

Pre-service English teachers' perspectives on global Englishes in Banda Aceh, Indonesia

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ABSTRACT

The role of English as a global language has sparked debates in English Language Teaching (ELT), particularly within the context of World Englishes. This study investigates Indonesian pre-service teachers' perceptions of five key issues: English as a global language, language ownership, native versus non-native speaker status, cultural content in ELT, and the appropriateness of teaching methods and materials. The study was conducted in Banda Aceh and used a mixed-methods approach, combining questionnaires and semi-structured interviews with 15 participants. The findings show that while participants recognize the global importance of English, they express concerns about its dominance over local languages and cultures. Native speakerism is contested; some value native speakers' linguistic accuracy, while others prioritize teaching ability. The participants note challenges in adapting Western materials to local contexts and encourage a hybrid approach combining global perspectives with local relevance. They find that English teaching should be more flexible and inclusive to help students understand global English while valuing local cultures.



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1. Introduction

In a globalized world, English plays a crucial role in cross-cultural communication, business, education, technology, and economic development, bridging linguistic boundaries and providing access to information (Atasheva, 2024; Nickerson, 2020; Asadova & Efendiyev, 2024; Hooda, 2022). The global spread of English has led to the emergence of diverse varieties (Yusuf, 2019), challenging traditional notions of native speaker ownership (Sari & Yusuf, 2009) and prompting a reevaluation of teaching paradigms. Localized Englishes have emerged to meet communicative needs, necessitating a shift from standardized English toward mutually intelligible dialects (Jindapitak & Teo, 2013; Matsuda & Matsuda, 2017). In Indonesia, English is taught as a foreign language (EFL), and its global status has implications for ELT teaching methodologies, linguistic ownership, and cultural content. Teachers play a pivotal role in shaping students' attitudes and achievement in English learning, as their methods, use of technology,

and perceptions of English varieties influence student motivation and language acquisition (Fadhilah & Warni, 2024; Mantiri, 2015; Lee, 2019; Massri, 2020).

The debate over native versus non-native English teachers in Indonesia reflects complex perceptions, where native speakers are often idealized. However, research shows the importance of teaching skills over nativeness (Zacharias, 2005), with attitudes shaped by historical, political, and socio-cultural factors, including concerns about cultural influence (Lauder, 2008; Sari & Yusuf, 2009). Native-speakerism, which idealizes native English speakers as superior teachers, often marginalizes non-native English-speaking teachers (NNESTs) (Reis, 2011). Recent studies have challenged this bias and noted how native-speaker networks reinforce it (Leonard, 2018). Despite its prevalence, questions remain about who has the authority to set linguistic norms. Attitudes are shifting, with Wang and Fang (2020) finding minimal distinctions between native and non-native teachers in China and Hiratsuka et al. (2024) advocating for “trans-speakerism” to promote inclusivity in Japan.

Studies indicate that many ELT materials are still produced in Western countries, often reflecting sociocultural norms that may not align with the lived experiences of EFL learners elsewhere (Gray, 2010; Smith, 2003). Experts believe that incorporating local cultures into ELT materials can engage students more effectively (Kristiawan, 2017). Teaching materials should adopt an international perspective while re-contextualizing to address the specific cultural and moral values of local contexts (Cavalheiro, 2013; Widodo et al., 2018). Understanding EFL teachers' perspectives is essential for developing inclusive, contextually relevant pedagogical approaches.

Previous studies have explored the impact of World Englishes on ELT, focusing on how native-speakerism influences perceptions of language ownership, learning, and teaching strategies (Harsanti & Manara, 2021). This ideology affects native and non-native English teachers by shaping hiring practices, pedagogical approaches, and institutional policies (Samuell, 2023). Yıldırım and Okan (2007) stressed the importance of critical language awareness to address the cultural implications of English as a global language. Bacha (2012) found that teachers and students in Pakistan viewed English as essential for communication, politics, economics, and education, which recognizes the competence of non-native teachers and the mixed cultural impact of English on local languages and traditions. Furthermore, scholars such as Kirkpatrick (2012) and Zacharias (2014) argued that Western-based ELT materials often fail to align with local sociocultural realities, necessitating localized modifications. Renandya and Widodo (2016) emphasized the need to balance global ELT practices with culturally specific approaches to enhance learning effectiveness.

