INDONESIAN EFL TEACHERS' IDENTITY CONSTRUCTION IN A GLOBAL ENGLISHES ERA

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Abstract: Studies on English as a foreign language (EFL) teachers' identity construction have been extensively investigated in recent years. However, the previous studies exclusively focused on teachers in higher education and neglected the Global Englishes (GE) concept as a mediator in identity construction. Therefore, to fill this lacuna, the current narrative research study explored the identity construction of 10 Indonesian EFL secondary school teachers in the Global Englishes era. The data were gathered through in-depth interviews and observations and were analyzed using Braun and Clarke's (2006) thematic analysis. Findings were

elaborated into six emerging themes; they were 1) teachers' perspectives of Global Englishes, 2) the goal of teaching English, 3) native speaker fallacy, 4) the use of mother tongue, 5) the use of Western cultures, and 6) the use of international English textbooks. Based on the investigation, the teachers echoed multiple identities as English teachers vis-à-vis the Global Englishes era. Although they are aware of such an issue, their tenets to adhere to the practice of native speaker fallacy are still strongly held. In other words, our study revealed a perceptual mismatch among the teachers with regard to their identities in a Global Englishes era.

Keywords: *EFL teachers, Global Englishes, globalization, identity construction, native speakerism*

INTRODUCTION

In the last decades, studies focusing on identity construction in English Language Teaching (ELT) have been widely conducted, for instance in China (Pan, Fang & Elyas, 2021), Thailand (Zhang, 2022), New Zealand (Park, 2022), United States (Benzehaf, 2021), Australia (Wang & Parr, 2021), and Indonesia (Anjanillah & Wahyudi, 2021). Those studies have risen and developed due to the significant impact of the concept of identity raised by Norton (2000; 2013). Identity is a dynamic construction and uncertainty that happened to EFL students and teachers, in this context is the English language. Many previous research studies reported that identity construction on EFL teachers was intimately influenced by the values they believed to be the vital policy in the practice of teaching English in the class (Ubaidillah, 2018; Yang, Shu & Yin, 2021). One of the concerns in English language teaching and learning that started to get a lot of attention from researchers and professionals is the issue of Global Englishes (GE). This current issue refers to the English language concept as a global language that was not led and oriented to native speakers' values and cultures.

Recently, the concept of Global Englishes in ELT has been extensively researched (Chen, 2022) and has spread widely in non-English-speaking countries (Prabjandee, 2019; Rose et al., 2020; Sadeghpour & Sharifian, 2019). This Global Englishes concept has brought a new concept to English language teaching and learning, for instance, various accents and pronunciation, vocabulary usage, and grammar rules (Rezaei et al., 2018). However, this concept was rarely found in relation to the identity construction of EFL teachers in developing countries (Yuan, 2018). This fact is strengthened by the phenomenon where teachers and students still argued that American, British, and Australian English are the standard for having good English competencies (Widodo et al., 2020). Other result studies also revealed that there existed numerous sights about native English teachers impacting the better result in teaching and learning English than local English teachers (Bhowmik, 2015). Then, Kachru (1990) in his study classified the countries of the world into three categories in the use of English: inner circle, outer circle, and expanding circle. The inner circle refers to superpower countries that use English as an indigenous language, e.g., the United States, Australia, and the United Kingdom. The outer circle can be defined as countries that use English as the national language such as Malaysia and Singapore. The last category is expanding circle which uses English as a foreign language. The countries included are Japan, Indonesia, and China.

With reference to English language teaching and learning contexts, Global Englishes is still a contentious issue and this is confirmed by many research studies that have been carried out in recent years. One of those was Galloway (2013) who found that the learners in Japan felt uncomfortable when they were called "Japanese English speakers" with their distinctive accents. Thus, the learners were willing to speak like native English speakers. Similar to Galloway's research findings, Liu et al. (2021) explored the students' attitudes toward the existence of Global Englishes. Without prior notice, the students reported no insights with regard to Global Englishes. Next, Prabjandee (2019) investigated professional educators in Thailand roughly the practice of teaching and learning

English in class in the midst of the Global Englishes era. The teachers gained new perspectives and argued that Global Englishes could convey something new to the student's world. Next, Fang and Ren (2018) focused on developing the students' awareness of the Global Englishes era. The students who took a course on English as a world language were requested to join in semi-structured interviews at the end of the course. The students reported different attitudes toward Global Englishes but, in general, their awareness of Global Englishes was raised, and believed in the importance of Global Englishes. In addition, the students realized that diversity in using the English language as communication was a beauty and no need to judge one another on the basis of standardization. Sifakis's (2019) study added that the concept of Global Englishes was like an English for specific purpose course. It means that everything was in accordance with the main goal. Every individual has their own way to achieve their goal, and judgment was not allowed in this context. In conclusion, based on the previous studies above showed that the concept of Global Englishes was still pro and contra and many students and teachers were not aware of the existence of Global Englishes and its significant impact on English language teaching. In addition, it was aggravated by the shreds of evidence of native speakerism occurrences. Many educators and learners still argued that American and British accents were the best standard of English communication skills.

Although the research studies concerning the concept of Global Englishes have been studied in Asian contexts, research with regard to how its concept influenced the identity construction of EFL teachers in Indonesia seemed sparse (Gunantar, 2016). Moreover, the previous studies commonly recruited participants from college students and teachers in higher education. Therefore, to fill this lacuna, the aim of this study was to investigate the identity construction of EFL teachers in secondary schools' contexts in the era of Global Englishes. Secondly, this current research study also explored the practice of English language teaching by professional teachers within the scope of understanding the concept of Global Englishes. This recent study was necessarily carried out due to two

reasons. First, English teachers in the era of Global Englishes were demanded to teach English by embedding the Pancasila and local values, thereby the identity of the teachers and students was not eroded by this current globalization era. Second, the values believed by the teachers would be certainly implemented in teaching practice by the teachers in the class. Thus, it is important in this study to know whether the practice has been in accordance with the concept of English as a global language or not.

