CHAPTER IV
FINDINGS AND DISCUSSION

This study examined Indonesian EFL teachers' perceptions regarding Global Englishes (GEs) and investigated the alignment between their views and their teaching practices. This research focused on three aspects of GEs: preferred English variety(ies), accepted English accents and pronunciation, and the concept of English ownership. An online questionnaire was administered to gather the teachers' views on GEs. Subsequently, those who volunteered for interviews answered questions designed based on their questionnaire responses. These volunteers were then observed during their teaching sessions to identify any consistence and correspondence between their stated views on GEs and their actual teaching practices. Additionally, the teaching materials, particularly the textbooks used by the participants, were analyzed to gather more accurate data concerning GEs.

4.1. Findings

This chapter aims to outline the research findings derived from four distinct research tools such as surveys, interviews, textbook analysis, and classroom observations. First, this chapter presents the survey findings of the informants' background followed by their views on GEs in online questionnaire. The next is the presentation of interview results in which the questions were developed based on questionnaire findings. This section delves into Indonesian EFL teachers' perspectives on Global Englishes (GEs), in terms of: preferences of English variety (ies), accepted English accents and pronunciation, and views of English ownership. Furthermore, artifact analysis on teaching materials from textbooks, alongside classroom observations, were employed to validate and elucidate the findings gleaned from the preceding research instruments.

4.1.1. Participants' demographic

The demographic survey was deemed essential for this study to identify appropriate research subjects. Since the focus was on English teachers, the survey was provided

in English language only. The purpose of the survey was to gather information from potential participants, including their name, gender, educational background, teaching institution and grade levels taught, teaching experience, and the languages they use in their teaching.

Seventeen teachers completed the demographic survey. The researcher carefully reviewed the data to select participants based on predefined criteria. All respondents were English teachers in either public or private schools. However, seven out of the seventeen teachers were not selected due to considerations regarding their use of English. Specifically, four of these teachers did not use English at all in their classrooms, and the remaining three, initially selected as participants, were excluded because they left their teaching positions during the study. Therefore, ten English teachers were chosen as research subjects for this study. These ten respondents were then asked to complete a digital questionnaire about GEs provided by the researcher. Table 4.1 presents the background information of the selected informants.

Table 4.1. General profile of participants

No	Name (Pseudonym)	Gender	Educational Background	Grade Taught	Teaching Experience	Language-used in teaching (Eng/Indonesian)
1	T1	Female	Bachelor	Middle school	12 years	Mostly Eng
2	T2	Male	Bachelor	Elementary	2 years	Mostly Indonesian
3	T3	Female	Bachelor	Middle School	5 years	Mostly English
4	T4	Female	Bachelor	Middle School	2 years	Mostly English
5	T5	Female	Bachelor	High School	10 years	Mostly Indonesian
6	T6	Male	Bachelor	Middle School	4 years	Balance
7	T7	Female	Bachelor	Middle School	3 years	Balance
8	T8	Male	Bachelor	High School	2 years	Balance
9	T9	Male	Bachelor	High School	8 years	Balance

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No						
10	T10	Female	Bachelor	High School	9 years	Balance

Since the data obtained from questionnaire needs to be triangulated, the researcher in this present study then conducted an in-depth interview in order to clarify the respondents' view on GEs. In other words, the researcher tried to investigate the consistence of informants' views in questionnaire and interview sections. In this case, four of the research participants volunteered to be interviewed and observed after completing the questionnaire. Table 4.2 presents the profile of informants for the interview sections.

Table 4.2. Profile of respondents in interview

No	Name (Pseudonym)	Gender	Educational Background	Grade Taught	Teaching Experience	Language-used in teaching (Eng/Indonesian)
1	T1	Female	Bachelor	Middle school	12 years	Mostly Eng
2	T2	Male	Bachelor	Elementary	2 years	Mostly Indonesian
3	T4	Female	Bachelor	Middle School	2 years	Mostly English
4	T9	Male	Bachelor	High School	8 years	Balance

As outlined in Chapter 3, interviews represent a qualitative research tool enabling exploration of individuals' beliefs, perspectives, and experiences on specific topics (Rubin and Rubin, 2011; Kvale, 2008). This aligns with addressing the primary research question 1 (RQ1) and its sub-questions (henceforth RQ1: 1a, 1b, 1c), which focus on teachers' beliefs regarding GEs, encompassing preferences for English varieties, accepted English accent and pronunciation, and notions of English ownership. Interviews offer the advantage of delving into the construction and negotiation of meanings within authentic settings (Cohen et al., 2013), yielding detailed insights into participants' behaviors and beliefs within their natural contexts, thus generating data pertinent to these research questions. Consequently, compared to surveys examining teachers' background information and attitudes toward GEs via questionnaires, data derived from interviews is perceived as more

nuanced and context-specific, enabling deeper investigation into participants' beliefs (Cohen et al., 2013; Kvale, 2003).

The findings of this study obtained within some stages of collecting data. Collecting interview data is one of the main sources of this study since it gives the clarity of data obtained from questionnaire section. This in-depth interview was conducted by given the respondents interview questions which have been developed based on the questionnaire results. This interview was conducted in order to get in-depth information pertinent to views on GEs. A week before the interviews conducted, the researcher requested the respondents to bring both their English textbooks and any additional teaching materials they used, to be borrowed and analyzed. However, only textbooks were provided, as no other teaching sources were used. The analysis of these textbooks aimed to identify the incorporation of Global Englishes (GEs) ideology. Classroom observation was the final step in data collection for this study, intended to examine the consistency and alignment between the participants' views on GEs and their teaching practices in English instruction.

Given that the participants consent is crucial to be considered in this study, the researcher then decided to select four out of ten respondents to be interviewed and observed. The four participants were given seven items of interview question related to GEs which have been developed from the questionnaire results they completed before. The seven interview questions were categorized into three themes. There were two interview questions regarding views on preferred English varieties: (1) Do you prefer on any certain English varieties– if so, which ones and why? and (2) What English variations should be put in English learning materials? The second theme, namely about views on accepted English accent and pronounciation was also provided with two interview questions: (1) In your opinion, what accent do you have in English, and how do you feel about that?, and (2) What do you think about mistakes made by nonnative English speakers in using English? Meanwhile, for the last theme, the concept of English ownership, consists of three interview questions: (1) Is English open to all users, in that, they can use it

in whatever way they want? (2) Do we need a standard of English? and (3) Who owns English and what determines the ownership of English? (*See appendix 3*).

4.1.2. Teachers' views on Global Englishes (GEs)

This segment outlines the participants' perspectives on Global Englishes (GEs). Based on the data gathered, participants' beliefs regarding GEs can be categorized into three sub-topics: teachers' preferred English varieties, accepted English accents and pronunciations, and views on English ownership. The interview section provided a comprehensive exploration of each sub-topic which has been derived from online questionnaire. Furthermore, those findings then triangulated by conducting classroom observation in order to clarify and investigate the correspondence between the teachers' views on GEs and their practice in teaching English processes.