This study addresses a critical gap by providing empirical insights into EFL pre-service teachers' perceptions of English as a global language, linguistic ownership, the native-versus-non-native speaker dichotomy, and the cultural appropriateness of ELT materials and methods in Banda Aceh, Indonesia. While previous studies have broadly explored these issues, limited research has examined how Indonesian teachers address these challenges within the distinct sociocultural and linguistic context of Banda Aceh. The research question of this study is “How do pre-service English teachers in Banda Aceh perceive English as a global language, linguistic ownership, the dichotomy between native and non-native speakers, and the cultural appropriateness of ELT materials and methods in their teaching context?”

By addressing the research question, this study offers a localized perspective that contributes to more inclusive and contextually relevant language education policies in Indonesia. This study contributes to Global Englishes scholarship by revealing how pre-service teachers in Banda Aceh simultaneously embrace English as an international resource while maintaining certain beliefs associated with native-speaker authority.

2. Literature Review

2.1. English as a Global Language

Linguistic and educational research has widely discussed English's status as a global language. Crystal (2003) argued that English's widespread use across domains such as business, academia, and international diplomacy has paved the way for its role as a global lingua franca. This widespread influence has led to the emergence of English varieties that reflect localized linguistic and cultural characteristics (Kirkpatrick, 2007). The global spread of English has also sparked debates on linguistic imperialism and the implications of English dominance in non-English-speaking countries (Phillipson, 2010). While some

view English's global status as an opportunity for economic and educational advancement, others argue that it threatens linguistic diversity and local languages (Pennycook, 2017).

Raising awareness of English as an international language among English teachers is essential, given the increasing academic attention to its global role (Rifiyani et al., 2025). The internationalization of English has profoundly impacted ELT, requiring a paradigm shift in instructional approaches (Rose et al., 2020). English is a foreign language rather than a second language, primarily confined to formal education and business settings (Lauder, 2008). Despite its growing importance, integrating English into Indonesia's educational system remains challenging because of regional disparities and unequal access to quality English instruction (Renandya & Widodo, 2016). Studies show that Indonesian teachers recognize the need for English for global communication while also expressing concerns about its potential impact on local linguistic identity (Zacharias, 2014). This duality reflects broader global debates on the role of English in non-native contexts and the need for balanced language policies that promote multilingualism alongside English proficiency.

2.2. Ownership of the English Language

The question of who "owns" English has been central to World Englishes debates. Traditional perspectives position native English speakers as the primary gatekeepers of the language and reinforce the dominance of inner-circle varieties (Kachru, 1992). However, recent research challenges this notion and emphasizes that English belongs to all who use it for communication, regardless of their native language (Matsuda & Matsuda, 2017). Studies on English as a Lingua Franca (ELF) highlight that non-native speakers significantly outnumber native speakers, shifting the paradigm of English ownership toward a more inclusive perspective (Jenkins, 2009). This shift points to the recognition and legitimization of non-native speakers and localized English varieties that serve the communicative needs of different speech communities (Seidlhofer, 2011).

In Indonesia, teachers' perceptions of English ownership remain complex. While some educators uphold native-speaker norms as the ideal standard, others acknowledge the legitimacy of localized English use (Zacharias, 2014). Harsanti and Manara (2021) found that Indonesian EFL teachers increasingly embrace English as an international language and advocate teaching approaches that reflect their students' diverse linguistic realities. This evolving perspective is crucial in building confidence among non-native English speakers and promoting a more democratic view of language use in educational settings.

2.3. Native Vs. Non-Native Speaker Status

The dichotomy between native and non-native speakers has long influenced ELT practices, often privileging native speakers as ideal language models (Holliday, 2006). The native-speakerism ideology reinforces discriminatory hiring practices and undermines the credibility of NNESTs (Reis, 2011). However, research has increasingly challenged this bias, showing that NNESTs possess unique advantages, such as firsthand experience in language acquisition and a better interpretation of learner challenges (Medgyes, 1992; Selvi, 2014; Selvi et al., 2024). Additionally, studies indicate that pedagogical skills determine effective teaching more than nativeness (Moussu & Llorca, 2008).

Native-speakerism continues to shape hiring policies in private language institutions in Indonesia, often favoring native English speakers over qualified local teachers (Samuell, 2023). However, some research has found that both students and teachers recognize the strengths of NNESTs, particularly in explaining grammar and understanding learning difficulties (Lauder, 2008). While the perception of NNs as ideal instructors persists, there is a growing acknowledgment of the value that NNESTs bring to ELT in Indonesia (Zacharias, 2014). This shift reflects global trends in challenging native-speakerism and promoting an unbiased approach to language teaching.