Two research questions were addressed in the present study:

1. In what ways do the teachers construct their identities in the era of Global Englishes?
2. To what extent do the teachers' identities of Global Englishes influence their classroom teaching?

METHOD
Research Design

The present study was enacted using an interview study design. As part of the qualitative approach, this method focused on the teachers' ideas, opinions, and personal experiences (Creswell, 2003). Besides, this method is used to gain deeper information with regard to the identity construction of EFL teachers amidst the Global Englishes era (Widodo et al., 2020). Through this qualitative research design, the present study could yield complex data and facts based on the voices delivered by the teachers. This research design examined the teachers' development of identity through their experiences of teaching English, which has been impacted and formed by cultural, social, and other issues (Pavlenko & Lantolf, 2000).

Participants' Profiles

The teachers involved in this recent study were ten English teachers that had teaching experience of more or less than 10 years and taught in elite private and superior state schools. In the process of collecting the data, an interview (*in-depth interview*) and observation in the class were used. The aim of the interview was to obtain data

related to the identity construction of EFL teachers in the process of teaching English in the class, while the purpose of observing the process of teaching and learning in the class was to investigate immediately how the practice of teaching and learning English in the Global Englishes era. In addition, by implementing interviews and observation, complete and wider data concerning the identity construction of EFL teachers amidst the Global Englishes era could be gathered.

Table 1. The participants' demographic data

No	Name (Pseudonym)	Gender	Educational Background	Teaching experience
1	T1	Male	Bachelor	22 years
2	T2	Male	Bachelor	10 years
3	T3	Female	Master	10 years
4	T4	Female	Bachelor	10 years
5	T5	Male	Bachelor	12 years
6	T6	Male	Master	10 years
7	T7	Male	Master	15 years
8	T8	Male	Master	10 years
9	T9	Male	Master	19 years
10	T10	Female	Bachelor	9 years

Data collection

In the process of collecting data, the purposive sampling technique (Zhang & Jiang, 2023) was employed to select the participants based on certain characteristics in question (Boonsuk et al., 2021) was chosen. In this regard, the data were obtained through in-depth interviews to elicit the EFL teachers' experiences (Yulianti & Mukminin, 2021) through Zoom meetings and face-to-face model, and observation of teaching practice in the class (Zhang & Jiang, 2023). The interview method whether via Zoom meeting or in person was chosen due to the availability and willingness of the teachers. In addition, to avoid language hindrances, the interviews were led using the Indonesian language (Sudarwati et al., 2022). In other words, the teachers could express their experiences, feelings, and thoughts

fluently. Technically, every interviewee had more or less 30 minutes and was recorded and then transcribed into the description. After collecting the data, the voice note interviews for the analysis step were transcribed.

In the process of the interview, the focus was regarding on the EFL teachers' identity in the classroom activities and their identity construction as EFL teachers amidst Global Englishes. The interview questions were developed according to Norton's (2000) identity notion, for instance, some key points discussed were (1) perceptions of Global Englishes, (2) the fundamental objectives of English language teaching in the era of Global Englishes, (3) hegemony and the influence of native-speakerism, (4) the use of the student's native language during English language learning, (5) the implementation of Western culture in English language teaching process, and (6) the use of English textbooks. The following questions were addressed in the interview sessions:

1) How do you view Global Englishes in ELT?
2) How do you believe in the purpose of English language teaching in this globalization era?
3) How do you see the influence of hegemony and native speakerism in the process of English language teaching?
4) How often do you and your students use the mother tongue during the process of English language teaching?
5) How do you introduce Western cultures into the English language teaching process in the class?
6) What kind of English textbooks do you use in class? Why using it?

After doing the interview, the researchers attempted to explore the teaching and learning practice in the class by observation. The researchers observed three teachers who were willing to give their permission for the observation while the rest of the teachers were not observed since the researchers could not obtain their consent. The three teachers involved were from three different high schools, state senior high school, state vocational high school, and private Islamic senior high school. During the school visit, the observation focused on the teachers' in-class teaching practice, with field notes taken.

Data analysis

The interview data underwent analysis by following six thematic analysis steps proposed by Braun and Clarke (2006). Initially, the process involved identifying the teachers' voice notes by thoroughly listening to the recordings in multiple times and underlining their key points. Next, the recordings were transcribed, and the interview transcripts were re-read. To comprehend the shared experiences, the data was read several times as suggested by Braun and Clarke (2006). During this process, any notes regarding English language teaching experiences in the classroom were highlighted with yellow color to indicate similar points among teachers. Subsequently, the interview data were categorized into broader themes rather than individual codes. Finally, the data was presented based on the themes corresponding to each question. Additionally, three different teachers were observed, and the observation analysis complemented and provided further clarity to the interview data. The interview transcripts and observational field notes contained five themes (Zhang & Jiang, 2023).

FINDINGS

The current study inquired about how EFL teachers constructed their identity amidst the Global Englishes era and their English language teaching enactment in the classroom, which exposed diverse truths, realities, and practices. Findings from the interview were elaborated into six themes; they are 1) teachers' perspectives of Global Englishes, 2) the goal of teaching English, 3) native speaker fallacy, 4) the use of students' mother tongues, 5) the use of Western cultures, and 6) the use of international English textbooks.