4.1.2.1. Teachers' preferred English varieties

The English language showcases significant diversity and variation due to its widespread global usage, appropriation, local adoption, and its role as the global lingua franca (ELF). This subsection pertains to the English varieties favored by Indonesian EFL teachers in this study. Figure 4.1 presents the data gathered from questionnaire regarding how the participants formulated their beliefs concerning English varieties.
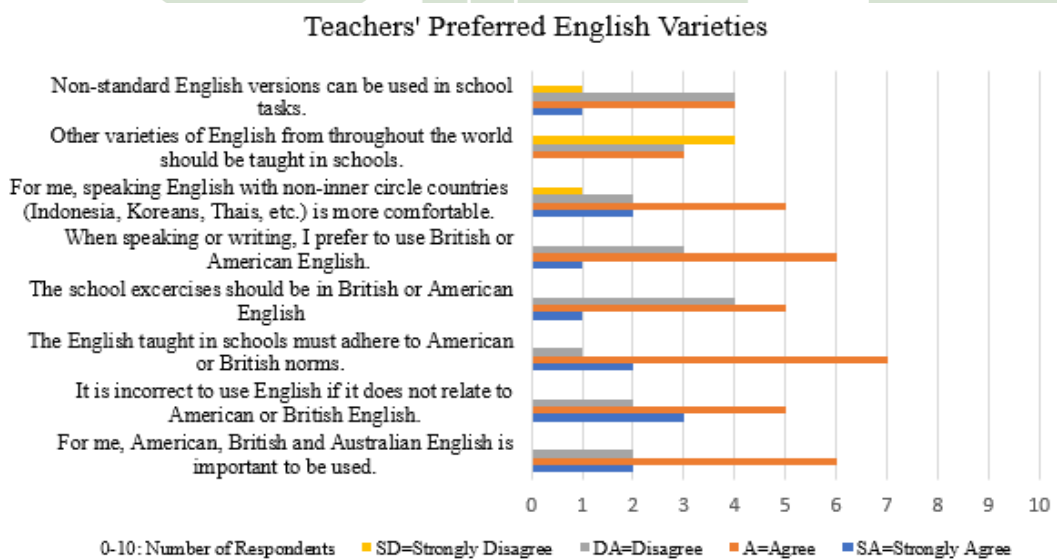
Figure 4.1. Data of preferred English varieties from questionnaire

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The findings from the eight questionnaire items related to preferred English varieties reveal a strong preference for inner circle English varieties (British, American, and Australian English) among Indonesian EFL teachers. In questionnaire item 1, eighty percent of respondents (60% agree and 20% strongly agree) expressed positive views on the importance of using inner circle English varieties. Questionnaire item 2 showed that eighty percent of respondents (50% agree and 30% strongly agree) believe that English should be used in American or British English to maintain legal English variations. Items 3 and 4 indicated that ninety percent and sixty percent of respondents, respectively, support the inclusion of inner circle English norms in school-taught English, both in learning materials and exercises. Additionally, questionnaire item 5 revealed that seventy percent of respondents (60% agree and 10% strongly agree) prefer British or American English when speaking or writing. These findings demonstrate that over half of the respondents hold positive views on inner circle English variations, indicating a clear preference among the participants in this study. Specifically, items 3 and 4 highlight the belief that English taught in schools and its exercises should adhere to inner circle variations, particularly British English (BrE) and American English (AmE).

In order to explore and clarify the questionnaire findings on respondents' views of Global Englishes (GEs), the researcher then conducted an in-depth interview by providing two interview questions to this issue: (1) Do you prefer certain English varieties – if so, which ones and why? and (2) What English variations should be put in English learning materials? Data obtained from the interview clearly support the findings of questionnaire. The iterview results also revealed that Indonesian EFL teachers preferred inner circle English varieties, particularly American English (AmE) and British English (BrE).

Personally, I prefer American English. I find American English easier to understand and to speak. Speaking with this English variation also makes me feel more intellectual and confident due to my fluency in that English variety. (T1)

This finding indicates that the respondents preferred inner circle English variation particularly American English. Interestingly, the reason beyond her preference to AmE because it is more understandable and easier to pronounce. Also, it makes her more confident and seem more intellectual when speaking English with that English variation, stating that her fluency in speaking English is better with AmE. In addition, another response from experienced teacher regarding his preference for English varieties is also obtained. It is revealed that he preferred inner circle English variations, particularly British and American English. In the end, he then emphasized that his tendency is greater on AmE rather than BrE due to his familiarity with AmE.

………… Sometimes I use both British and American English. When speaking, I occasionally use British English pronunciation for certain words without realizing it. However, I generally prefer American English because its pronunciation is more familiar to me. (T9)

However, some respondents are not overly concerned about the specific variety of English used. While they predominantly prefer inner circle variations like British and American English, they are also open to other English varieties. They believed that any English variation is acceptable as long as the spoken words are understandable.

I prefer on American and British English. But as far as I know, language is used as a tool for communication. So, I think it is important not to blame English which is not based on the ideology of British and American English. (T4)

Given that the respondents showed a high preference to inner circle English variations, the researcher then asked another interview question pertinent to what English variations should be put in English learning materials. Regarding to this question, the respondents showed various responses. One of the interviewed respondents indicated a hesitation related to this issue. In one side, he revealed that English language ideology used in learning depends on the English learning goals itself. When the goal of the learning is on academic purposes, the learning material must be based on inner circle English norms, but for communication those inner

circle English variations are not be a must. However, in the end of the response, it is stated that whatever the goal of the learning it should be based on inner circle English varieties (British or American English).

> *I think it depends on the learning goals. If it is for academic project, it's better if we use British or American English, while for oral communication, it is not important to put a certain English variety. ……… If British or American English put in our English learning materials, I think it is better. (*T9)

Furthermore, the response utterred by a novice teacher related to this matter is interesting. It is mentioned that the English learning material should be based on inner circle English ideologies by noting that the teacher must not rigid in implementing English language teaching by only relying on inner circle English norms. In other words, she stated that other English variations from outer and expanding circles are acceptable as long as the speaker and listener can convey the meaning well.

> *.......... it is a must to put English learning material based on BrE or AmE variations because it is believed as the standard of English. However, the teacher needs tobe more flexible in teaching the English language so that we will not easy to blame others making mistakes in utilizing the language*. (T4)

Based on the information derived from interview question 1 and 2, it can be inferred that the participants in this study preferred inner circle English varieties, particularly American English (AmE) and British English (BrE). Additionally, responses related to English learning materials indicated that the respondents favor AmE and BrE norms as the standards for English educational materials.

4.1.2.2. Accepted English accent and pronunciation

It can not be denied that the ability of NNESs to speak English like native can be an indication of intelligence (Ruane, 2019; Almegren,2018). In essence, the closer someone sounds to a native speaker, the more favorable it tends to be, with accents from countries like Britain and America being particularly preferred. This subsection discusses about English accent and pronunciation that Indonesian EFL teachers are considered acceptable. Figure 4.2 presents data obtained from

questionnaire pertinent to how the respondents formulated their beliefs concerning accepted English accent and pronunciation.
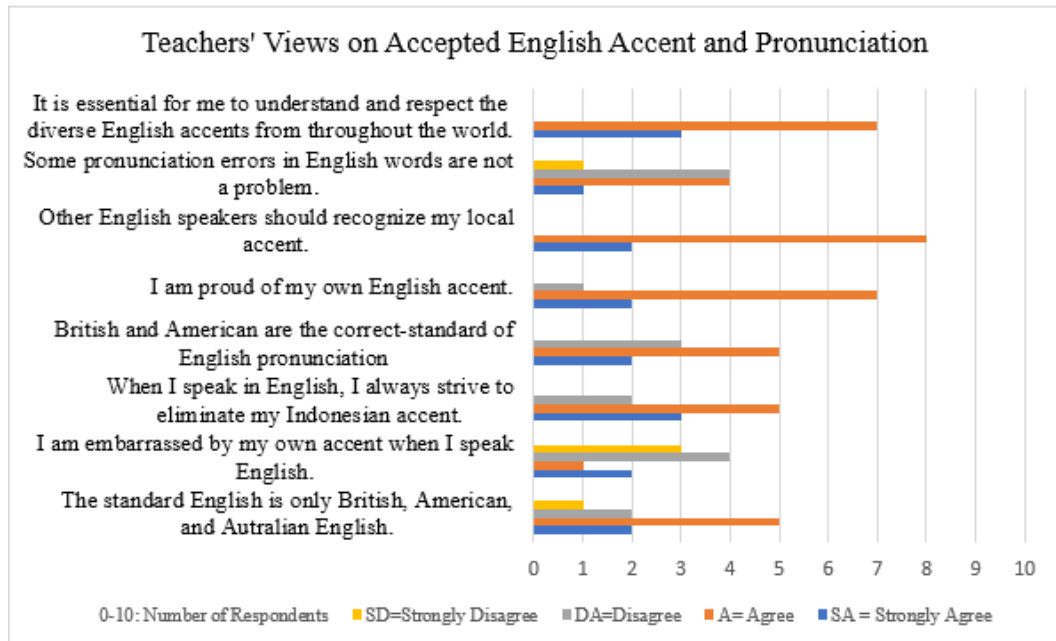