2.4. Role of Culture and Suitability of ELT Methods and Materials

The role of culture in English Language Teaching (ELT) has long been debated, particularly regarding whether instructional materials should emphasize native-speaker cultures or integrate global and localized perspectives. Traditionally, English textbooks have centered on Western cultural norms and reinforced the perception that English is tied to Anglo-American values (Gray, 2010). However, scholars supporting culturally inclusive pedagogies that reflect learners' diverse backgrounds have challenged this narrative (McKay, 2002). This view aligns with the principles of English as an International Language (EIL) that emphasize English's global function and promote multicultural teaching practices (Sharifian, 2009). In Indonesia, these debates are particularly relevant as educators raise concerns about the

continued use of Western-centric ELT materials that often fail to connect meaningfully with local learners (Zacharias, 2014). Teachers report challenges adapting foreign textbooks because cultural references and teaching assumptions diverge from Indonesian educational norms (Kirkpatrick, 2012). Thus, scholars propose incorporating localized content that reflects Indonesian cultural narratives while preserving international intelligibility to enhance engagement and a sense of linguistic ownership (Renandya & Widodo, 2016).

Alongside cultural relevance, methodological suitability is a key concern in ELT. While Communicative Language Teaching (CLT) dominates global ELT, its effectiveness in non-Western settings such as Indonesia remains contested because classroom interactions and educational traditions differ (Bax, 2003). Scholars recommend shifting away from uniform approaches and embracing context-sensitive pedagogies adapted to local needs (Kumaravadivelu, 2006). In Indonesia, the widespread use of imported ELT materials raises questions about whether both content and methods align with local students' expectations and experiences (Zacharias, 2014; Kirkpatrick, 2012). To address this issue, researchers have advocated a hybrid approach that combines internationally recognized methods with culturally grounded materials (Renandya & Widodo, 2016) to support improved English proficiency while preserving local values and educational relevance.

3. Method

3.1. Design

This study adopted a qualitative-dominant exploratory mixed-methods design, in which qualitative data from semi-structured interviews served as the primary evidence. In contrast, questionnaire data provided supporting descriptive evidence to capture broader patterns in pre-service teachers' (hereafter, PSTs) perspectives. The study explores the PSTs' perspectives on adopting ELT materials and methods from native English-speaking countries in Indonesia. Rather than treating the questionnaire as a fully developed quantitative strand, the survey component identified general tendencies and supported the interpretation of the PSTs' experiences from the interviews. Questionnaires and semi-structured interviews captured the PSTs' views and contextual challenges (Weinberger, 2018). The two datasets were integrated during interpretation by comparing descriptive questionnaire patterns with qualitative themes from the interviews. This integration process focused on identifying areas of convergence, complementarity, and divergence between PSTs' reported attitudes and their in-depth explanations.

3.2. Participants and Location

The study involved 15 pre-service English teachers (PSTs), rather than in-service teachers, pursuing a master's degree in education at Universitas Syiah Kuala, Banda Aceh, Indonesia. The PSTs came from diverse educational and linguistic backgrounds, and the study collected information on their teaching experience, English proficiency, and previous exposure to international English use to provide context for their perspectives. Purposive sampling was used to select cases with informed PSTs (Palinkas et al., 2015). The PSTs were coded as S1, S2, and so forth to ensure confidentiality and protect their identities throughout the research process.

Prior to data collection, ethical approval/institutional permission was obtained from the Postgraduate Program of English Education, Faculty of Teacher Training and Education, Universitas Syiah Kuala, Indonesia. All PSTs were informed about the purpose of the study, their voluntary participation, and their right to withdraw at any stage. They provided written informed consent before completing the questionnaire and participating in the interviews. They also consented to audio recording of the interviews. All recorded data and transcripts were treated confidentially and used solely for research purposes.

3.3. Instruments

This study used a questionnaire and semi-structured interviews to collect data. The questionnaire, adapted from Yıldırım and Okan (2007), was modified to align with the Indonesian context. The adaptation process involved reviewing the original items and revising several statements to ensure they were relevant to Indonesian pre-service EFL teachers' experiences and the local ELT context. Two experts in English language teaching and applied linguistics reviewed the revised questionnaire to evaluate the clarity, relevance, and appropriateness of the items. Based on the experts' feedback, the authors made minor revisions to improve the wording and contextual suitability of several items.

