



Beliefs of East Borneo EFL Teachers Concerning World Englishes

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Abstract

Many researchers have examined students' perceptions of World English. However, little research has been conducted on what teachers in East Borneo think about this topic. Therefore, it is important to find out whether EFL East Borneo teachers are able to teach and introduce the concept of International English. This research seeks to examine East Borneo EFL instructors' beliefs of World Englishes and their application of these varieties in the classroom. The subjects were thirty EFL English instructors in Balikpapan, Samarinda, Kutai Kartanegara, Bontang, Kutai Timur, PPU, and Berau District of East Borneo Province. The method used to gather data was a questionnaire with Likert scales and open-ended questions on teachers' attitudes and practices towards World Englishes. Percentage, mean, and standard deviation were used to examine the data (S.D). The study's results found that East Borneo EFL teachers executed their ideas by teaching students to communicate like native speakers. They generally expose students to standard English in terms of accents, grammar, vocabulary, idioms, and the use of a standard English dictionary. On the other hand, they followed the World Englishes paradigm in educating culture, choosing and using books and resources with varying levels of English.

Keywords: Teachers' beliefs, World Englishes, Classroom Implementation, Non-Nativeness

A. Introduction

Numerous academicians believe that English has attained the status of a world language due to its extensive use. The World Englishes (WE) framework¹²³⁴ has many studies in this field, with B.B. Kachru's idea of three concentric rings of Englishes - Inner, Outer, and Expanding Circles - being a particularly relevant paradigm. World Englishes (WEs) have had a significant impact on the English language teaching (ELT) industry.⁵⁶⁷⁸⁹

World Englishes has been defined as a theoretical model that addresses attitudinal or ideological issues in applied linguistics and English language education. In this sense, B.B. Kachru's WE model has significantly impacted how English is viewed in different parts of the world, for example, in terms of its standing, how it is addressed in learning and teaching, and how language policy is implemented. According to this model, English is a native language in the Inner Circle (such as Australia, the United Kingdom, and the United States). English as a second language (ESL) in the Outer Circle (such as India, Nigeria, and Singapore), and English as a foreign language in the Expanding Circle (such as Cambodia, China, South Korea, Japan, and Indonesia) (EFL). Experts in the subject have extensively studied the contrasts between these three Englishes, as well as two other developing notions - English as an international language (EIL) and English as a lingua franca (ELF).¹⁰¹¹¹²¹³¹⁴¹⁵¹⁶¹⁷

¹ Ay Bamgboe, "World Englishes and Globalization," *World Englishes* 20, no. 3 (2001): 357-63.

² Kingsley Bolton, "World Englishes And Linguistic Landscapes," *World Englishes* 31, no. 1 (2012): 30-33.

³ Braj B Kachru, *The Other Tongue: English Across Cultures* (Chicago: University of Illinois Press, 1992).

⁴ Yamuna Kachru and Larry E Smith, *Cultures, Contexts, And World Englishes* (London: Routledge, 2008).

⁵ Emmanuel Mensah Bonsu, "Evaluating The Perceptions Of ESL Students Towards Collaborative Learning On Improving Their Writing Skills," *Research Square* 1, no. 1 (2022): 1-17.

⁶ Nicola Galloway and Heath Rose, *Introducing Global Englishes* (London: Routledge, 2015).

⁷ Jennifer Jenkins, "Exploring Attitudes Towards English As A Lingua Franca In The East Asian Context," in *Global Englishes in Asian Contexts: Current and Future Debates* (London: Springer, 2009), 40-56.

⁸ Jennifer Jenkins, Alessia Cogo, and Martin Dewey, "Review Of Developments In Research Into English As A Lingua Franca," *Language Teaching* 44, no. 3 (2011): 281-315.

⁹ Barbara Seidlhofer, "Conceptualizing English for a Multilingual Europ," *English in Europe Today: Sociocultural and Educational Perspectives* 1, no. 1 (2011): 133-46.