Figure 4.2. Accepted English accent and pronunciation data from questionnaire

The findings from the eight questionnaire items related to accepted English accents and pronunciation reveal a complex perspective among Indonesian EFL teachers, showing both adherence to inner circle standards and openness to outer and expanding circle varieties. In questionnaire items 1 and 4, seventy percent of the respondents (50% agree and 20% strongly agree) believed that the English standard is only from inner circle countries (British, American, and Australian English). This suggests that English variations from outer and expanding circle countries are considered non-standard. However, responses to items 2, 5, 6, and 8 indicated a shift towards valuing outer and expanding circle varieties, expressing pride in their own accents and pronunciation. In questionnaire item 2, seventy percent of respondents (40% disagree and 30% strongly disagree) revealed they were not ashamed of their English accents. This sentiment is further supported by the findings in item 5, where ninety percent of respondents (70% agree and 20% strongly agree) affirmed they are proud of their own accent and pronunciation in English. Furthermore, in item 6, all respondents (80% agree and 20% strongly agree) believed that diverse English accents, including their Indonesian accent,

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should be respected and recognized by other English speakers. Despite this, questionnaire item 3 showed that eighty percent of respondents (50% agree and 30% strongly agree) indicated they always try to eliminate their own accent and pronunciation to sound like native speakers. Meanwhile, responses to item 7 revealed a balanced view, with participants equally divided between agreeing and disagreeing on whether errors in English pronunciation are problematic. These findings illustrate a nuanced attitude towards English accents and pronunciation among the participants. While there is a significant adherence to inner circle standards, there is also a notable pride and acceptance of their own accents and a recognition of the legitimacy of diverse English varieties.

In order to delve more to the respondents' views on GEs in term of accepted English accent and pronunciation, the researcher then conducted in-depth interviews by providing two interview questions: (1) In your opinion, what accent do you have in English, and how do you feel about that? and (2) What do you think about mistakes made by nonnative English speakers in using English? Regarding this issue, the informants claimed that they have American English accent, by still admitting that sometimes they speak English with an Indonesian accent, as Indonesian is their first language (L1). Consequently, their English is somewhat influenced by their mother tongue. Despite this, their acknowledgment of having an Indonesian accent in English indicates their efforts to minimize it and speak more like native English speakers.

> *........... I have American accent in almost my English using, but I have to admit that sometimes I still use Indonesian accent when speaking English because my L1 affects my English. As far, I love my accent, but as an English teacher, I'm still practicing to pronounce words like native, particularly in American accent.* (T1)

In addition to having an Indonesian accent, other respondent revealed that his English was influenced by his local language accents (e.g., Bataknese). Due to the diverse backgrounds, cultures, and local languages in Indonesia, he also mentioned that his English was affected by his regional languages. This is because he was accustomed to use the local language in daily communication.

I'm not quite sure, but I think I have American English accent. But my English is often affected by my local language (Batak). Many people said that my English is a little bit funny especially when it deals on pronouncing vowel sound 'e'. But I'm OK with that, I'm proud of my own accent because that's my identity (T2)

Based on the research findings from questionnaire and interview, it can be inferred that the respondents claimed that they used American English in most of their English practices, noting that sometimes their L1 (Indonesian and local language) accent affects the way they used English. In addition, they also showed a great pride on their Indonesian and local language accent in using English.

In order to enrich the data related to teachers' perceptions of accepted English accents and pronunciation, the researcher gave an additional interview question regarding mistakes made by non-native English speakers (NNESs) when using English. Regarding this issue, all participants strongly agreed on the importance of correcting mistakes made by non-native English speakers (NNESs) in using English. However, they emphasized that corrections are not necessary in all situations and aspects. Specifically, corrections are deemed important for grammatical errors in written forms, particularly within an educational context. On the other hand, when it comes to accent and pronunciation in speaking, the respondents indicated that there is no need for correction, as they do not consider these to be mistakes.

…………… accent is not a big deal. But if someone makes mistakes on pronunciation and grammar, we need to make correction because the misspelled of English words and inappropriate grammar use will be affected to the sense of the words/sentences. (T9)

Similar response also revealed by novice teacher related to the need of correction to mistakes made by NNESs. However, she strongly emphasized that it is not necessary to make correction to English accents uttered by NNESs. In other words, various English accents are acceptable as long as the conversation is effectively communicated.

…………….. it doesn't matter what kinds of accent and pronunciation used in speaking English as long as the talk is understandable. However, it will be

different when it comes to writing. I mean, the grammar and pronunciation should be put appropriately when using English especially on written form of formal circumstances like school/education. (T4)

The findings stated previously indicated that the respondents in this present study considered important to correct mistakes made by NNESs. The responses tend to show different correction in the different situation and aspects. Students' mistakes on pronunciation in speaking is considered urgent to be corrected because it potentially could change the meaning. Meanwhile, the corrections for mistakes on accent in using English is not fully needed as long as the meaning can be conveyed well. Furthermore, for mistakes deal with grammar on written form, they also revealed the urgency of making corrections. The respondents stated that the English has its own standard for the grammar, therefore it must be used properly based on the inner circle English standard.

Based on data gathered from questionnaire and interview addressed to research question (1b), it appears that respondents were open to various English accents and pronunciation as long as the meaning can be conveyed well. They believed any accent is acceptable as long as the conversation's goal is effectively communicated. However, they did not tolerate fatal misspelled or mispronounced English words, as these can alter the meaning of a conversation.

4.1.2.3. Teachers' views of English ownership

The increasing of English users all over the world has put English as the language most widely-used. However, it cannot be denied that the English itself still adhered to its origin, inner circle countries, like UK and America. In other words, most of the English users particularly from expanding circle countries like Indonesia still put British and American English as the root of the language. This subsection discusses findings obtained from questionnaire and interview regarding Indonesian EFL teachers' views on English ownership. Figure 4.3 presents the questionnaire data pertinent to Indonesian EFL teachers' perceptions of English ownership.

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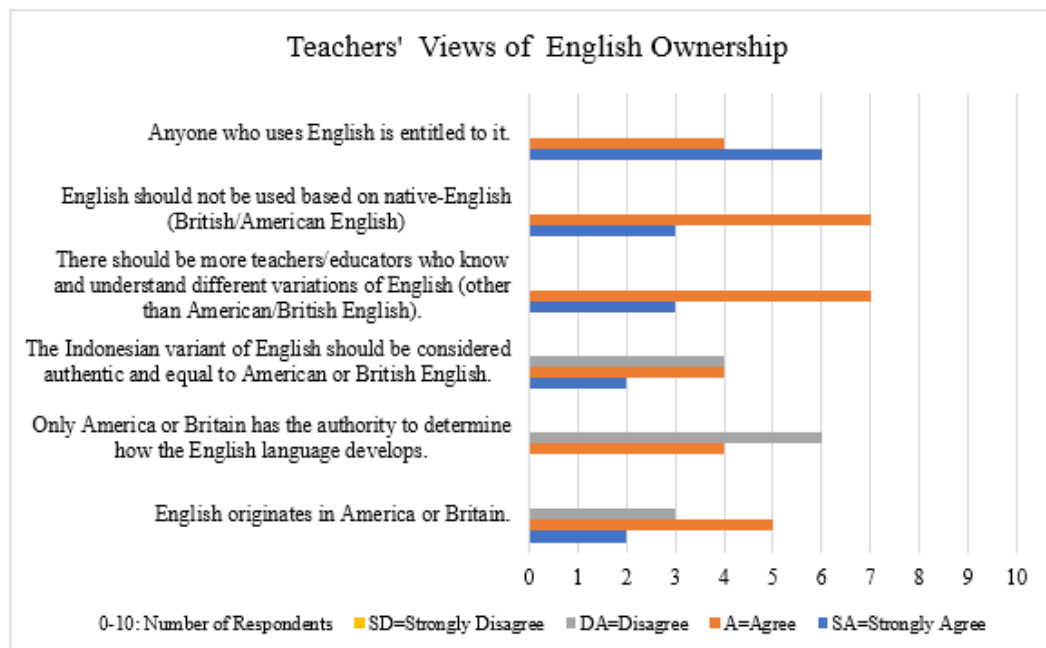
Figure 4.3. Views on English ownership data from questionnaire