Teachers' Perceptions of Global Englishes

In the initial interview, we inquired about the teachers' views of Global Englishes. This was done to ensure that they have knowledge of this concept which later will influence their classroom teaching. Our interviews with the teachers (T2 and T3) revealed that

they have limited knowledge of what Global Englishes is. They shared that:

> **Excerpt 1**
> *"The key concept of Global English is to use the English language as a communication tool and the speaker and hearer understand each other when they have a conversation using English." (T2, interview, 12 January, 2023)*

> **Excerpt 2**
> *"If asked how far I understand this concept (Global Englishes), it seems just a little bit. What I know is that the English language is used globally by the countries in this world." (T3, interview, 12 January, 2023)*

Interestingly, although teachers have an inadequate idea of what Global Englishes is, our further interview with T5 was intriguing as he understood the concept of Global Englishes comprehensively. In the interview, T5 noted that:

> **Excerpt 3**
> *"I know this concept since when I was a college student and this paradigm became a trending issue several years ago. So, my understanding of Global Englishes is to bring back a fundamental function of English as a communication tool. The spread of English has increased year by year globally and has become an international language. people come from different countries bringing their own accents." (T5, interview, 14 January, 2023)*

Looking at his perception, which was 'blind to the Global Englishes concept', contributed an interesting finding. The data indicated that he neither understood Global Englishes or has ever learned of English varieties other than 'native English'. Although the dissemination of Global Englishes has spread widely into the English language teaching and communication in this world, it could not be denied that not all teachers comprehended this concept. This little awareness signified that T1 is a native-oriented pedagogy educator. It seemed that introducing the teacher to Global Englishes and the concept of English varieties might be a completely new viewpoint.

The Goal of ELT in a Globalized Era

English language teaching in this so-called Global Englishes era has received significant attention from many educators. This part presents appropriate data gathered from the interview exploring EFL teachers' beliefs on the importance of teaching English in this globalization era. The followings confirmed EFL teachers' responses on the fundamental purposes of teaching English in this globalization era.

Excerpt 4
"….. to teach the function of English as a communication tool, so, when students would like to continue their studies, it will ease them to use English as a global language. One thing to be underlined is that when they want to continue studying abroad like in Australia, Singapore, England, and America, it'll help them a lot." (T1, interview, 17 January 2023)

Excerpt 5
"I think the most fundamental goal is related to language skills: communication. The students are expected to use English as a communication tool. By having this language skill, the students will easily search out some information globally. Besides, English is well-known as an international language." (T2, interview, 17 January 2023)

Excerpt 6
"The importance of teaching English in this globalization era is to develop students' communication skills in English. With the development of technology and the modern era, the students are encouraged to have a global mind. Consequently, the purpose is to train, develop, and raise students' awareness of English as a communication tool. This information was also one the of key terms in Profil Pelajar Pancasila." (T7, interview, 18 January 2023)

The quotations above revealed that all the teachers agreed that the goal of teaching English in this globalization era is communication. In general, the teachers had the same orientation for their students which was to develop students' language communication skills. Among the ten teachers involved in this study, one of them argued that developing students' language communication skills could help them study abroad. It indicated that

students are demanded in this global era to think straight forward to prepare for their future studies by upgrading their English language communication skills. This supports the argument expressed by one of the respondents that in 'profil pelajar Pancasila' principles, one of the key points stated that students are encouraged to think globally in this modern era. In other words, the students keep holding their identity and have open-minded in order to be able to interact with other people across the world. The key term to have a global mind and adapt to the development of the modern era is language communication skills.

Besides, the teachers also mentioned that after graduation, the students are able to use English actively whether in the form of spoken or written, to find global news easily, and to compete globally among the youth in this entire world. Currently, to compete globally, students are supposed to have excellent higher-order thinking and English communication skills. One of the teachers also added that communication skill is not enough to strive in this globalization era but written skill certainly supported students' process in preparing for their higher education entrance. Therefore, the students are taught and coursed for several months to advance the students' competencies to have English proficiency tests such as International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL).

Essentially, the three teachers who taught in state vocational high schools had the same orientation of teaching English in this globalization era for communication, but the teachers needed to modify it slightly. The explanations below referred to developing students' communication skills to support their careers in the future.

Excerpt 10
"Being able to communicate actively using English is the most important goal, I think. Based on my experiences, the students' motivation of learning English decreased in this secondary high school stage. Most of them felt unconfident and had anxiety to speak English. Furthermore, the students thought that English is scary and tough. Actually, in vocational high schools, English is needed since it supports

the students' skills when they want to work immediately after graduation." (T7, interview, 18 January 2023)

Excerpt 11
"The most basic goal is communication. In other words, it's all about preparing the students to be able to use English as communication actively and compete globally with other countries. Moreover, at this vocational high school, English is needed to support the skills in working." (S8, interview, 18 January 2023)

Excerpt 12
"I think it makes students more communicative using English. So, students are expected to be able to communicate using English both actively and passively. In addition, we also prepare for TOEIC tests before graduation to support English academics who want to continue in higher education and it could also support the students' skills who want to directly find a job." (T9, interview, 18 January 2023)

From such responses, it signified that teachers in state vocational high schools not only arranged the English language as a communication skill to support the students' future studies but also opened the doors of employment. Generally, the main purpose of English language teaching in private and state high schools is to drive the students to continue their education at higher education level but in vocational high schools, is to prepare the student's ability to support their skills in work. However, it is still possible for vocational students to continue at the university level. By extension, the ninth teacher mentioned that in his school, the students were also required to have English proficiency tests before graduation like the Test of English for International Communication (TOEIC). In conclusion, this section has informed that all EFL teachers agreed that the fundamental resolution of teaching English in this globalization era is to develop students' English language communication abilities whether actively or passively.