¹⁰ Jennifer Jenkins, "Current Perspectives On Teaching World Englishes And English As A Lingua Franca," *TESOL Quarterly* 40, no. 1 (2006): 157-81.

¹¹ Jennifer Jenkins, "English As A Lingua Franca: Interpretations And Attitudes," *World Englishes* 28, no. 2 (2009): 200-207.

¹² Andy Kirkpatrick, "English As An Asian Lingua Franca: The 'Lingua Franca Approach' And Implications For Language Education Policy," *Journal of English as a Lingua Franca* 1, no. 1 (2012): 121-39.

¹³ Barbara Seidlhofer and Jennifer Jenkins, "English As A Lingua Franca And The Politics Of Property," in *The Politics Of English As A World Language* (London: Brill, 2003), 139-54.

¹⁴ Michael Swan, "ELF And EFL: Are They Really Different?," *Journal of English as a Lingua Franca* 1, no. 2 (2012): 379-89.

¹⁵ Anne Swan, "Putting the Learner in the Spotlight--Future Directions for English Teachers.," *Iranian Journal of Language Teaching Research* 1, no. 3 (2013): 63-77.

According to Kachru (1992), "World Englishes" refers to various varieties of English spoken and utilized in non-native nations due to the expansion of English. This expansion of English began in Great Britain.¹⁸ It proceeded to North America and Australia as English became the national language on these continents since these speakers are regarded to be native language speakers. These nations contributed to the expansion by conquering portions of Europe, Africa, and Asia. Consequently, English has evolved in several colonial nations, and numerous variations of English, such as Singaporean English, Indian English, and South African English, have arisen.

Bolton (2004, referenced in Jenkins, 2006, p. 159) proposed three potential interpretations for the World Englishes paradigm:

1. It encompasses all English dialects around the globe, which may be characterized and examined using various methods.
2. It refers to new varieties of English spoken in Africa, Asia, and the Caribbean.
3. It is used to symbolize the multicentric approach to studying English dialects.

Jenkins (2005, as quoted in Lightbown, P., & Spada, N.M., 2013, p. 71) remarked,¹⁹ "Not only are there many diverse pronunciations of English by American and Australian "native speakers," but there are also so many other variants of English that have become a Lingua Franca across the globe." In addition to expanding English and World Englishes, the phrase "English as a Lingua Franca" also originated. It refers to English as a communication medium amongst speakers of diverse native languages. As a result, World Englishes and the English as a Lingua Franca paradigm are closely related since they have the exact origin and fulfil the same worldwide purpose of English today.

According to Kachru's rings of English, English language users in the outer and expanding circles exhibit tremendous diversity. There are discrepancies between the lexical size and the function employed. Kachru (1992) also defined the parameters of the English language's diffusion in breadth and depth.²⁰ The range of a variable refers to its expansion into several settings, including cultural, social, educational, and commercial spheres. The variety of English used by the working class of a community, such as merchants, students, and government officials, is nonetheless rather diverse. In addition, Institutionalized Kinds and Performance Varieties differentiate the varieties of English used in the outer and expanding circles. Institutional Varieties are those in which English has an official standing or is mandated by law and are often associated with the outer circle, such as Indian English and South African English. On the other hand, performance variations are used in nations where English is neither an official language nor a foreign language, such as Korea, Japan, and Thailand.

¹⁶ Henry G Widdowson, "ELF And The Inconvenience Of Established Concepts," *Journal Of English As A Lingua Franca* 1, no. 1 (2012): 5–26.

¹⁷ Henry G Widdowson, "ELF and EFL: What's the Difference? Comments on Michael Swan," *Journal of English as a Lingua Franca* 2, no. 1 (2013): 187–93.

¹⁸ Braj B Kachru, "World Englishes: Approaches, Issues And Resources," *Language Teaching* 25, no. 1 (1992): 1–14.

¹⁹ Patsy M Lightbown and Nina Spada, *How Languages Are Learned 4th Edition-Oxford Handbooks For Language Teachers* (Oxford: Oxford University Press, 2013).