The findings from the six questionnaire items related to views on English ownership reveal a strong belief among participants that English is not solely the domain of inner circle countries but belongs to everyone who uses the language. Although questionnaire item 1 shows that seventy percent of respondents (50% agree and 20% strongly agree) believe that English originates from inner circle countries like Britain and America, this does not imply that non-native English speakers (NNESs) must always adhere to inner circle English norms. In questionnaire item 2, sixty percent of respondents disagreed with the notion that only America or Britain has the right to determine how English is used. This view is further supported by the responses to questionnaire item 5, where all respondents (70% agree and 30% strongly agree) insisted that English should not be based solely on British or American norms. Furthermore, in questionnaire item 3, sixty percent of respondents (40% agree and 20% strongly agree) believed that the Indonesian variant of English should be considered equal to American and British English. Interestingly, questionnaire item 4 revealed that all respondents (70% agree and 30% strongly agree) believe there should be more teachers and educators who understand different variations of English beyond British and American English. This sentiment is echoed in questionnaire item 6, where all respondents (60%

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strongly agree and 40% agree) agreed that English belongs to everyone who uses the language. These findings demonstrate a clear perspective among participants that English ownership extends beyond inner circle countries, emphasizing the importance of recognizing and valuing diverse English variations globally.

In order to delve more and clarify the data obtained from questionnaires, the researcher then conducted an in-depth interview by providing three interview questions: (1) Is English open to all users, in that, they can use it in whatever way they want? 2) Do we need standard of English? and (3) Who owns English and what determines the ownership of English? The interview data corroborated the findings from the questionnaire. This alignment was particularly evident when the informants were asked interview question regarding the openness of English to all users, in that the language can be utilized in various ways according to individual preferences.

Regarding this issue, all the respondents in this study shared the same opinion stating that English is open to all users throughout the world since the language has spread globally. However, related to the way the English used, the respondents revealed different point of views. Some of them stated that English must be used properly because English has its own rules. Meanwhile, other revealed that English can be used as the users want to as long as the conversation actors can convey the meaning well.

> *Yes, English is for all people but we cannot use it whatever way we want because English has norms. We need to speak English properly in order to avoid misunderstanding because there are some English words will have different meaning when they are misspelled.* (T1)

Different response was uttered by a novice teacher. Although he also believed that English originates from inner circle countries, it does not mean that English must be utilized based on inner circle English norms. He stated that it is fine to use non-standard English as long as the message of a conversation can be understood between the speaker and listener.

> *English is open to all users because it is a universal language. Everyone has the right to use English on their own way. I mean, the using of English must*

not be based on American or British English. As long as the speaker and listener understand the talks, it is fine to use free style of using the language. (T2)

The data suggests that the English language is still adhered to inner circle countries, emphasizing that English has its own rules. However, there is no limitation for the using of the English language as long as the conversation actors understand and can catch the goal of the talks. In other words, the English language users are allowed to use the language as they want to as long as they can convey the meaning well.

To explore the teachers' views on English ownership, the researcher included interview question about the necessity of standard English. In response, all participants shared the same argument regarding the standard of English. They acknowledged that every language, including English, has its own standard, typically set by native speakers, which serves as a guideline for language usage. British and American English were consistently highlighted as the primary varieties considered standard. However, they emphasized that these standards serve to provide English users with foundation version of the language and should not become an obstacle in communicating. In other words, it does not matter if you speak nonstandard English as long as your partner understands your talks.

……. due to the global spread of English, having standard like British English (BrE) and American English (AmE) is important as a guidance for non-native English speakers. However, it's important to recognize that using non-standard English in communication is perfectly acceptable as long as the speaker and listener can understand each other well. (T2)

Though the respondents in this present study believed that English standard is the English comes from inner circle countries like UK and United States, their views were different on the ownership of English. When the teachers were asked about who owns English and what determines the ownership of English, they revealed interesting responses. The teachers stated that English is not only owned by native speakers but also everyone who uses it because English is utilize as tool for communication. Given that English has spread globally, there are many people who speak English do not come from inner circle countries. In other words, the

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ownership of English cannot be attached only for them who come from inner circle countries which is commonly obviously seen by their physical appearance like blue eyes, brown hair, light skin, etc.

> *As I know, English comes from Britain, America, and Australia. But I think everyone has the right to claim the possession of English because English is used for communication globally. The ownership of English can be entitled to everyone who utilizes English for communication. The nonnative English speakers also own English because English is universal.* (T1)

Besides experienced teacher, the novice one also revealed that English is owned by every English user throughout the world. The ownership of English can be adhered to everyone given English is a universal language. She also claimed that the possession of English is not determined by certain physical appearances which are commonly found in people from inner circle countries.

> *English is originated from English speaking countries like America and UK. However, in my opinion, English native speakers are not limited to inner circle countries only, like where they were born and how their looks. Due to the technological advances, we can now find that not a few people speaking English do not meet the criteria of inner circle people's physical appearance like blue eyes, brown hair, light skin, etc.* (T4)

Based on the data obtained from the questionnaire and interview questions, it can be inferred that participants in this study believed that English originates from inner circle countries like America and Britain. However, they do not restrict the ownership of English to people from these countries or to specific physical traits like blue eyes, light skin, or brown hair, which are commonly associated with people from inner circle countries. They expressed that every English user in the outer and expanding circles countries can claim ownership of English because it is a universal tool for communication. While they acknowledge that English originates from inner circle countries, they believed that ownership is not exclusive to those who speak English as their first language.

4.1.3. Teachers' implementation of GEs in ELT

Data obtained from questionnaire and interviews need to be clarified and triangulated in order to investigate the consistence and the correspondence between

the respondents' views on GEs and their practices in teaching. The classroom observation is considered as the most suitable way to find out the practice of GEs in the classroom. The researcher observed the participants thoroughly by providing any guide notes to be filled based on data obtained in the field. There were three aspects that need to be observed during the teaching learning processes, such as the teachers' consistence in using textbook, the teacher's intensity in speaking English and the way the language used, and corrections to students' mistakes.

The aspect of consistence in using textbooks was observed to determine the compatiblity and the correspondence between teachers' views on the necessity of incorporating inner circle norms in English materials and their actual practice. The teachers' intensity in speaking English and the way they used English were also crucial to be observed in order to investigate what kind of English varieties, accent and pronunciation used during their teaching processes. Meanwhile, the last aspect namely the correction to students' mistakes was observed to investigate whether or not their views on GEs in terms of English ownership is consistent with their practice.

The classroom observation was conducted in March, 2024. Teachers from various schools and level were observed, from elementary level to junior and senior high school level. Four English teachers were involved in the process of classroom observation. Those teachers were they who have revealed their own views on GEs both in questionnaire and an in-depth interview. This observation conducted in order to investigate the consistence and the correspondence between their perception of GEs and their practices during the English learning processes. The results of the classroom observation then thoroughly analyzed using thematic content analysis. The following is presented the results of classroom observation.

4.1.3.1. The consistence in using textbook

Based on the data obtained from questionnaire and an in-depth interview, it is found that Indonesian EFL teachers preferred inner circle English varieties, particularly British English (BrE) and American English (AmE) – but mostly to AmE. They revealed that both English materials and school exercises must be put in inner circle

English ideologies. In other words, they considered BrE and AmE as the most appropriate English standard that need to be manifested in ELT.

However, the classroom observations revealed a discrepancy between teachers' views and their actual practices. In practice, teachers often taught English based on the Global Englishes (GE) ideology. This discrepancy arose because the English textbooks they used were largely influenced by the GE approaches. In other words, their teaching was shaped not by their preference for inner circle English, but by the school's choice of textbooks. Interestingly, when the data delve more it is found there was a difference between novice and experienced teachers. Novice teachers fully adhered to the GE ideology presented in the textbooks, while experienced teachers sometimes modified the materials by adding examples with Western names (e.g., James, Smith) and places (e.g., London, California). Here are their responses when they were asked further related to this matter.