This study examines PSTs' perceptions of English as a global language, linguistic ownership, the native-versus-non-native speaker dichotomy, and the cultural appropriateness of ELT materials and methods. The 20-item Likert scale questionnaire measures attitudes on five dimensions: (1) English as a global language, (2) ownership of the English language, (3) native versus non-native speakers, (4) cultural content in ELT, and (5) suitability of methods and materials. Before the main data collection, the adapted questionnaire was piloted with a small group of participants with similar characteristics to the target population to identify potential ambiguities and ensure comprehensibility. The reliability of the questionnaire was also examined through internal consistency analysis, and the results indicated that the instrument was sufficiently reliable for the exploratory purpose of this study.

The semi-structured interviews with 15 PSTs provided expanded views into these dimensions. Given the limited number of participants, questionnaire responses were interpreted descriptively, emphasizing response frequencies (e.g., the number of participants selecting each option) rather than relying primarily on percentage comparisons. This mixed-methods approach provided complementary evidence by combining descriptive survey patterns with rich qualitative accounts to enhance the depth and contextual understanding of the PSTs' perspectives (Datko, 2015; Joshi et al., 2015; Pathak & Intratat, 2012). More specifically, the integration of the two datasets followed a connecting and interpretation-based strategy, in which questionnaire patterns were first identified and then examined through interview explanations to determine areas of convergence, divergence, or elaboration between participants' reported attitudes and their lived experiences.

3.4. Data Collection and Analysis Techniques

Data collection was conducted in two phases. In the first phase, the English-language questionnaire was distributed electronically, allowing the PSTs to respond at their convenience. The questionnaire responses were analyzed descriptively by recording response frequencies across categories. Percentages were used only for additional clarification, while interpretation emphasized the actual number of PSTs in each response category. In the second phase, semi-structured interviews were conducted face-to-face in English, each lasting 15-20 minutes. The interviews were audio-recorded and transcribed to ensure accuracy and facilitate detailed qualitative analysis (Bailey, 2008).

The transcribed interview data were analyzed using an inductive thematic analysis approach, allowing patterns and themes to emerge from the PSTs' responses rather than being predetermined by existing theoretical categories. The coding process involved several stages. First, the transcripts were reread for familiarity with the data and to identify meaningful segments. Second, initial codes were generated to capture recurring ideas, experiences, and perceptions expressed by participants. Third, related codes were grouped into broader categories, which were subsequently reviewed and refined into overarching themes representing the participants' perspectives.

The qualitative analysis was conducted with careful attention given to maintaining consistency and transparency throughout the coding process. To strengthen analytical credibility, the study maintained an audit trail documenting coding decisions, theme development, and analytical reflections. In addition, the emerging themes were reviewed through reflexive discussions to evaluate the coherence and interpretation of the findings. The study also considered negative or contrasting cases to ensure the analysis reflected the diversity of PSTs' perspectives rather than focusing only on dominant patterns.

Although each interview lasted approximately 15-20 minutes, the data were considered sufficiently rich for the exploratory purpose of this study because PSTs provided detailed reflections on the central research themes, including English ownership, native versus non-native speaker perspectives, cultural representation, and ELT materials and methods. Data sufficiency was determined when additional interview responses no longer generated substantially new categories or perspectives related to the research objectives.

The integration process occurred during the interpretation stage by systematically comparing questionnaire patterns with qualitative themes from the interviews. This approach enabled a systematic interpretation of the PSTs' perspectives while preserving the depth and complexity of their responses. Rather than presenting questionnaire and interview findings as separate sources of evidence, the integrated analysis allowed the quantitative patterns to provide a broader overview of the PSTs' orientations. At the same time, qualitative accounts explained the reasons, meanings, and tensions underlying those patterns. Integrating questionnaires and interviews provided a more comprehensive

understanding by using descriptive survey evidence to contextualize and support the PSTs' detailed reflections (Adams & Cox, 2008).

4. Findings and Discussion

This section presents the descriptive statistics from the questionnaire responses on the five key dimensions and the results of the semi-structured interviews addressing the same themes.