²⁰ Kachru, "World Englishes: Approaches, Issues And Resources."

According to Rajend Mesthrie and Rakesh M. Bhatt (2008), the phrase "non-native" is used to describe the proficiency of ESL speakers.²¹ This has spawned a significant dispute over what being a 'natural speaker' is (see section 1.6). Kachru (1986:2--3) coined "nativized" to emphasize English's modifications in ESL regions, rendering it culturally and referentially suitable in its new surroundings.²²

Several studies throughout the world can be used as empirical shreds of evidence of the Issues. Those studies, among others, reported that teachers have increased knowledge of GELT, slightly changed attitudes toward GELT, and ambivalently improved skills for implementing GELT.²³ In Thailand, most Thai EFL teachers believe in using World Englishes model books and resources. The teachers were particularly concerned about preventing 'Western' influences from influencing their students' study of English. We can see how policy influences and is informed by linguistic ideology and how both assist in shaping the components of culture the instructors in the research emphasize or suppress;²⁴ this is in line with the possible reason behind the selection of American and British culture: it might be the most common culture known by the English teachers. This is supported by the results that they taught British and American cultures.²⁵ Most Thai EFL teachers believe in using World Englishes model books. While on the other hand, other research revealed that the native speaker (NS)-based teaching materials were generally still preferred over the EIL-based one; however, evidence of openness towards EIL varieties to be used in teaching was also detected.²⁶

Richards described teachers' beliefs as "the knowledge, attitudes, values, expectations, theories, and assumptions about teaching and learning that instructors develop and bring to the classroom over time."²⁷

A previous study indicates that teachers' views might affect the curriculum and teaching practices. Their values also determine whether they are willing to change their teaching technique for students. Indeed, teachers' attitudes about World Englishes or teaching English may help understand how teachers perceive the teaching process and examine their teaching methods in an era of globalization in which English is the dominant global language.

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²¹ Rajend Mesthrie and Rakesh M Bhatt, *World Englishes: The Study Of New Linguistic Varieties* (Cambridge: Cambridge University Press, 2008).

²² Braj B Kachru, "The Power And Politics Of English," *World Englishes* 5, no. 2 3 (1986): 121-40.

²³ Denchai Prabjandee and Fan Fang, "'I Was Like, Just Wow!': Insights From Global Englishes Teacher Professional Development," *Asian Englishes* 24, no. 3 (2022): 294-311.

²⁴ Muhammad Iwan Munandar and Jonathan Newton, "Indonesian EFL Teachers' Pedagogic Beliefs And Classroom Practices Regarding Culture And Interculturality," *Language and Intercultural Communication* 21, no. 2 (2021): 158-73.

²⁵ Rungphailin Saengsukkhha, "Thai EFL Teachers' Beliefs About World Englishes" (Tha Phra Chan: Thammasat University, 2015).

²⁶ Saengsukkhha.

²⁷ Jack C Richards, Jonathan Hull, and Susan Proctor, *New Interchange Teacher's Edition 2: English for International Communication*, vol. 2 (Cambridge: Cambridge University Press, 1998).

the teaching process and examine their teaching methods in an era of globalization in which English is the dominant global language.