> *I preferred AmE but I love the way the textbook's authors provide the English learning materials. It is not only put foreign cultures and setting from America and UK as teaching material but also other countries from nonnative English.* (T2/note 6)

Meanwhile, when the researcher asked the experienced teacher related to the modification they made during the learning processes, it is found that the teacher want to train her students to be more native by providing more English pronunciation.

> *I try to be more creative. I modified names and places to be in western cultures in order to familiarize my students with pronouncing English words..............* (T9/note 7)

This indicates that the novice and experinced teachers preferred inncer circle English norms to be put on learning materials, but in practice they mostly taught English in GEs ideology due to the textbook used were their institution's choice. Even though the English textbook has provided in GEs, the experienced teachers still modified the learning material by giving western names and places from inner circle countries as the alternative examples. In order to enrich the data of this study, the researcher then presents some examples of English learning

materials found in the textbooks used by the participants which has largely considered Global Englishes (GEs) from both outer and expanding circle.

English textbook of elementary

The elementary English textbook analyzed in this study was published by *Tiga Serangkai Pustaka Mandiri* and authored by Ida Kusuma Dewi, Djatmika, and Agus Dwi Priyanto. The textbook used by the respondents strongly reflects the principles of Global Englishes (GEs). The 6th-grade textbook includes a diverse range of teaching materials covering listening, reading, speaking, and writing. These materials incorporate the concept of GEs by featuring content not only from inner circle countries but also from outer and expanding circle countries. The authors have integrated various global perspectives through the settings, characters' names, and images, ensuring a broad representation in the teaching materials. The followings are parts of the teaching materials found in the elementary textbook.

● Listening materials

Figure 4.4 Listening materials on elementary textbook

The listening material in figure 4.4, the authors incorporated the concept of GEs by using Indonesian names like Prabowo, Hasan, and Darma for the characters in the conversations. Additionally, the uniforms worn by the characters

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in the illustrations suggest that the setting of the conversation is in an expanding circle country, specifically Indonesia.

- Speaking materials

Figure 4.5 Speaking material on elementary textbook

Figure 4.6 Speaking materials on elementary textbook

Figure 4.5 indicates that the book's authors designed the speaking materials to include settings from various countries, as evidenced by the diverse types of greetings from outer and expanding circle countries. Additionally, in Figure 4.6, the names and characters used are also varied, representing both outer and expanding circle countries with names like Mateo, Pablo, and Rahman.

● Reading materials
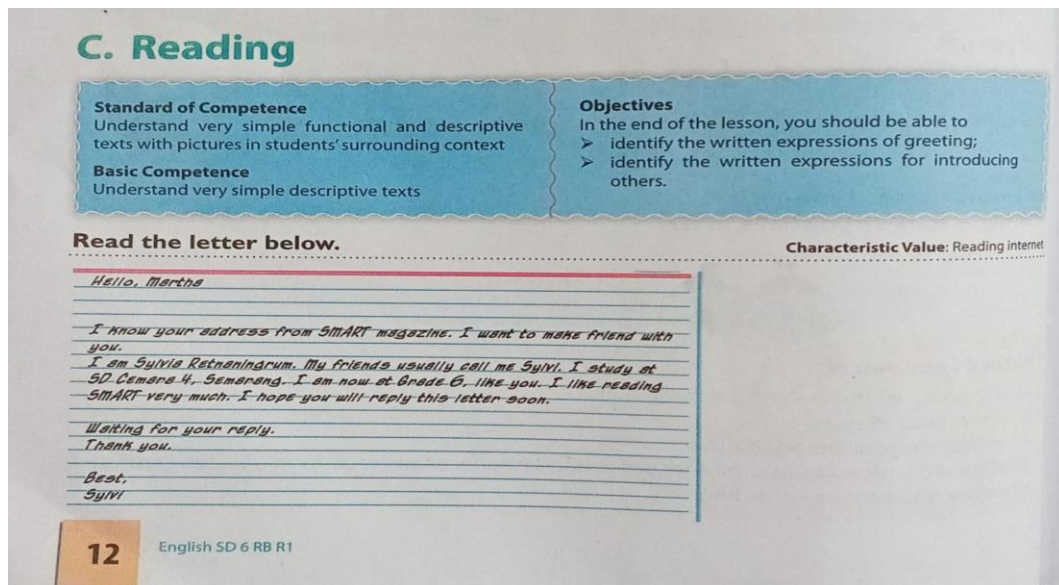
Figure 4.7 Reading materials on elementary textbook

Figure 4.7 shows the teaching materials for the reading section. The authors incorporated GEs in the letter's content by setting it in Semarang, Indonesia. The standard competence for this section requires students to understand descriptive texts about their surroundings. Since the book is intended for Indonesian students, "students' surroundings" refers to the Indonesian context.

● Writing materials
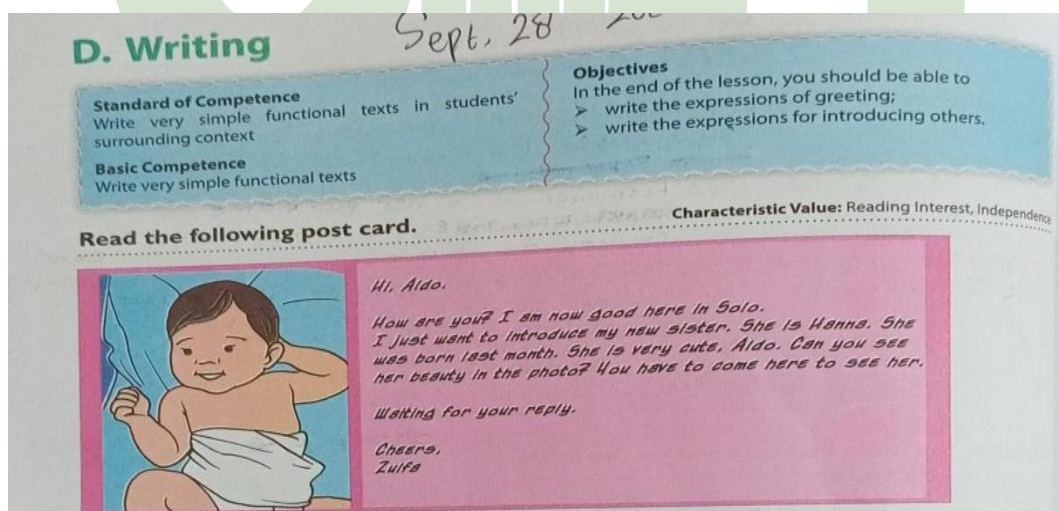
Figure 4.8 Writing materials on elementary textbook

In addition to listening, speaking, and reading, the writing materials in the textbook also reflect the concept of GEs. This is evident from the setting of the

letter shown in the picture, which is set in Solo, Indonesia. Furthermore, the names used in the letter are typical Indonesian names, highlighting the consideration of GEs by the authors.

English textbook of junior high school

The English materials in the junior high school textbook indicate that the authors considered Global Englishes. This book, also published by *Tiga Serangkai Pustaka Mandiri*, includes listening, reading, and speaking materials with settings and characters from both inner circle countries and outer and expanding circle countries. The followings are some examples from the book's content.