4.1. English as Opportunity and the Concern of Linguistic Displacement

Table 1 presents PSTs' responses on the role of English as a global language, highlighting their perspectives on its necessity, benefits, and potential drawbacks in communication, education, and international relations.

Table 1. Responses of Participants on English as a Global Language (N = 15)

No.	Statement	SA	A	N	D	SD
1	English has become a global language.	10	4	0	1	0
2	A global language is needed.	10	4	0	1	0
3	Using English as a global language has drawbacks.	3	0	8	4	0
4	The global spread of English will continue in the future.	9	2	1	3	0
5	A global language is useful for effective communication.	12	2	0	1	0
6	A global language benefits economic relations.	10	3	0	2	0
7	A global language helps facilitate political relations between countries.	10	3	0	2	0
8	A global language is useful across cultures in educational settings.	11	2	1	1	0

Note: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

The questionnaire findings indicate that most PSTs recognized English as a global resource. Fourteen of 15 participants (93.3%) agreed that English has become a global language, and the same number considered it necessary. Similarly, fourteen participants (93.3%) viewed English as useful for communication, while thirteen participants (86.7%) recognized its importance in educational contexts.

Interview data expanded this pattern by showing that participants associated English primarily with mobility, academic advancement, and international engagement. S2 explained that English was important because it influenced employment opportunities and access to global communication.

English is a global language, so it is really important for communication and getting a job. Many companies even ask for TOEFL scores to determine how good your English is, and that can really affect whether you get hired or not. I also think English helps us share our thoughts and feelings, whether we are speaking, writing, or using gestures. It is used everywhere, like in business, politics, and education, so it is a skill you really need. (S2)

However, this positive orientation was accompanied by concerns regarding linguistic displacement. S3 noted that increasing emphasis on English could lead younger generations to pay less attention to Acehese and Bahasa Indonesia. As S2 states:

English is important because it is a global language that helps us communicate effectively. However, I have noticed that many people start forgetting Acehese or Bahasa Indonesia because they think English matters more. Even though English is useful, we should not ignore our own languages. They are part of who we are and should be valued. (S3)

These findings demonstrate that participants did not perceive English as either entirely beneficial or harmful. Instead, they negotiated English as an opportunity that should coexist with local linguistic identities.

4.2. Shared Ownership of English and the Persistence of Native Authority

The following section examines the perspectives of PSTs on the ownership of English, focusing on whether it remains tied to native English-speaking countries or has become a global asset. The responses (Table 2) reflect varying views on linguistic ownership and illustrate the ongoing debate about English as an international language.

Table 2. Responses of Participants on English Ownership (N = 15)

No.	Statement	SA	A	N	D	SD
9	No one owns English anymore, as it has become a global language.	2	5	1	5	2
10	English still belongs primarily to native English-speaking countries.	2	2	0	4	7

Note: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

Questionnaire responses showed an emerging acceptance of English as a shared global language. Eleven out of 15 participants (73.3%) rejected the idea that English belongs exclusively to native English-speaking countries. However, responses regarding whether “no one owns English anymore” were divided, with seven participants (46.7%) agreeing and seven participants (46.7%) disagreeing.

Interview data explain this tension. Several participants emphasized that English is used globally by diverse communities and therefore belongs to all users. S3 stated that English “belongs to everyone and comes in different varieties around the world” (see Excerpt 3). However, other participants still associated native speakers with linguistic authority, particularly regarding correctness and formal English use.

I think English is no longer just for native speakers like those from Britain or America anymore. It has become an international language that people from many countries use to communicate. Most English speakers today are non-native, and many countries use it as a second or foreign language. So now, English belongs to everyone and comes in different varieties around the world. (S3)

Interview data reveal contrasting views on ownership of English. Some participants asserted that English still fundamentally belongs to native speakers, who set linguistic norms, especially in formal contexts, and suggested that despite globalization, the influence of native speakers is ongoing. In contrast, others argue that English belongs to all its users and emphasize its role as a communicative tool that adapts to local contexts, as seen in varieties such as Singaporean and Malaysian English.

I think it is debatable to say that no one owns English, but a sense of ownership helps avoid confusion when learning it. However, I do not agree that it only belongs to native English-speaking countries. Many other countries use English as a main language, and that's why we now have different varieties of English, such as Australian, Singaporean, and Malaysian. (S10)

The findings indicate that PSTs demonstrate awareness of Global Englishes perspectives while simultaneously maintaining certain beliefs associated with native-speaker authority.