Valipour, Asl, and Bagheri explored teachers' attitudes regarding English as a global language in an Iranian setting. The study's findings indicated that Iranian educators believe in teaching English using standard English. The English-speaking nations were favoured for material preparation. While Iranian instructors believed that the most excellent model for teaching speaking and pronunciation was the model of native speakers, utilizing their home language to introduce new vocabulary and reading literature was occasionally beneficial.²⁸ Floris's research on Indonesian yielded a similar finding.²⁹ In this research, instructors were adamant about teaching speaking courses using a native model, and they favoured using materials produced in inner circle nations. In addition, Indonesian educators said they often use English and Indonesian in their grammar lectures. Sifakis and Sougari (2005) conducted a study on the attitudes and behaviours of English instructors.³⁰ The research also suggested that instructors feel students should be taught native-speaker norms and proper pronunciation. Before discussing the research on the views of EFL or WE, it is crucial to define the phrases 'English as a Lingua Franca' and 'World Englishes' since there are several definitions among those terms in the literature. Jenkins (2009) uses ELF to refer to the usage of English by non-native English speakers from the expanding circle. Seidlhofer asserts that ELF communication is not limited to Expanding Circle nations alone but encompasses all three rings. Mauranen (2018) further notes that ELF is not a community-specific language but is used to connect with individuals from all over the globe.³¹ ELF must be included in language teaching and learning methodologies to accommodate diverse English use. ELF differs from EFL in that ELF supports non-native speakers and their varied services of English rather than native-norm-based English.³²

Native speakers of the English language and people who learned it in a classroom environment with minimal usage of English in their daily lives are considered WEs.³³ When it comes to these variants of English, WEs do not only concentrate on the language aspects but also such themes as identity, mutual intelligibility, and instructional possibilities.^{34,35}

²⁸ H Asl and Valeh Valipour, "Teaching English As A Foreign Language To Persian Children Vs. Adults," *Indian J. Fundam. Appl. Life* 5, no. 1 (2014): 1–19.

²⁹ Flora Debora Floris, "Exploring Teachers Beliefs on the Teaching of English in English Language Courses in Indonesia," *Philippine ESL Journal* 11, no. 7 (2013): 4–24.

³⁰ Nicos C Sifakis and Areti Maria Sougari, "Pronunciation Issues And EIL Pedagogy In The Periphery: A Survey Of Greek State School Teachers' Beliefs," *Tesol Quarterly* 39, no. 3 (2005): 467–88.

³¹ Barbara Seidlhofer, "Orientations In ELF Research: Form And Function," in *English As A Lingua Franca: Studies And Findings* (Cambridge: Cambridge Scholars Publishing Newcastle upon Tyne, 2009).

³² Zeynep Ceyhan-Bingol and Yonca Ozkan, "EFL Instructors' Perceptions And Practices On English As A Lingua Franca (ELF)," *The Reading Matrix: An International Online Journal* 19, no. 2 (2019): 86–102.

³³ Saksit Saengboon, "An Exploratory Study of Thai University Students' Understanding of World Englishes," *English Language Teaching* 8, no. 11 (2015): 131–54.

³⁴ J Ron Nelson, Patricia F Vadasy, and Elizabeth A Sanders, "Efficacy Of A Tier 2 Supplemental Root Word Vocabulary And Decoding Intervention With Kindergarten Spanish-Speaking English Learners," *Journal of Literacy Research* 43, no. 2 (2011): 184–211.

There are several excellent research focusing on perceptions of ELF or WE as well as attitudes towards ELF or WE that may be used to investigate instructors' beliefs towards World Englishes; based on the assumption of World Englishes, Sovannarith Lim performed research in Cambodia that explores a small sample of Cambodian English instructors' knowledge of English dialects and their reporting practices.³⁶ The study uncovered two interrelated themes: teachers' negative sentiments toward non-Inner Circle English dialects and teachers' notions of non-nativeness as a discourse of lack. These results are presented as constraining the instructors' linguistic, personal, and professional identities and progress, and a dramatic transformation in conceptualizations of English and English language instruction is required in this setting.