• Listening material

Figure 4.9 Listening Materials on Junior High School Textbook

The figure 4.9 above shows that characters used by the authors in the listening materials are from expanding circle countries, Indonesia, like the name of Hidayat and Salsa.
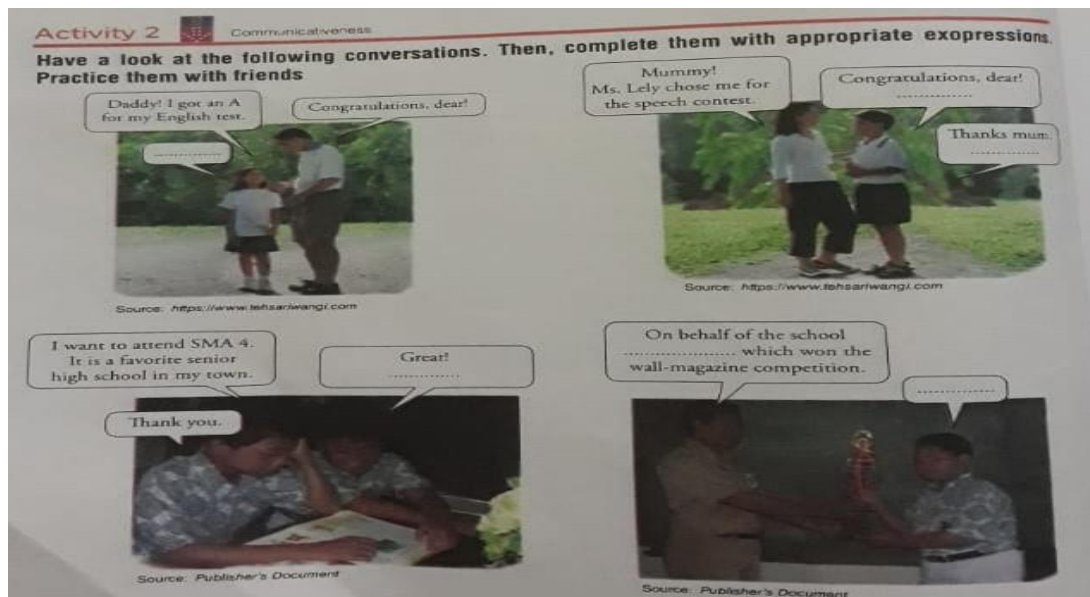
● Speaking materials

Figure 4.10 Speaking Materials on Junior High School Textbook

In this part, the authors put characters on the book totally from Indonesia, one of expanding circle countries. It can be obviously seen that the uniform worn by the students is Batik, one of Indonesian traditional clothings.
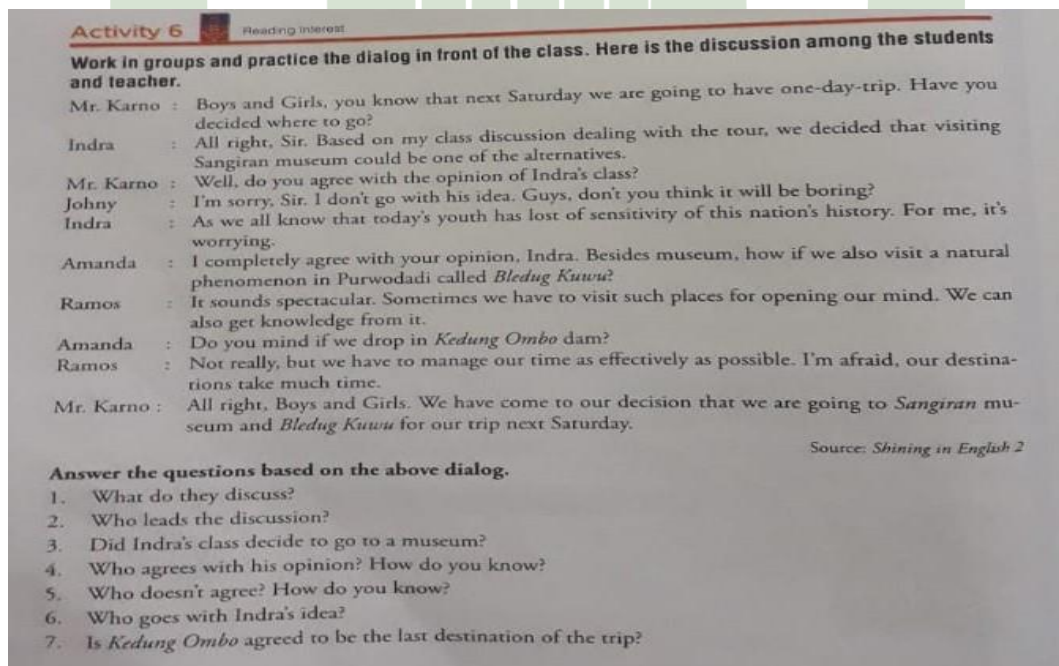
● Reading Material

Figure 4.11 Reading Materials on Junior High School Textbook

Reading material in this textbook indicates that the authors do not only put character from outer and expanding circle countries like Ramos and Indra, but also considered character from inner circle countries like Johny. It can be implied that the authors of the English textbook considered GEs in the reading materials.

English textbook of senior high school

In this section, the researcher thoroughly examined the English textbook used by the respondents to analyze its content. The book, published by *Bumi Aksara* and written by Ikhwan Muslim and Dendy Desmal, aims to identify the types of English materials included. Analysis of the senior high school English textbook reveals that it strongly incorporates the concept of Global Englishes (GEs). The content features settings and characters not only from inner circle countries but also from outer and expanding circle countries. Moreover, the learning materials predominantly reflect the Indonesian context, as seen in the reading texts, writing exercises, and listening sections. The following is presented some examples from the book's content.

● Listening materials

Figure 4.12 Listening materials on senior high school textbook

In the figure 4.12, it is found that the character used are not from inner circle countries. The authors of this book considered GEs by putting character/name from expanding circle, Indonesia, namely Pardi and Suha. Those two names are commonly come from Javanese.

● Reading materials

Supplementary Reading

Task 19 Read the following letter. Pay attention to the structures of the letter, and then answer the questions that follow.

Hi, how are you?

My name is Daniel, and I'm fifteen years old. I was born in Bandung, West Java. I am Sundanese because my father is from Sumedang and my mother is from Bandung.

I live in a typical Sundanese family. I stay with my father and my mother. I have a sister and we all live together in a town in the south corner of Bandung. At the back of our house we have our garden where I play with my sister.

My family has a car, a computer, a TV set, a washing machine, and a cat. Mum and dad both have mobile phones and I am hoping to get one soon. The day starts at about 4 o'clock when Dad and Mum get up. My sister and I usually do pray Subuh with Dad in the praying room. We have breakfast at 6 o'clock.

I like to eat fried rice and jam on toast. I also drink a glass of milk. My mum usually only has toast, a glass of orange juice and a cup of coffee. Dad likes to have a fried breakfast consisting of baked beans, chicken, tomatoes, an egg and a sausage.

After breakfast, my sister and I, put on our school uniform. I wear grey trousers, a white shirt and a blue sweat shirt. My favourite subjects at school are science and history. My favourite topic in history is learning about the ancient Indonesian. I also enjoy PE (Physical Education) lessons. We play football, basketball, badminton and sometimes we go cross-country running. What about you?

Write soon.

Daniel

Adapted from: https://bit.ly/bnNgfPu

Figure 4.13 Reading material from expanding circle country, Indonesia

From the reading materials shown in Figure 4.13, it can be inferred that the authors considered the content with an outer circle country perspective, specifically Indonesia. This is clearly evident from the setting, which includes recognizable Indonesian places, cultural habits, and uniforms. Another reading material found in the English textbook consists of Indonesian folklore. The textbook includes many stories from Indonesia, such as the folklore of Sangkuriang, as shown in Figure 4.14.
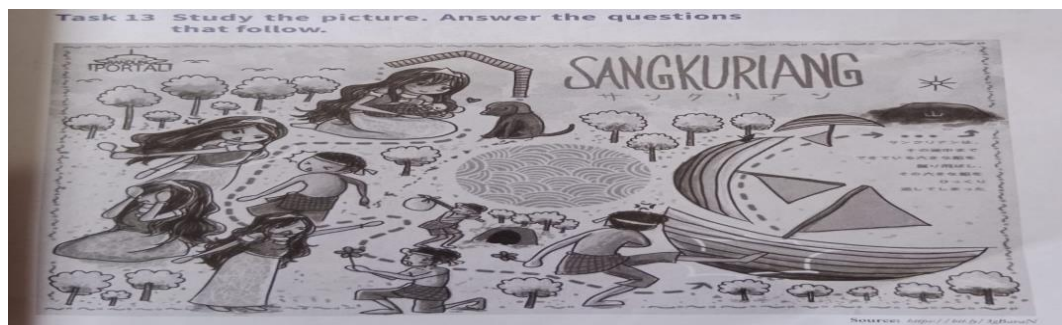
Figure 4.14 Reading material of Indonesian folklore

Figure 4.15 Reading materials from expanding circle

In this section, the authors of the book provide reading materials themed around expanding circle countries, specifically Macau, South China. This indicates that the English textbook used by the respondents thoughtfully incorporates the concept of Global Englishes by including settings from outer and expanding circle countries in the teaching materials.