4.3. Pedagogical Competence Versus Native Pronunciation

This section examines the PSTs' self-awareness of their strengths and weaknesses compared with native English speakers, as well as their views on the need for native speakers in university settings. The responses provided interpretations of their self-perceptions and the perceived benefits of NS involvement in English language education.

Table 3. Responses of Native Vs. Non-Native English Teachers (N = 15)

No.	Statement	SA	A	N	D	SD
11	I am aware of my strengths and weaknesses in using English as compared to native speakers.	5	9	1	0	0
12	Introducing native English speakers into the university environment is important.	8	7	0	0	0

Note: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

Questionnaire responses showed strong support for recognizing both local teacher competence and native-speaker exposure. Fourteen participants (93.3%) reported awareness of their strengths and weaknesses compared with native speakers, while all participants supported introducing native English speakers into university contexts.

Interview responses revealed why these apparently contrasting views existed. Participants emphasized their advantage in understanding students' linguistic difficulties and cultural backgrounds. However, they also valued native speakers for pronunciation, accent, and opportunities for authentic interaction.

As an English teacher, I know my strengths and weaknesses better than native speakers. My biggest strength is sharing the same culture and language with my students, which helps me teach better.

However, native speakers usually have better pronunciation and accent. That's why I think it's important for students to be exposed to them because it helps them learn more, and I also get a chance to improve. We all benefit from it. (S4)

S4 explained that local teachers understand students better because they share the same culture, although native speakers may provide stronger pronunciation models. These findings suggest that participants did not necessarily view native speakers as superior teachers; rather, they positioned them as complementary resources.

Native speakers have an advantage because they learn English naturally, although not all can teach it well. Non-native speakers learn through effort and conscious study. In the end, how well someone learns depends on their goals. Exposure to native speakers helps students with pronunciation and getting used to a foreign environment. (S7)

Some participants argued for embracing English as a global language and prioritizing intelligibility over native pronunciation. The findings reveal a balanced view, where both native and non-native teachers offer unique strengths, and the most effective approach to enhancing teaching and learning is collaboration between the two.

4.4. Global Exposure and Protection of Local Cultural Identity

Table 4 presents the perspectives of the PSTs on the relationship between culture and language and the influence of English on local languages and cultures. The responses show varying views on whether culture and language are independent, along with both positive and negative perceptions of the impact of English on Indonesian linguistic and cultural contexts.

Table 4. Responses of Participants on Culture and Language (N = 15)

No.	Statement	SA	A	N	D	SD
13	Culture can exist independently of language.	1	2	4	7	1
14	The use of English negatively impacts the Indonesian language.	0	6	2	6	1
15	English has a positive influence on Indonesian culture.	2	6	2	3	2
16	English has a negative influence on Indonesian culture.	0	5	2	6	2
17	The use of English has a positive impact on the Indonesian language.	2	6	2	3	2

Note: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

Questionnaire findings revealed mixed perceptions regarding English and cultural identity. Eight participants (53.3%) believed that English positively influenced Indonesian culture, while five participants (33.3%) disagreed. Similarly, eight participants (53.3%) believed English positively influenced Indonesian language development, although five participants (33.3%) expressed concerns.

Interview findings provided deeper explanations. Participants valued English for accessing knowledge and international communication but worried that excessive focus on English might weaken local identity. S2 explained that English could provide opportunities while also causing people to neglect Acehnese and Indonesian.

English has a positive impact on the Indonesian language by helping students build skills and making it easier to access knowledge, especially in business, education, and international relations. However, there are downsides, too, where people might forget that Acehnese is their mother tongue and Indonesian is the national language. Some even struggle with using them properly or lose pride in their own language and culture. English can also bring in foreign cultural habits. (S2)

Rather than rejecting global exposure, participants advocated maintaining multilingual balance where English functions as an additional resource rather than a replacement for local languages.

Language and culture are closely connected, and the way we speak reflects our cultural background. However, when young people focus too much on global languages, local languages and traditions can fade. Some even say that global languages weaken nationalism and blur our identity as non-native speakers. In Indonesia, the government promotes a balanced approach: "kuasai bahasa asing, cintai bahasa Indonesia, lestarikan bahasa daerah" (master foreign languages, love Indonesian, and preserve local languages). Global languages should not be seen as a threat, but protecting national and local languages is important. (S5)

This perspective aligns with the Indonesian government's initiatives to preserve national identity, such as reducing the emphasis on English in school curricula. The long-term impact of English on education and society depends on its integration. If managed well, it can enhance global engagement while preserving cultural heritage; if unchecked, it may erode local languages and traditions.