Native Speaker Fallacy

This part dealt with hegemony and native speakers' influences on English language teaching. Renandya et al. (2023) defined native-speakerism as the belief that the native speaker is the perfect

English teacher. Some language users, specifically EFL learners, were shaped by the native speakerism paradigm and they believed that the ideal materials were written by native speakers, the greatest language teaching methodology originated from native English-speaking countries, and all speakers were obligated to speak like native speakers as the standardization of communicating in English. Although some scholars (McKay, 2018; Philipson, 1992) have shouted for a paradigm shift in English language teaching, native-speakerism still continued to impact many countries, particularly Indonesia. The following comments exemplified teachers' attitudes toward the native English speakers' position in the teaching and learning process in the classrooms.

> **Excerpt 13**
> *"It has a big impact on English language teaching. The issue of native speakerism influences the students a lot in communication since our goal is to speak like a native speaker. Our institution also invited a native English teacher to train the students and teachers for one semester." (T1, interview, 18 January 2023)*

> **Excerpt 14**
> *"Mostly the students are fanatical about native speakerism. British and American are often used by them. Moreover, when the native speakers come to teach in my school, they all are so enthusiastic. I personally also preferred using an American accent and everyone around me thought that a good English skill is like a native speaker." (T4, interview, 18 January 2023)*

> **Excerpt 15**
> *"…….. However, my school actually had a special program to invite native speakers to train and introduce English to the students. Sometimes, the native speakers could be in one semester but only once a week to be in the class with the students." (T10, interview, 18 January 2023)*

The data above showed that most EFL teachers preferred to speak like a native speaker when teaching in the class. It indicated that the native speakers' paradigm still impacted a lot in the process of teaching English in the class. In addition, the teachers argued that native speakers who come from inner-circle countries are 'the best

sources of English'. The ideas above were supported by several teachers whose schools built a partnership with some international institutions or companies to be able to invite native speakers. The native speakers had a chance to train not only the students but also the teachers for one semester in their schools. The native speakers as the providers of better English were powerfully viewed as the better teachers of speaking, pronunciation, and even all English skills without seeing any background of the native speakers' teaching experiences. Whereas it is believed that the native models have no impact to address the recent sociolinguistic geographies of English (Boonsuk et al., 2021). In addition, some researchers (Fang & Ren, 2018; Rose & Galloway, 2019) supported and argued that modern English is flexible and multifaceted in nature so English teachers should initiate to admit and teach their students about the varieties of English. Indirectly, this phenomenon illustrated the disbelief and doubt toward non-native English speakers when teaching English skills, exclusively pronunciation. These misinterpretations also showed that EFL teachers did not completely realize the existence of Global Englishes issues spoken by multicultural speakers who are not included in the inner circle countries. Practically, teachers should not make the native norms the aim of teaching and learning English (Fang & Ren, 2018; Rose & Galloway, 2019).

Interestingly, there were four teachers who shared their beliefs in communicating like native speakers when teaching English. The following excerpts were the teachers' perspectives on the native speakers' paradigm.

Excerpt 17
"Because I don't really expect native speakers when teaching English in the classroom, finally, the paradigm of native speakerism did not give any significant impact on the communication and the learning process in the class." (T3, interview, 18 January 2023)

Excerpt 18
".... in Indonesia, the stereotypes attached to English learners are (1) their English should be like a native speaker and (2) their grammar rules should be perfect. Thus, the effect of hegemony and native speakerism in fact is still big. But for myself, I am not too inclined

toward native speakerism. I let my students explore any accents they want." (T5, 18 January, 2023)

Excerpt 19
"In my point of view, I preferred using English naturally when teaching English over trying to be like a native speaker. However, based on my observations, hegemony and native speakerism give a significant impact on students' motivation and learning process. In addition, my school has made cooperation with another institution by attending native speakers to teach the students such as a special program. Consequently, the students are willing to communicate like them." (T6, 18 January 2023)

Excerpt 20
"When teaching students in the class, I preferred to use my own accent. I never forced my students to speak English like native speakers." (T10, 18 January 2023)

The above excerpts may have informed that the teachers as the main influencers in the process of teaching and learning in the class preferred to use their own accents of English and realized the varieties of English, particularly from the outer circle and expanding circle countries which have been admitted systematically in this day and age. The teachers' responses demonstrated that they have developed positive attitudes and comprehensively raised the awareness of Global Englishes in English language teaching performance. In addition, one of the interviewees also encouraged his students to explore any varieties of accents they are willing to use and never forced them to speak like a native speaker. This was one of the ways to introduce and develop a new idea of Global Englishes to the students, hence; the students became more fluid to accept non-native English varieties. Familiarizing students with different English varieties may become the solution to avoid judging other students' verbal and non-verbal performances in English daily usage and activities.

The Use of Students' Mother Tongue
This chapter portrays the teachers' voices on the use of students' mother tongue during the English language learning

process in the classroom. Fascinatingly, the data in this part reveal numerous beliefs toward the use of the mother tongue. These phenomena happened for some reasons such as (1) adjusting the curriculum, (2) the school's requirements, and (4) the student's competence and preferences. This section conveyed the relevant data obtained from the interview investigating the EFL teachers' mother tongue when teaching English in the classrooms.