- Writing materials

Model of a Descriptive

Borobudur Temple

Description

Borobudur is a Buddhist temple. It was built in the ninth century under Sailendra Dynasty of Ancient Mataram Kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Identification

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 meter high and consists of¹ eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular². Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the centre of the top circle. The way to the summit extends³ through some 4.8 km of passage and stairways.

¹Term for Classifying
²Adjectival
³Present Tense

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into three spiritual spheres, kamadhatu, rupadhatu and arupadhatu⁴. The first sphere, kamadhatu, represents respectively the sphere of desires where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where there is no longer either name or form.

⁴Participants

Concluding Paragraph

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian⁵ people. With its magnificent size and architecture, no wonder that Borobudur Temple includes seven wonders of the world.

⁵Adverbials

Figure 4.16 Writing Materials of Indonesian Cultural Heritage

Regarding the writing materials, the authors of the English textbook opted not to set the materials in inner circle countries. Instead, they chose Borobudur Temple, one of Indonesia's historical heritage sites, as the topic for the writing materials, highlighting a preference for Indonesian contexts over settings from inner circle countries.

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In summary, the teachers' belief that English materials should follow inner circle English ideologies does not align with their actual teaching practices. The primary reason for this discrepancy is that teachers do not have the authority to choose the teaching materials, as the textbooks are selected by the institution they work for.

4.1.3.2. Teachers' intensity in speaking English and the way the language used
These aspects were observed to identify the types of English variety, accent, and pronunciation the teachers used in their teaching. Regarding the teachers' use of English and the intensity with which they spoke it, classroom observations revealed that all respondents spoke English confidently. They showed no hesitation in communicating in English with their students, whether they used full or partial English. Despite their high confidence, they did not consistently use English on all occasions. Interestingly, teachers who used partial or mostly English tended to frequently switch between English and Indonesian. Additionally, this observation aimed to investigate the consistence and the correspondence between the teachers' views expressed in the questionnaire and interviews and their actual teaching practices.

In the questionnaires and interviews, respondents indicated a preference for inner circle English variations, particularly British English (BrE) and American English (AmE), with a stronger inclination towards AmE. They claimed to use accents from BrE and AmE (mostly AmE). However, in practice, they did not consistently use either British or American English. Instead, they tended to speak English with their own accents, such as Indonesian English, and some even used their local language accents, like Bataknese accents. This was particularly evident when the teachers pronounced words containing the vowel sound 'e'.

Moreover, despite the respondents' claims of being open to various English accents, experienced teachers often enforced inner circle English norms in their teaching. The researcher frequently observed these teachers requiring students to repeatedly practice words until they pronounced them in accordance with inner circle English accent and pronunciation standards.

I understand what my students mean, but English has its own established rules. That's why I ask them to use the language correctly. (T9/note 9)

4.1.3.3. Correction to students' mistakes in using English

The final aspect observed during classroom observations was the correction to students' mistakes in using English. Corrections primarily focused on pronunciation, grammar, and accent. However, there was a notable difference between novice and experienced teachers. Experienced teachers consistently used inner circle countries' norms as the main reference in their teaching. They tended to correct students' mistakes in pronunciation, grammar, and even accent, applying these corrections in both written and spoken forms. In other words, experienced teachers required their students to speak English like native speakers.

English must be used as its original sources. As NNESs, we need to use the standard English like British and American English in all English aspects. (T1/note 8)

Meanwhile, novice teachers also corrected students' mistakes in English, but their focus was limited to pronunciation and grammar. They prioritized the students' fluency in expressing their opinions in English over strict adherence to correct grammar and pronunciation. Additionally, they did not view accents that differed from inner circle norms as mistakes. Classroom observations revealed that as long as the teachers understood the students' intended meaning, they allowed the conversation to flow naturally, letting the students speak English in their own accents. In other words, novice teachers did not require their students to speak English like native speakers.

I usually give my students their own way in expressing their argument. For oral communication, I don't mind too much the correct aspects of English like grammar, pronunciation, and even accents they used as far as we understand one each other. (T4/ note 8)

These findings indicate a discrepancy between the experienced teachers' views on English ownership and their practices in ELT. Although the respondents believed that English is owned by everyone who uses it, their teaching practices suggested otherwise. They seemed to consider English as primarily belonging to

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inner circle countries. This was evident in their teaching practices, where they tended to require learners to use English like native speakers, striving to impose inner circle English ideologies during English practice. Moreover, experienced teachers were inclined to criticize students for speaking non-standard English.

4.2. Discussion

The previous part discussed about the results obtained from various qualitative research instruments. This section presents the discussion for each finding of the research. The researcher analyzed each finding in connection to the research questions, linking them to prior studies and applicable theories. The discussion centers on addressing the research questions.

4.2.1. Teachers' views of Global Englishes (GEs)

The first research question on Global Englishes (GEs) focuses on three main areas: preferred teachers' English variety (ies), accepted English accents and pronunciation, and perceptions of English ownership. To verify these beliefs, classroom observations were conducted to clarify how teachers' views align with their classroom practices regarding Global Englishes, addressing the second research question.

4.2.1.1. Teachers' views on preferred English varieties

The first type of teachers' belief related to GEs is teachers' preferred English varieties. These beliefs are essential in this present study because English varieties have a significant impact of how the teachers' ideology in using English. López Puga (2014) stated that the teachers' ideology will affect their learners. Based on data obtained, it is found that the teachers preferred on inner circle English variations, particularly on American English (AmE) and British English (BrE). However, a distinction emerged between novice and experienced teachers. Experienced teachers, with over five years of teaching experience, tended to favor only inner circle English variations. Conversely, novice teachers, with less than three years of teaching experience, showed openness not only to inner circle English but also to variations from outer and expanding circle Englishes. This finding is in line with study conducted by Ubaidillah et al., (2023) stating that novice teachers

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demonstrated greater flexibility towards the emergence of Global Englishes. It indicates that there is an openness of to the variation of English throughout the world. The possible reason for this situation is about more exposure on different accent and pronunciation via internet so the people have a positive attitude toward the English varieties (Sung, 2014). It is potentially for the teachers to not only put inner circle as the only 'standard-English' when teaching English to their students. Also, they will probably be more respect for the learners' local accent and pronunciation.

Meanwhile, the teacher preferences for inner circle English variation suggested that they may see these countries as the English language origin. The two main possible reasons for this situation are, little exposure on English varieties and they seemed want to be sound like a native-English. The first reason is in line with Choi (2007) and Rini (2014), stated that the presumption of inner circle is the 'correct' and 'legal' ones is due to the limited exposure from non-inner circle. For the second possible reason, the participants preferred inner circle because they want to be like-native English users in order to be seemed more intelligent (Ruane, 2019; Almegren, 2018; Rini, 2014).

Their preference on English variation also affects their views on selecting English learning materials. Both novice and experienced teachers revealed that English from inner circle (BrE and AmE) is the English variations that need to be put in English material because it is considered as the standard of English. Even though experienced teachers initially stated that the using of English variations from non-inner circle countries need to be adjusted to the goal of the English learning (Yanti, 2020), but they still lean more towards inner circle variation namely American English (AmE). These findings align with some studies suggesting to use inner circle English ideology as an English standard (Choi, 2017; Galloway, 2013; Jung, 2005). Furthermore, Meer et al., (2021) revealed that British and American English are viewed as the general English standard, associating English-speaking nations primarily with Inner Circle varieties such as British, American, and Australian English. However, there is a slight difference between the finding of the present study to research conducted by Meer et al., (2021), revealing that British

English is perceived as the standard reference in educational settings, while American English is linked to a sense of dynamism and informality.