4.5. Adaptation Rather Than Adoption of Imported ELT Materials

This section examines the views of PSTs on the suitability of teaching materials and methods from native English-speaking countries for Indonesian students. The responses (Table 5) show varying levels of agreement, neutrality, and disagreement regarding cultural and pedagogical relevance in local ELT contexts.

Table 5. Responses of Participants on ELT Materials and Methods (N = 15)

No.	Statement	SA	A	N	D	SD
18	The teaching materials developed in native English-speaking countries are appropriate for Indonesian students.	1	4	5	5	0
19	Teaching methods developed in native English-speaking countries are appropriate for Indonesian students.	1	5	4	5	0
20	Teaching materials should be adapted to reflect the cultural and linguistic contexts of Indonesia.	15	0	0	0	0

Note: SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

Questionnaire responses showed uncertainty regarding direct adoption of ELT materials and methods from native English-speaking countries. Five participants (33.3%) agreed that materials developed in native English-speaking countries were appropriate for Indonesian learners, while five participants (33.3%) disagreed. However, all participants strongly agreed that teaching materials should be adapted to Indonesian cultural and linguistic contexts.

Interview data explain this preference for adaptation. Participants acknowledged that international materials provide valuable exposure but may contain cultural assumptions that do not match Indonesian learners' experiences.

Teaching materials should be suitable for students' needs; therefore, resources from inner-circle countries may not always suit Indonesian students. Experts need to carefully analyze what works best. The same holds for teaching methods, where some are effective, while others are not, depending on students' abilities. It is also important to explain cultural and religious differences to help students better understand the context. (S13)

Cultural relevance is another major concern, with PSTs pointing out that Western-centric materials often include references to customs, holidays, and literature unfamiliar to Indonesian students. While exposure to global perspectives is valuable, unfiltered content may alienate learners or erode local values. Similarly, teaching strategies designed for native English-speaking classrooms may not align with Indonesian pedagogical practices, where exam-focused instruction remains dominant. Many PSTs call for a hybrid approach that selectively integrates global ELT methods with locally effective teaching practices.

Teaching materials and methods from English-speaking countries do not always fit Indonesian students because English is a foreign language and the learning process is different. Our curriculum has shifted to active learning, which encourages student participation, but the government still emphasizes written tests, which conflict with improving speaking skills. A major evaluation is needed to ensure that teaching methods align with learning objectives, especially for English subjects. (S5).

Furthermore, participants expressed a shared view that while English teaching materials and methods from native English-speaking countries offer key takeaways, they often fall short when directly applied in Indonesian classrooms. They cited differences in student proficiency, educational traditions, and cultural contexts as significant challenges.

Teaching materials should be adapted to student needs, as not all resources from inner-circle countries are suitable for Acehnese students. We also need to explain cultural and religious differences to help students better understand the context. English materials should relate to students' daily lives, as foreign examples or topics can cause them to lose interest or struggle to grasp the context. (S13)

The findings suggest that PSTs do not reject global ELT practices; instead, they advocate contextual transformation through the integration of international resources with local realities.

4.6. Discussion

The findings demonstrate that PSTs in Banda Aceh negotiate English through competing orientations: as a resource for global participation and as a potential challenge to local linguistic identities. While previous studies have examined the expansion of English and its ideological consequences (Crystal, 2003; Pennycook, 2017), this study shows how such tensions are experienced by future teachers within a multilingual context where Acehnese, Bahasa Indonesia, and English occupy different social functions. The findings suggest that English globalization is neither simply embraced nor resisted; rather, it is negotiated according to local linguistic and cultural priorities.

Participants' concerns about the possible marginalization of Acehnese and Bahasa Indonesia reveal that English carries ideological implications beyond communication. While English was viewed as essential for academic and professional mobility, participants also emphasized the importance of maintaining local languages. This finding extends discussions on linguistic hierarchy (Lauder, 2008) by showing that local educators do not necessarily perceive English and local languages as competing systems. Instead, they negotiate a complementary relationship in which English provides global access while local languages sustain cultural identity. This perspective supports Kirkpatrick's (2007) view of English as a gateway to global knowledge but adds that such access is meaningful only when it remains connected to local linguistic realities.