Indonesia has seen the popularity of English as a foreign language. Despite ongoing changes in the country's socioeconomic and geopolitical landscape, from how English is used intranational and internationally, little is known about how Indonesian teachers conceptualize and approach English in responding to such changes. World Englishes as an essential issue the teacher's perceptions were interpreted to present numerous implications for language learners, teachers/instructors, material developers, and curriculum designers,³⁷ furthermore, Global Englishes in the Indonesian teachers' context, pre-service English language instructors should be taught the notion of World Englishes so that they are aware of the various varieties of English and cultural diversity in English language education. Teachers might develop goals for future instruction to ensure that students accept and appreciate ethnic and linguistic diversity in their classrooms. (Silalhi,2021); There are Five crucial things related to world Englishes: English as a communication tool, experience speaking with native speakers (and non-native speakers), the distinctiveness of the use of World Englishes, lecturers' English teaching methods, and World Englishes, Global Englishes,³⁸ while on the other hand, other research revealed that the participants perceived Standard English as either British or American and had neutral perceptions towards World Englishes.³⁹

Numerous scholars have investigated students' attitudes and knowledge of World Englishes and proposed numerous implications for classroom instruction, but less study has been conducted on instructors' opinions. As providers of English to East Borneo English learners, it is necessary to investigate whether East Borneo English instructors are capable of transmitting and exposing the notion of

³⁵ Mark Evan Nelson and Richard Kern, "Language Teaching And Learning In The Postlinguistic Condition?," in *Principles And Practices For Teaching English As An International Language* (London: Routledge, 2012), 47–66.

³⁶ Sovannarith Lim, "A Critical Analysis Of Cambodian Teachers' Cognition About World Englishes And English Language Teaching," *Asian Englishes* 22, no. 1 (2020): 85–100.

³⁷ Özdenur Ardiç Kiyak, "English Language Teachers' Perceptions Of World Englishes And English As A Lingua Franca," *The Literacy Trek* 7, no. 2 (2021): 37–64.

³⁸ Fahmi Rasyid Suroso, "Indonesian English Lecturers' Views On World Englishes In English Language Teaching: A Qualitative Inquiry," *ETERNAL (English Teaching Journal)* 13, no. 1 (2022): 130–42.

³⁹ Ngatoiatu Rohmani and Rosi Andriani, "Correlation Between Academic Self-Efficacy And Burnout Originating From Distance Learning Among Nursing Students In Indonesia During The Coronavirus Disease 2019 Pandemic," *Journal of Educational Evaluation for Health Professions* 18, no. 11 (2021): 1–6.

International English. Regarding all of the aforementioned difficulties, the purpose of this research is to investigate East Borneo English instructors' attitudes and knowledge of World Englishes, as well as their classroom implementation in East Borneo Province.

B. Method

Thirty East Borneo EFL English instructors are spread among Balikpapan, Samarinda, Kutai kartanegara, Bontang, Kutai Timur, Penajam Paser Utara, and Berau who have taught at the secondary level in both private and public schools comprised the topics. The selection of English instructors in East Borneo Province was based on their obligation to instruct pupils in a region with high tourism and international trade concentration. Therefore, the emphasis of this study will be on the participants' perceptions of the notion of World Englishes and the application of this concept in their teaching.

This research used a Likert-scale questionnaire to investigate the beliefs of East Borneo EFL English instructors about World Englishes. The survey was derived from Rungphailin Saengshuka (2015).⁴⁰ The questionnaire consists of the following four sections:

PART 1: General information for teachers

This section has eight questions on demographic information, including gender, age, educational history, working background, teaching experience, and World Englishes experience.

PART 2: Teachers' attitudes regarding World Englishes and teaching strategy regarding World Englishes comprehension, accents, topics, and resources. Respondents were asked to indicate their level of agreement with each statement on World Englishes and English dialects to determine teachers' views. A Likert scale with five points was utilized.

PART 3: Implementation of World Englishes in the classroom by teachers.

Seventeen questions were asked on how World Englishes were implemented in the classroom. In addition, a five-point Likert scale was employed.

Part 4: The open-ended questions were designed to elicit opinions and suggestions about the World Englishes method of teaching English.

In this research, descriptive frequency analysis was performed. The individuals were asked to complete a questionnaire, and the obtained data were then entered into a computer for analysis.

The Google Form questions were given to thirty East Borneo secondary-level English instructors from various schools in Balikpapan, Samarinda, and Tenggarong. Within six days, the surveys were gathered. The results were subsequently evaluated.