Excerpt 21
"So far, teachers and students in this institution are supposed to use English in their daily use around the school. There is a policy that requires all teachers, not only English teachers, to open and close their teaching process using English. Therefore, I prefer to use English as a medium of instruction rather than my mother tongue." (T1, interview, 19 January 2023)

Excerpt 22
"Just one moment, I use full of English in the class. Day by day, I often mix the language and the percentage is around 35% in English and 65% in Bahasa. I need to push the students harder to rise their willingness to use English." (T2, interview, 19 January 2023)

Based on the scripts above, it is interesting to interpret the findings. The data in this section revealed that most of the respondents when teaching English in the classroom preferred to use mix-languages but several preferred to use English and even full of English.

The Use of Western Cultures in ELT
Further analysis portrays the EFL teachers' beliefs on the presence of English-speaking cultures in English language teaching from the interview. Interestingly, the comments indicated that most teachers agreed to share the English-speaking cultures in ELT in general and preferred to give and integrate local cultures in English language teaching in the class.

Excerpt 23
"I rarely introduce or even almost never give any western cultures in the classroom. I just conform to the students' environment because they are in an Islamic boarding school. Commonly, we practice being disciplined in class." (T1, interview, 19 January 2023)

Excerpt 24
"Explaining English-speaking cultures in English language teaching, I just gave their way of thinking rather than social cultures because I preferred to implement local cultures due to teaching in Islamic institutions too." (T2, interview, 19 January 2023)

The interview analysis designated that the teachers realized the exclusivity of English in this Global Englishes era. The respondents seemed to keep holding the assumption that teaching English could be integrated with the student's own cultures. In addition, two interviewees attempted to highlight that the Western social cultures such as fashion, Thanksgiving, and Halloween were not appropriate to apply due to Islamic boarding schools' policies. However, the inclusion of English-speaking cultures that were valued highly to practice was being on-time, disciplined, and the mindset.

The participants agreed to comprise cultures of English-speaking countries in general and incorporate local cultures when teaching English. They underlined that those cultures should be initially screened. Further, English teachers should only share valuable and appropriate values like discipline, being on time, and way of thinking, while social cultures such as Halloween, Thanksgiving, and fashion were not supposed to be included in practice because those are unfitting with the norms of expanding circle countries, particularly Indonesia and religious values of some schools involved in this recent study.

The Use of International English Textbooks
This section deals with the English textbooks and curriculum used by the teachers in teaching English. The following descriptions

below portrayed the respondents' beliefs on the issue of teaching materials perceived by the teachers.

> **Excerpt 25**
> *"For handbooks, we still use English textbooks from local publishers. Likewise, we also still follow the Merdeka curriculum from the government. To develop the student's skills, we google some sources but confirmed what students needed." (T1, interview, 19 January 2023)*

> **Excerpt 26**
> *"We use English textbooks from local publishers but some additional materials I downloaded on the internet. I think local textbooks are suitable for them and we do not need to screen them." (T6, interview, 19 January 2023)*

> **Excerpt 27**
> *"In this school, we don't have any international textbooks or curricula. I still use the handbooks from the government and local publishers. As additional material, the school provides a special module book for students. Furthermore, to develop students' skills, I google from any sources." (T7, interview, 19 January 2023)*

The findings from the interview above revealed that almost all teachers sourced English textbooks from the government and local publishers. The participants selected locally-published materials from the government. Besides, some of the teachers employed the English module that was compiled by the English teachers in each school. The purpose of compiling the module was to adjust the goals of every school and student's needs since every school had to compete based on its vision and mission in this globalization era. It might indicate that the results of high trust were strongly believed by almost all of the teachers in using materials from non-English speaking countries. It was supported by two respondents who shared their opinion on why using materials from local publishers was preferable in teaching English. They argued that the materials published locally were suitable for students' competencies, students' needs, and schools' goals. In addition, the teachers did not need to screen the materials if the handbooks were from local publishers and the government. Nonetheless, sourcing

from the Internet also became one solution for all teachers. In so doing, the teachers could adopt widely the materials for quizzes, homework, brainstorming materials, and even games to support their English language teaching process from both international and local sources.

One interesting finding in this study was that only one teacher has already carried out the international curriculum and English textbooks in his school; the Cambridge curriculum. The comment concerning the implementation of international curriculum and handbooks from English native-speaking countries was clearly put forward as follows:

> **Excerpt 28**
> *"My school has already implemented an international curriculum which is the Cambridge curriculum. This curriculum gives a significant impact on English language teaching since in the process of implementation, new students are obligated to determine their orientation in the future when they graduate from the school. Every student has to have their dream university or even an international campus so that they will know the importance of English in the future to support their education and career. In addition, by applying the Cambridge curriculum, my school makes English lessons become a priority and special lesson for the students." (T5, interview, 19 January 2023)*

The observation showcases that only this private high school has already been implementing the international Cambridge curriculum and materials adopted from native English-speaking countries in teaching English for 5 years. He argued that the realization was based on the trust tenet of using the international curriculum in English language teaching and its school vision and mission to be acknowledged globally. This curriculum was something else than the curriculum in general since the students were supposed to determine their dream universities in the very first year of school.

In doing so, the students knew the importance of English in the future to support their education career. In another case, the implementation of this curriculum also has already given significant

changes to the English language teaching process and most of the students favored the English lesson which became a priority in this school. The EFL teacher in this section indirectly demonstrated and saw materials from English-speaking countries and the Cambridge curriculum as having high qualities. In other words, one thing to be highlighted was that materials were considered good if they were easy to understand by the students. The teachers should adjust the students' competencies, the teacher's expertise, and the school's environment. It means that both local and international curricula would be best if it is suitable where they should be. In conclusion, comparing all the data interviews above, local curriculum and materials were still favored over international curriculum and textbooks from native English-speaking countries.

