderate confidence in selecting materials that reflect diverse English use ($M = 3.65$), designing lessons that raise awareness of Global Englishes ($M = 3.40$), challenging native-speaker norms in teaching ($M = 3.60$), and explaining the importance of Global Englishes to students ($M = 3.60$). These results indicate that although participants generally understand and value GELT principles, they do not yet feel fully prepared to implement them confidently in classroom contexts.

This point becomes clearer in the reversed item “I am unsure how to apply GELT in real classrooms” ($M = 2.80$). The result suggests that some uncertainty remains, which contributes to the overall moderate confidence level in this dimension. This is a meaningful finding because it highlights the gap between conceptual support and classroom readiness. In other words, participants are positively oriented toward Global Englishes, but they may still lack the practical tools, examples, and experience needed to turn these ideas into teaching practice. This supports previous arguments that awareness alone is insufficient, and that teacher

education programs should provide practical guidance and material support for Global Englishes-informed pedagogy (Galloway & Rose, 2015; Widodo et al., 2022).

These findings also extend Funada's (2024) work. While Funada found that greater exposure to diverse English users was associated with stronger support for GELT, the present study suggests that future teachers may support GELT even when exposure remains limited. However, the moderate confidence scores imply that such support may still be fragile unless reinforced through practical teacher education experiences.

A simple correlation analysis was also conducted to examine the relationships among attitudes, confidence, and intentions. The results indicated no clear relationship among the three dimensions, suggesting that positive attitudes toward Global Englishes did not automatically correspond to higher confidence or stronger intentions to implement Global Englishes-informed pedagogy within this sample.

Challenges to GELT Implementation

The challenge items help explain why confidence remained moderate despite positive attitudes and intentions. Participants identified several barriers that may limit the practical implementation of GELT, even when they conceptually support its principles.

Statements	Frequency	Percentage
Lack of GELT-focused materials	13	61.90%
Students' preference for native norms	11	52.38%
Rigid curriculum	9	42.86%
Limited support from institutions	9	42.86%
Native-speaker-based assessments	6	28.57%

Table 5. Reported Challenges in Implementing GELT

As shown in Table 5, the most frequently reported challenge was the lack of GELT-focused materials (13 responses, 61.90%). This was followed by students' preference for native norms (11 responses, 52.38%), rigid curriculum structures (9 responses, 42.86%), and limited institutional support (9 responses, 42.86%). Native-speaker-based assessments were also identified as a challenge, although less frequently (6 responses, 28.57%).

These results suggest that the implementation of GELT depends not only on teacher belief, but also on broader institutional and curricular conditions. Even when participants appear ideologically aligned with Global Englishes, they may still struggle to implement it because the systems around them continue to favour more traditional models of English teaching. This supports the idea that pedagogical change requires more than awareness at the individual level. It also requires supportive materials, curriculum flexibility, and assessment models that do not reinforce native-speaker-only norms (Puri, 2021; Rose et al., 2022).

Background Contact with English Varieties

The final supporting finding concerns participants' contact with diverse English users. This factor is relevant because earlier studies suggest that exposure can influence attitudes toward English diversity and support for GELT.

Statements	Mean
How often have you interacted with English speakers from different backgrounds?	2.95

Table 6. Background Contact with English Varieties

Table 6 shows that participants reported relatively limited interaction with English speakers from different backgrounds ($M = 2.95$). This suggests that many participants had only occasional or limited direct contact with English diversity in real-life settings. Despite this, participants still demonstrated positive attitudes toward Global Englishes and strong intentions to apply it in future teaching. This is an important result because it implies that direct contact is not the only factor shaping GELT-related perceptions.

At the same time, limited exposure may help explain why confidence remained moderate. If participants have not frequently encountered diverse English users in authentic contexts, they may have fewer opportunities to develop practical familiarity with the kinds of language variation that GELT seeks to normalize. This interpretation is broadly consistent with studies showing that exposure to diverse Englishes can support more open attitudes and stronger pedagogical readiness (Kang & Ahn, 2019; Funada, 2024). In the present study, however, positive attitudes were already visible even with limited contact, which suggests that teacher education and

reflective learning experiences may also play a meaningful role in shaping Global Englishes awareness.

Taken together, the results and discussion indicate a clear pattern. Indonesian pre-service teachers generally support Global Englishes conceptually, intend to incorporate it into future teaching, and recognize the value of linguistic diversity. However, their confidence remains moderate, and this appears to be influenced by limited exposure as well as institutional barriers such as materials, curriculum, and assessment practices. This pattern highlights a central challenge for teacher education. Conceptual support for GELT is already emerging, but stronger pedagogical preparation is still needed if that support is to become confident classroom practice.

Conclusion

Overall, this study examined how Indonesian pre-service English teachers perceive Global Englishes Language Teaching (GELT) and how their exposure to diverse English users relates to their readiness to implement GELT principles. The findings show that these future educators generally hold positive views, particularly in terms of attitudes, awareness, and openness toward English diversity, while confidence remained at a moderate level. However, their confidence in implementing GELT in future classrooms was lower than their attitudes and intentions, indicating a gap between beliefs and classroom readiness.

This gap highlights a common issue in teacher education, where conceptual understanding does not always lead to practical application. While participants show alignment with GELT at the level of values and attitudes, they may lack the tools, support, or experience to put these ideas into practice. Therefore, teacher education programs should not only introduce the theoretical foundations of Global Englishes, but also provide practical exposure, guided reflection, and opportunities to design or test classroom materials that reflect diverse English use. Such efforts may help future teachers develop greater confidence in implementing Global Englishes-informed pedagogy in real classroom settings.

Future research should examine this issue with larger and more diverse participant groups, including pre-service and in-service teachers from different educational contexts. Further studies may also explore how Global Englishes-informed pedagogy is actually implemented in classroom practice, so that the relationship between teacher beliefs, confidence, and pedagogical action can be understood more comprehensively.

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