A central tension emerging from the findings concerns language ownership. Although PSTs generally questioned exclusive native ownership of English, their continued appreciation of native norms indicates that native-speaker ideology remains influential. This suggests that native-speakerism does not operate only through explicit beliefs about ownership but also through subtle assumptions regarding pronunciation, correctness, and legitimacy. While this finding relates to debates in World Englishes and Global Englishes (Jenkins, 2009; Matsuda & Matsuda, 2017), the present study extends these discussions by showing how future teachers simultaneously adopt inclusive views of English ownership while maintaining certain symbolic preferences for native varieties. In this sense, native-speakerism is not simply accepted or rejected but continuously negotiated.

The unanimous support for native-speaker exposure further illustrates this complexity. Although PSTs valued non-native teachers' shared linguistic and cultural experiences with learners, they still associated native speakers with pronunciation models and authentic communication opportunities. This finding complicates the assumption that awareness of Global Englishes automatically eliminates native-speaker preferences. Consistent with Medgyes (1992) and Moussu and Llurda (2008), the findings suggest that teaching effectiveness is ultimately connected to pedagogical competence rather than nativeness. However, they also indicate that native speakers continue to possess symbolic value as linguistic resources, supporting the importance of collaborative models between native and non-native educators (Reis, 2011; Zacharias, 2014).

The findings regarding ELT materials further highlight the importance of contextual responsiveness. PSTs did not reject materials and methods from English-speaking countries; instead, they questioned their direct transfer without adaptation. This concern reflects arguments that ELT materials are culturally situated rather than neutral (Gray, 2010; McKay, 2002). The Banda Aceh context adds an important dimension because participants connected English education with Acehnese identity, Indonesian values, and religious considerations. Therefore, culturally responsive ELT should not be understood as rejecting global English resources but as transforming them through local interpretation (Kristiawan, 2017; Renandya & Widodo, 2016).

Finally, this study contributes to Global Englishes and ELT research by demonstrating how PSTs in Banda Aceh negotiate the relationship between global English, language ownership, and local identity. Rather than positioning English globalization as either beneficial or harmful, the findings reveal a more complex process in which future teachers embrace global opportunities while critically evaluating their cultural and linguistic consequences. The study therefore suggests that Indonesian ELT should move beyond the native/non-native dichotomy and develop approaches that combine global English resources with locally grounded pedagogical practices (Bax, 2003; Kumaravadivelu, 2006).

5. Conclusion

This study provides important findings on the perceptions of Indonesian PSTs regarding critical issues in ELT, including the role of English as a global language, linguistic ownership, native-speakerism, cultural content, and the suitability of teaching methods and materials. The findings indicate that while PSTs acknowledge the importance of English in global communication, concerns persist regarding its impact on local languages and cultural identity. Although native-speakerism continues to influence perceptions, there is a growing recognition that effective teaching is grounded in pedagogical competence rather than nativeness. The study also emphasizes the need for localized ELT materials that integrate global exposure with cultural relevance to ensure that instruction aligns with the linguistic and sociocultural contexts of learners.

Despite its contributions, this study has certain limitations. First, the sample size was limited to 15 pre-service teachers (PSTs) from a single institution in Banda Aceh, Indonesia. Therefore, the findings should not be interpreted as representing the perspectives of Indonesian teachers generally or as statistically generalizable to broader ELT contexts. Instead, the study provides context-specific insights into how PSTs in Banda Aceh negotiate issues related to Global Englishes, language ownership, and culturally responsive ELT practices. Future research should include participants from different educational settings and geographical regions to explore whether similar patterns emerge across diverse Indonesian contexts and to enhance the analytical transferability of the findings. In addition, longitudinal studies are needed to examine how PSTs' perspectives and pedagogical orientations develop over time, particularly as they transition into professional teaching contexts. Further exploration of EFL student perspectives and other stakeholders' experiences could also provide a broader understanding of how Global Englishes perspectives are interpreted and enacted in specific educational contexts.

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- Ethical declaration** : We, as authors acknowledge that this work has been written based on ethical research that conforms with the regulations of my university and that we have obtained permission from the relevant institute when collecting data.
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