The acquired data were put into a database and evaluated as follows using SPSS (Statistical Package for the Social Sciences):

- In the first section, the percentage and frequency count were used to assess the general information.
- In the second section, a Mean and Standard Deviation were used to report instructors' opinions (S.D.).

⁴⁰ Saengsukha, "Thai EFL Teachers' Beliefs About World Englishes."

- In the third section, the data's Means were reported and interpreted as follows:

Mean scores	Level of Interpretation
4.51-5.00	very high
3.51-4.50	High
2.51-3.50	Moderate
1.51-2.50	Low
1.00-1.50	very low

- In the fourth section, written responses to open-ended questions were evaluated as qualitative data to investigate proposals for teaching English in the context of World Englishes.

C. Findings and Discussion

East Borneo EFL teachers at government and private secondary schools in Balikpapan, Samarinda, PPU, Kutai Kartanegara, Kutai Timur, Bontang, and Berau in East Borneo Province completed 30 surveys and submitted them for analysis.

SPSS was used to analyze and process the data, and the results were presented in the form of tables and reports. The findings of the study were separated into two primary categories: teachers' beliefs about World Englishes, and teachers' application of World Englishes in the classroom to answer both of research questions.

Table 1. Teachers' beliefs about World Englishes

Statement	SA	A	D	SD	M	SD	Intepretation
Teachers should with British and American accent in teaching only.	16.7	33.3	46.7	3.3	2.68	0.80	Moderate
Teachers should not teach students to speak with other accent apart from British and American accent.	16.7	23.3	60.0	0	2.56	0.77	Moderate
Teachers should teach students to communicate like native English	6.9	44.8	34.5	13.8	2.45	0.83	Low

Beliefs of East Borneo EFL Teachers Concerning World Englishes

speakers.							
Teachers should let the students listen to the conversations of native English speakers only.	16.7	30.0	50.0	3.3	2.60	0.81	Moderate
Teachers should let the students practice speaking with British or American accent only.	13.3	46.7	40.0	0	2.73	0.69	Moderate
Teachers should teach English Grammar Following British or American standard only.	20.0	53.3	26.7	0	2.93	0.69	Moderate
Teachers should teach Vocabulary following British or American Standard only.	16.7	53.3	30.0	0	2.86	0.68	Moderate
Teachers should teach English idioms following British or American standard only.	10.0	56.7	33.3	0	2.76	0.62	Moderate
Teachers should teach culture of native English speaking countries only.	6.7	30.0	56.7	6.7	2.36	0.72	Low
Teachers should select reading contents related to English speaking countries only.	6.9	34.5	48.3	6.9	2.38	0.77	Low
Teachers should select books and materials that have content related to English speaking countries only.	10.3	34.5	48.3	6.9	2.48	0.78	Low
Teachers should select books and materials published n native	23.3	26.7	46.7	3.3	2.70	0.87	Moderate

Beliefs of East Borneo EFL Teachers Concerning World Englishes

English speaking countries only.							
Teachers should use books and materials that have native English speaking characters only.	13.8	34.5	41.4	10.3	2.51	0.87	Moderate
Teachers should use books and materials that contain the conversation among native speakers only.	16.7	26.7	56.7	0	2.60	0.77	Moderate
Teachers should use a dictionary with British or American standards only.	20.0	46.7	33.3	0	2.86	0.73	Moderate
Total	290.3	364.7	38.8	11.38	107.7	34.1	

What are East Borneo EFL teachers' beliefs about World Englishes?

Most respondents agreed that instructors should teach English grammar, utilize dictionaries, and teach vocabulary following British or American standards (mean scores= of 2.93, 2.86, and 2.86, respectively). Furthermore, with a mean score of 2.76, respondents agreed that teaching idioms should be done in standard English. They also decided that instructors should allow students to practice speaking with just a standardized English accent (mean score= of 2.73) and using books and materials published in native English-speaking countries (mean score= of 2.70). Those teachers should educate students to converse like standard native English speakers (mean score= of 3.60).