DISCUSSION

The study revealed that the teachers constructed their identities as professional EFL teachers through their beliefs and perspectives on the existence of the Global Englishes concept. Language attitude has an essential role because it could shape the effectiveness of using the language (Liu et al., 2021). From the interpretation results, the researchers did not find any difficulties to determine that the teachers did not lack knowledge about the varieties of English because most of the teachers were significantly aware of the spread of Global Englishes (90%). This current research's finding was in line with some previous research studies (Franssisca & Subekti, 2022; Galloway & Numajiri, 2020; Lie et al., 2022) concerning the viewpoints of Global Englishes. These results showed positive responses from the teachers and they could imagine the varieties of English from the outer circle and expanding circle countries. Through these perspectives and beliefs, the teachers constructed their identities as English teachers from the expanding circle of countries. In addition, the teachers who believed in the varieties of English in English language teaching could frequently expose to their students, particularly during

classroom activities. Whereas one teacher lacked an understanding of the Global Englishes concept, it might be because he is an EFL teacher with a curriculum and material mainly based on native varieties of English. Therefore, he has few opportunities to become familiar with other varieties of English. Consequently, through his belief, he constructed his identity as an EFL teacher who believed that English only belongs to English-speaking countries rather than individuals who use it with their own cultures or accents.

Second, the second theme focused on the goal of teaching English. This second theme correlated to the teachers' perspectives toward the concept of Global Englishes which used English as a communication tool. Based on the interpretation results, all the teachers agreed that the goal of teaching English in this globalization era is to develop students' English communication skills. Through English communication skills, students are expected to compete globally and easily access any information related to the latest issues in this world. Besides, English as a medium of communication becomes a consideration in applying to universities, companies, and industries. Certainly, through this responsibility, the competent and professional identities of teachers are proven. It Is well-known that teachers' identities played a crucial role in teaching English and drastically impacted their language-teaching practices (Tajeddin & Eslamdoost, 2019). In other words, the teachers' identities constructed from the expanding circle of countries were expected to be embedded in their students' varieties of English thereby, the students could understand the varieties of accents and implement those varieties in their daily communication or during classroom time. In addition, despite improving students' communication skills, some of the teachers were also struggling to raise the students' motivation and willingness to communicate using English actively. The teachers viewed the active benefits of English were such as promoting cultures, writing articles in English, preparing for

higher education entrance, and other productive skills. Additionally, securing job positions was included in the passive advantage of English.

Interestingly, the preference for language use in the process of teaching English in the classroom was fifty-fifty; some of the teachers' chose mixed languages and others preferred using full of English as the medium of instruction. Hawa et al. (2021) said that the role of the mother tongue in the EFL teaching context continued debatable and controversial till the latest decades and many educators attempted to ban the role of the mother tongue in EFL classrooms. Although eliminating the mother tongue is impossible due to its effective use in foreign language learning (Alshehri, 2017). On one side, the use of mixed languages could have negative impacts (Zhao, 2019) but on another side, the implementation of bilingual or multilingual methods enables students to understand the lesson in the class (Resmini, 2019). In addition, Haukas et al. (2022) argued the positive impact of implementing a multilingualism strategy enabled increasing language learners' motivation. Likewise, the employment of an English-only policy in EFL classroom contexts could also give positive and negative impacts. Renandya et al., (2023) argued that the best way of teaching English is to enforce an English-only policy in the classroom.

In contrast, many ELT scholars believed that monolingualism brought more negative impacts than the bilingual strategy in learning English (Tupas & Renandya, 2021). Through these two languages use ways; mixed languages and English-only policy, some of the teachers have constructed their identities in EFL teaching classrooms as monolingual fallacy teachers and the other teachers have constructed their identities as bilingual or multilingual fallacy teachers. Practically, even though the teachers employed monolingual practice due to schools' policies and international curriculum requirements, teaching English in foreign

language classrooms with an English-only policy was fully a respectable level of proficiency. Although English does not become the first or second language in expanding circle countries, it is not impossible to have monolingual teaching practice in EFL classroom settings. While the teachers constructed their identities as bilingual or multilingual fallacy teachers, it is ethically not problematic since the EFL teachers' job is to develop students' language communication skills and help the students to acquire English as the additional language, not to encourage monolingualism. In addition, using bilingual strategies when teaching English in an EFL classroom setting was effective to understand the learners' difficulties because there was no need for the students to turn their mother tongue to the English language when encountering difficulties in learning. Familiar language could help students to improve their ability more accurately (Nation & Waring, 2019).

Next, the teachers, nine out of ten, chose teaching materials published by local publishers and issued by the government more than those who opted for international textbooks. While one teacher used international books because the school where he teaches has already implemented the international curriculum. When selecting materials for teaching outcomes, the teachers were often driven by some principles, e.g., the contents, the level of linguistic difficulties, and also the values in the textbooks. Additionally, some of the teachers also often used teacher-made handbooks that were arranged by the association of English teachers. Renandya et al. (2023) said that choosing the acknowledged words and familiarizing the grammar local rules had a significant role to assist the students' learning process. That was the reason why some of the teachers employed teacher-made handbooks due to teaching purposes and adjusting the students' proficiency levels. In other words, good teaching materials should be based on the needs and suitable for teachers and students. Therefore, the interpretation data above revealed that almost all of

the teachers preferred to use local ones over teaching materials from English-speaking countries.