4.2.1.2. Accepted English accent and pronunciation

Regarding participants' perceptions of accepted English accents and pronunciation, the respondents exhibited differing views. In formal situations such as academic or educational contexts, they tended to consider English from inner circle countries as the standard. However, in informal situations, they felt more freedom in using English. Meanwhile, for oral communication, the participants stated that both in formal and unformal situations, various English accents are acceptable as long as the meaning is conveyed clearly. The primary concern was correcting mispronounced words that affect the meaning. Additionally, in written form, proper grammar is essential because English has established rules (Monfared, 2019; Hariri, 2024). This is align with research conducted by Meer et al,. (2021) asserted that English must be adhered to inner circle countries like Britain, America, and Australia, which play as the root of English. Therefore, there is a need to emphasize the urgency on correction to errors made by non-native English speakers (NNESs) if out of inner circle English norms.

Pertinent to accents, the participants expressed pride in their own accents when speaking English. Initially, they preferred inner circle English variations, but they also embraced accents from outer and expanding circles. They stated that they are not ashamed of their accents and pronunciation in English. This finding is consistent with study conducted by Norman (2017); Waloyo & Jarum (2019) suggesting that they believed that as long as the purpose of the conversation is effectively communicated, their accent should not be a concern. However, they admitted that they try to reduce their accent and improve their pronunciation to appear more intelligent (Almegren, 2018).

These findings are consistent with previous studies by Norman (2017) and Waloyo & Jarum (2019). In a study conducted by Norman (2017), eighty Swedish students agreed that having a native-like accent when speaking English was not crucial. Waloyo & Jarum (2019) in which 46 university students participated from

Indonesian university context were not ashamed of their L1-accented English. However, this finding is contrasted with data from the Middle Eastern context, where students had a negative opinion of their local accents when speaking in English (Almegren, 2018). Thus, Schmitz (2014) stated that the outer or expanding circle students who lack of respect for local accents when speaking in English has become a source of worry.

4.2.1.3. Beliefs about English ownership

The researcher found two subcategories for this section. The ownership of English can be indicated from the respondents' beliefs on the need of English standard and aspects determine the ownership of English. Based on the data obtained, it is found that the respondents stated the need of English standard. It is so because as nonnative English speakers, the standard of English is urgent as the guidance in using the language because English has spread globally. As the consequence, there are various English variations emerged based on the English users' background and culture. Therefore, the standard of English is important in order to be the guidance for NNESs in using the language. This is in line with Jodaei (2021) asserting that the standard of English from the native speakers' norms is believed has a significant implication on English language learning and teaching.

Though the participants believed that English language has its own standard which commonly provided by native English speakers, they denied that birthplace and physical appearances put as the benchmark of English ownership. In this study, the respondents revealed that the ownership of English cannot be determined by the physical appearances like blue eyes, brown hair, white skin, etc. This finding is relevant with Widdowson (1994) stating that the ownership of English is entitled to anyone who uses/speaks it. In other words, everyone can own English and native speakers cannot say and what to do on how the language is utilized (Galloway, 2013). Furthermore, Al-Dosari (2011) also stated that some non-native online exposures may influence this view. Moreover, the technology/internet which provides kinds of English variety had affected the respondents' perception on English ownership. They might think that English used

not based on British or American English standard is still considered as good communication (communicative). This finding is in line with research conducted by Choi (2007), where Korean respondents disagree of labelled' British and American owns English'. They also believed that English belonged to anyone who uses it for communication. However, it cannot be denied that although everyone who uses English can claim the ownership of English, it does not mean that the English users all over the world can utilize that language as they want to without considering the standard of the English language itself.

Furthermore, these findings are also consistent with earlier studies at different contexts by Jenkins (2006) and Widdowson (2003), revealed that English is not limited on ethnic group or certain geographic. In other words, English is utilized globally and it cannot be determined solely by a person's birthplace such as America, Australia, Britain, etc. Rather than limiting communication to native or non-native speakers, English now has been used a tool for communication for all people throughout the world, both in outer and expanding circle countries who regard English as L2 or foreign language (Jenkins, 2006; Widdowson, 2003). Additionally, Dhami & Prabjandee (2022) in their study also revealed that the individuals rejected the idea of a standard language linked to inner circle contexts and instead chose to acquire English for communication with a diverse range of English users. The participants noted that South Asian English varieties exhibit unique characteristics shaped by South Asian values, cultures, and traditions. Nevertheless, they encounter challenges in applying GEs, primarily attributed to a lack of adequate learning materials for Global English.

4.2.2. Teachers' implementation of GEs in ELT

Researcher in this present study conducted classroom observation in order to confirm the respondents' views on GEs and their practices in ELT. The following is presented the discussion of findings from classroom observation. This section discusses three themes found in observation: teachers' consistence in using textbook, the teachers' intensity in using English and the way the language used, and the correction to NNESs' mistakes in using English

4.2.2.1. Teachers' consistence in using textbook

Findings on questionnaire and interviews revealed that teachers preferred inner circle English variation, particularly AmE. Their preference also affects their views on selecting the English teaching materials. They revealed that English learning materials need to be put in inner circle ideology because NESs are considered as the model of the English language itself (Meer et al., 2021). However, in practice, they mostly taught English in GEs ideology due to the contents of textbook used mostly considered the conception of GEs. The learning materials were not only manifested inner circle English norms but also from outer and expanding circle. It is so because their English textbook were selected by the school. In other words, the teachers have no authority in determining the textbook used and it was selected by the institution they work for. It can be inferred that there is discrepancy between the teachers' views on the necessity to include inner circle English in teaching materials and their practice in ELT. The teachers, especially the novice teacher, strictly adhered to the provided English textbooks, which were based on the ideology of Global Englishes (GEs).

4.2.2.2. The teachers' intensity in speaking English and the way the language used

Data obtained from questionnaire and interviews indicated that the teachers were open to any kind English varieties from outer and expanding circle. However, in practice, the experienced teachers try to enforce the inner circle ideology to their students. It indicates there is a discrepancy between their views and practice. This finding is in line with research conducted by Monfared (2019) stating that while English teachers from both OC and EC acknowledged the importance of teaching various English varieties, they approached the idea of incorporating them into the classroom with caution. Furthermore, their views revealed that they used BrE and AmE, but in practice they used Indonesian/local accent in speaking English. In other words, they had a great pride on their own accent even though it is not based on BrE or AmE. Waloyo & Jarum (2019) also revealed that students from an Indonesian university context were not embarrassed by their L1-accented English.

4.2.2.3. Correction to NNESs' mistakes in using English

It was found different data from novice and experienced teacher related to this matter. In practice, novice teachers showed that correction to mistakes made by NNESs is not crucial, particularly in accent. They prioritized the fluency of students in expressing their opinion rather to make correction. This finding confirmed research finding conducted by Jindapitak et al. (2022) stating that it is important for modern English Language Teaching (ELT) to consistently expose learners to the variety of Englishes, to prepare them for the complexities of the language. It can be implied that there is a correspondence between novice teachers' views and their practices (Jindapitak et al., 2022). In the other side, it is found discrepancy between experienced teachers' perception and their practices. They believed that correction is no need for NNESs particularly on accent. The correction is only urgent for grammar and pronunciation. In fact, the teachers strived enough to give correction when students made mistakes even in accent. Confirming previous study from Ubaidillah et al. (2023) asserting that EFL teachers are still strongly held practice of native speaker fallacy.

Data obtained from classroom observation are mostly held discrepancy between Indonesian EFL teachers' perception on GEs and their practices in ELT. These findings indicates that what the teachers believed in the questionnaire and interview sections about their views of GEs are irrelevant/mismatch to their teaching practices in the classroom. This finding is relevant to study conducted by Pudyastuti (2014); Montakantiwong, (2023); Ubaidillah et al. (2023) asserting that while EFL teachers preferred American and British English, they mostly integrate ELT to other languages variations. In other words, even though Indonesian EFL teachers show an openness to outer and expanding circle English varieties, the fact they still have a great tendency towards inner circle English variations.