On the other hand, respondents disagreed that teachers should not educate students to speak in accents other than British and American (mean score= of 2.56, teachers should exclusively teach the cultures of English-speaking nations (mean score= of 2.36). Only books and resources containing the dialogue of native speakers should be used by educators (mean score= of 2.60), Teachers should only pick reading materials that pertain to English-speaking nations (mean score= of 2.38), and educators should select only books and resources with content relevant to English-speaking countries (mean score= of 2.48).

Thus, the overall mean score of all questions was 38.8, indicating a modest degree of conviction in World Englishes. In conclusion, most respondents believed in teaching English using standard English, although they disagreed on the selection and use of classic English books and resources.

The questionnaire findings revealed a modest conviction in World Englishes (mean score= 38.8). Most respondents thought presenting several English dialects in books and materials was a good idea. They would choose books or materials with a wide range of information regarding both local and worldwide topics, as well as the cultures of both native and non-native nations. Furthermore, most

respondents agreed that the characters in the book or materials need not just be native speakers but that books and materials from non-native English-speaking countries might be used. Furthermore, several respondents advised that the content be actual. The findings for picking books and resources were consistent with Matsuda's (2003) study, which revealed that books and materials collaborate with a World Englishes model.⁴¹ The curriculum should also be genuine while presenting a variety of English accents, subjects, and personalities to expose pupils to various English. These types are more common in the outer ring and growing nations. Some respondents said that teaching right or acceptable pronunciation is much more essential than addressing pupils' accents when it comes to pronunciation.

On the other hand, most respondents believed in teaching English following traditional English grammar, vocabulary, and idioms. Ur corroborated this study finding by stating that teaching grammar using a native model is typical for instructors and students.⁴² Furthermore, the respondents were unanimous in their preference for utilizing a dictionary with a conventional English model. Moreover, respondents agreed with the notion that pupils should only be exposed to the mainstream English accent. The teacher should have a British or American accent while teaching and allow pupils to practice listening and speaking in Standard English. These findings consistently train students to talk and communicate like native speakers. Ultimately, EFL instructors believed in picking books and resources consistent with a World Englishes model. In contrast, they believed in teaching idioms and using dictionaries under the native English model. Eventually, British and American accents became the primary emphasis of school instruction.

Table 2. Teachers' implementation of World Englishes in the classroom

Statement	SA	A	D	SD	M	SD	Level of Intepretation
You only use and speak English with a British or American Accent when you teach.	32.3	38.7	29.0	0	3.0	0.78	Moderate
You teach students to speak with British and American accent only.	29.0	41.9	29.0	0	3.03	0.76	Moderate
You teach students to be able to communicate like	29.0	35.5	32.3	3.2	2.9	0.88	Moderate

⁴¹ Aya Matsuda, "Incorporating World Englishes In Teaching English As An International Language," *Tesol Quarterly* 37, no. 4 (2003): 719–29.

⁴² Penny Ur, "English As A Lingua Franca And Some Implications For English Teachers," *Plenary Handouts* 1, no. 2 (2009): 1–7.

Beliefs of East Borneo EFL Teachers Concerning World Englishes

native English speakers.							
You let students listen to the conversation of native English speakers only.	25.8	38.7	25.8	9.7	2.8	0.96	Moderate
You let the students practice speaking with a British or an American accent only.	25.8	45.2	22.6	6.5	2.9	0.88	Moderate
You teach English Grammar following British or American standards only.	45.2	32.3	22.6	0	3.20	0.80	Moderate
You teach vocabulary following a British or an American standard only.	41.9	41.9	16.1	0	3.23	0.72	Moderate
You teach English idioms following only British or American standards only.	25.8	48.4	25.8	0	2.96	0.71	Moderate
You teach the culture of native English speaking countries only.	12.9	19.4	61.3	6.5	2.33	0.75	Low
You select reading contents related to English speaking countries only.	22.6	25.8	51.6	0	2.66	0.80	Moderate
You select books and materials that have content related to English speaking countries only.	22.6	19.4	58.1	0	2.66	0.84	Moderate
You select books	32.3	29.0	32.3	6.5	2.93	0.90	Moderate