However, some of the teachers also adopted other teaching materials which came in many various forms, for instance, web-based materials and YouTube teaching and learning channels. These assistance teaching materials were applied when the teachers needed to add some intermezzo and quizzes during the process of teaching and learning in the classroom. The use of local textbooks continued interconnecting to the inclusion of local cultures in English language teaching classroom settings. Again, all the teachers agreed and preferred to share the local cultures than English-speaking cultures. The inclusion of social western cultures like Halloween, Thanks Giving, and Valentine's was considered inappropriate with the norms and religious values of the cultures from expanding circle countries, particularly Indonesia. However, being disciplined, way of thinking, and being on time were highly appreciated practices. Interestingly, the teachers who employed the international curriculum could not deny that he also preferred to implement the Indonesian local cultures. This finding revealed that all the teachers were aware of the uniqueness of English as a global and international language. The teachers still integrated the local cultures and values into teaching English. They seemed to abandon the assumption that teaching English should only be consolidated into native-speaking cultures. Yeh (2013) argued that developing individuals' recognition of local cultures could lead to a rise in ethnic identities. In conclusion, the researchers could conclude that by instilling Indonesian local cultures and implementing locally-published English textbooks, the teachers constructed their identities as autonomous local EFL teachers amid the Global Englishes era.

Even though most of the teachers have raised their awareness of the Global Englishes concept and recognized English as a communicative function, it was not denied that some of them

still could not abandon the native-speakerism paradigm. It indicated that the native speaker fallacy seemed to strongly influence EFL teachers' ideology (Yang & Jang, 2020). A study conducted by Palese et al., (2023) also found that most of the respondents mainly preferred inner-circle Englishes. Whereas some scholars (McKay, 2018; Philipson, 1992) have stated a paradigm shift in English language teaching. In fact, native-speakerism still continued to impact many language classroom settings; one of them happened in this recent study. Six out of ten teachers chose to speak like natives when teaching English in the classrooms. Those six teachers seem to have a negative practice in English language teaching classrooms amidst the Global Englishes era. They argued that speaking like a native speaker was known as a good language user and competent English teacher. Indirectly, the teachers who preferred the native speakers' paradigm considered that employing the varieties of English was explicitly inappropriate for classroom learning. This finding was in line with some previous research studies conducted by He and Zang (2010) and Wang (2015) who presented that their teachers had negative responses on the varieties of English. Liu et al. (2021) and Khatib and Monfared (2017) revealed that their teachers did not consider the expanding circle of Englishes suitable for EFL classroom learning. In addition, some of the teachers' schools were also in favor of hiring native English speakers to teach the students in the class for almost one semester. Assuredly, the native speakers indoctrinated the English speaker's norm and trained the students on how to have good English communication skills. These results revealed the native-speaker fallacy is still believed more intelligible than non-native English speakers and speaking like a native English speaker describes a good English teacher's identity. Whereas it is believed that the native models had no impact to address the recent sociolinguistics geographies of English (Boonsuk et al., 2021). Renandya et al. (2023) also argued that speaking like native

speakers may not be the most desirable since nowadays, English has become a global language.

The global language is flexible and multifaceted in nature (Fang & Ren, 2018; Rose & Galloway, 2019) and the native varieties of English did not significantly satisfy the needs (Pan et al., 2021). In sum, the researchers claimed that through the beliefs and influences of speaker fallacy, the teachers constructed their identities. More specifically, it can be categorized into two identities; teachers' conformity to native-English speakers and teachers' conformity to non-native English speakers. The teachers who conformed to native English speakers seemed reluctant to accept the Indonesian accent as part of their identities, particularly in the English language teaching classroom context. They did not consider themselves to be good English teachers and users who were aware of their English language identities and also, they were still somewhat shackled to the native speaker paradigm. While the teachers who conformed to non-native English speakers were pleased to expose their varieties of local accents as part of their identities when teaching English in the classroom. They viewed their accents as the appropriate and intelligible variety of English and were freed from the native speaker norm. They not only had positive awareness of Global Englishes but also demonstrated English teaching practices that relied on the Global Englishes concept. The teachers' identity information in English language teaching amidst the era of Global Englishes was reflected through the observation data in this current study. The identity construction was depicted through six teachers' fundamental contexts, i.e., awareness of Global Englishes, teaching purposes, language-related use, native speaker fallacy, implementation of Western cultures, and English textbooks. In this part, through those six fundamental contexts, the researchers analyzed how far the teachers' identities of Global Englishes influenced their classroom teaching. Through three teachers' classroom teaching observations

(T2, T4, and T7), the researchers noted several concerns as follows.

Firstly, even though the three teachers (T2, T4, and T7) succeeded in raising their self-awareness of Global Englishes and constructing their identities, they never clearly introduced the existence of the Global Englishes concept to their students. If that was impossible for the teachers to do, they might inform the concept covertly. Baker and Fang (2023) believed that the role of Global Englishes in English language teaching was relevant to the Asian region. Thus, familiarizing this global role of English to the students was a real breakthrough to accelerate their students' identities and beliefs that English is not that hard and does not have to be like native speakers. However, based on the classroom observation, those three teachers (T2, T4, and T7) had implemented the PPP (presentation, practice, and production) teaching strategy.