Beliefs of East Borneo EFL Teachers Concerning World Englishes

and materials published in native English speaking countries.							
You use books and materials that have native English speaking characters only.	22.6	29.0	38.7	9.7	2.70	0.91	Moderate
You use books and materials that contain the conversations among native speakers only.	22.6	35.5	38.7	3.2	2.83	0.79	Moderate
You use a dictionary with only British or American standards.	45.2	32.23	22.6	0	3.20	0.80	Moderate
Total	435.6	455.029	506.5	45.3	43.33	12.28	

How do East Borneo EFL teachers implement World Englishes in their classrooms?

In terms of putting these ideas about teaching English into practice in the classroom, most respondents exclusively teach vocabulary and grammar according to British or American standards. They also use a dictionary that solely contains British or American terms. (mean scores= 3.23, 3.20, and 3.20, respectively). When it came to educating the culture of English-speaking nations only, respondents solely taught the students about their culture (mean score= of 2.33). Along with choosing reading materials from English-speaking nations, books, and resources that are just about English-speaking nations, Respondents also infrequently chose books and resources with solely native English speakers (mean score= of 2.66).

Respondents modestly incorporated World Englishes in their classroom instruction (average mean score=4.33). However, the findings revealed the links between their beliefs and their behaviors.

The study findings classified respondents' use of World Englishes into three categories: accents, content, and materials. In terms of accents, the majority of responders often employ and talk with a British or American accent to their pupils and instruct them to do so. Most respondents agreed that teachers should educate students to communicate like native English speakers, indicating that they generally exposed students to Standard English and trained them to sound native-like. However, this study's results contradicted Jindapitak and Teo (2013), who stated that instructors should expose pupils to different types of English to raise

their knowledge of English variations.⁴³ Furthermore, Kongkerd (2013) emphasized that instructors and students should be concerned with accurate pronunciation that can be understood between interlocutors rather than only native dialect and accent.⁴⁴

Furthermore, most respondents were taught Standard English grammar, vocabulary, and idioms. Still, they tended to teach reading and cultural topics from other sources from other nations in the extending and outer circle. According to Ur (2009), teaching English grammar using a native model is typical and serves as a benchmark for both instructors and students. However, most respondents sometimes chose books or materials that presented variations of English in terms of the characters, dialogues, and places where the materials were published. Matsuda (2003) said that World Englishes materials and books should give a variety of subjects and characters in addition to native English-speaking characters.⁴⁵

D. Conclusion

This study revealed exciting conclusions concerning EFL instructors' beliefs about World Englishes. It was discovered that EFL instructors believed in teaching English using standard English, mainly when it came to utilizing dictionaries, teaching grammar, and teaching vocabulary. They did, however, have opinions about World Englishes while picking books and things that include many types of English, such as reading, culture, and characters.

The research also sought to discover EFL instructors' use of World Englishes in the classroom. The findings revealed that they executed their ideas by teaching students to communicate like native speakers; hence, they generally educate and expose students to standard English in terms of accents, grammar, vocabulary, idioms, and the use of a standard English dictionary. On the other hand, they followed the World Englishes paradigm in educating culture, choosing and using books and resources with varying levels of English.

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⁴³ Naratip Jindapitak and Adisa Teo, "Accent Priority in a Thai University Context: A Common Sense Revisited," *English Language Teaching* 6, no. 9 (2013): 193–201.

⁴⁴ Wilaiporn Kongkerd, "Teaching English In The Era Of English Used As A Lingua Franca In Thailand," *Executive Journal* 33, no. 4 (2013): 3–12.

⁴⁵ Matsuda, "Incorporating World Englishes In Teaching English As An International Language."

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