In detail, to start the class, the teachers opened the lesson by praying and then giving some instructional apperceptions. Then the teaching materials were displayed in PPT and began by providing students with a detailed explanation. Afterward, the teachers gave the exercises before finally having communicative teaching practices. Sometimes, the teachers re-explained the materials or added some global issues happening in this world. Along with the class activities, the teachers also did not share any information obviously related to the Global Englishes concept. These teaching classroom activities indicated that the teachers' identities as EFL teachers from expanding circle countries did not influence their students' beliefs in the existence of English varieties.

Next, connecting to the goal of teaching English, two teachers, T2 and T7, explained the lesson plan before starting the main class activities while the observed teacher did it implicitly. Mainly, the goal of the lesson plan from those three teachers was to develop and train students' communication skills. In practice, T2 made a group discussion before asking their students to present the tasks in front of the class, T4 preferred to use oral

communication among the students and made a small group of drama to practice the topic while T7 had the students present the worksheet in another group discussion. In this part, those three teachers attempted to raise the students' willingness and motivation to communicate using English confidently. That motivation is also linked to learners' attitudes (Galloway, 2013). Moreover, T4 mentioned and stressed a couple of times in the process of teaching English the beneficial impact of having good English communication skills, one of which was for assisting in one's career. His statement was strengthened by Liu et al. (2021) in their study that in recent years, English has become a basic requirement for most desirable jobs. Indirectly, the teachers' influences were needed a lot in this case because the teachers had to shape their identities as facilitators, motivators, and trainers. Faez (2018) argued that an English teacher's authority was a crucial endeavor.

While the language was used, all three teachers implemented mixed languages. Those three teachers' identities as bilingual or multilingual teachers co-constructed the students to understand the meaning easily. This mixed-languages strategy was believed to be the best way to teach English in their classroom teaching. Moreover, this also happened to second language learners, they kept employing their mother tongue when learning English (Renandya et al., 2019). It means that learning English did not have to carry out an English-only policy in the classroom. One of the beneficial impacts of preserving the first language in learning English for EFL classroom teaching was that when the students had difficulties understanding the materials given and the meaning of a word during class time, they could immediately use their mother tongue to confirm. This finding revealed that the teachers' identities successfully influenced a lot in the process of teaching and learning English.

In addition, regarding the native speaker fallacy, many

professional educators were still questioning this concept (Renandya et al., 2023). Based on the observation results, T2 and T7 still tended to use inner circle English accents in the process of English language teaching. Mukminatien (2012) argued that thus far, American and British accents still become the orientation of English language teaching in Indonesian schools. This fact happened when two teachers (T2 and T7) had a tendency to use the American accent. It is clear that the notion of native-speakerism is still entrenched in ELT (Fang, 2018). In practice, T2 often gave some advice on his students' miss-pronunciation of American accents when presenting the worksheets in front of the class. T7 chose to let her students use any inner circle English varieties they wanted to. Those two teachers'' (T2 and T7) identities as EFL teachers' conformity native English speakers had stereotyped their beliefs in English language teaching.

Finally, the teachers encouraged their students to communicate like native speakers. In contrast, teacher B was proud to use his local accent without any doubt. His identity as an EFL teacher who conformed to the non-native English speaker paradigm has successfully influenced his classroom teaching. It indicated that the inner circle English varieties were no longer applicable to his classroom teaching. This teaching practice supported the influence of the pedagogical beliefs of the students about how learning English should be until the students realized the use of English varieties in classroom formal activities. Thus, they would never think that English is tough.

To sum up, the researchers could reveal that although the three teachers were aware of the Global Englishes concept only teacher B influenced his identity as an EFL teacher who conformed to the non-native English speaker paradigm in classroom teaching. Last, all three teachers (T2, T4, and T7) agreed to use English textbooks from local publishers, and for supplementary teaching materials and worksheets, T2 and T7 implemented teacher-made

handbooks. Additionally, local cultures were still more appropriate for students than western cultures. By extension, those performances indicated that the teachers'' identities strongly presented local performativity.

CONCLUSION

This present study aimed to inquire into the identity construction of ten EFL teachers amidst the Global Englishes era. The results revealed that the teachers constructed multiple identities in viewing the spread of English varieties. Individuals' identities were shaped through interaction and different settings hence identities were considered dynamic and contradictory (Morgan, 2007). In these six ways; 1) teachers' perspectives of Global Englishes, 2) the goal of teaching English, 3) native speaker fallacy, 4) the use of mother tongue, 5) the use of western cultures, and 6) the use of international English textbooks, the teachers constructed their identities in Global Englishes spread. In terms of comparison between the different types of teachers' identities, the researchers also found some similarities among the teachers, e.g., the goal of teaching English and the inclusion of local cultures.

Next, the researchers found a lot of resemblances among the influences of teachers' identities in classroom teaching. The findings revealed that the influences of the three teachers' identities were garnered similarly; in the form of teaching purposes, Global Englishes awareness, the implementation of local cultures, and the use of textbooks and language. While the construction of the native speaker fallacy was still found in a different way. By those points, the researchers highlighted that the teachers' identities were in between the 'native speaker paradigm' and the 'non-native speaker paradigm'. Although almost all the teachers have raised their awareness of the Global Englishes spread, it does not indicate that they deny the inner circle of English varieties.

This study also shares some limitations of this recent study. First, the data were garnered at only ten secondary high schools in Malang, one of the cities located in East Java province Indonesia. Even though the data collections were both interviews and observations, the results should be interpreted wisely and could not generalize all the EFL teachers in East Java province Indonesia. The findings might only be related to several contexts (Lincoln & Guba, 1985). Further research could obtain more complex data through surveys. Second, this present study only recruited a small number of senior high school EFL teachers from one city. More numbers and detailed EFL teachers can be further explored.

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