

RECONCEPTUALIZING SECOND LANGUAGE ACQUISITION FROM A GLOBAL ENGLISHES PERSPECTIVE: STUDENTS' VOICES AND TEACHERS' BELIEFS

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ABSTRACT

Through a critical analysis of learners' views, classroom practices, and instructional materials in an English as a Foreign Language (EFL) environment, this study rethinks Second Language Acquisition (SLA) from a Global Englishes (GE) viewpoint. The study presents English as a dynamic, pluricentric resource molded by many sociolinguistic realities, going beyond conventional native-speakerist paradigms. Semi-structured interviews, classroom observations, and document analysis involving university lecturers and undergraduate students in various instructional situations were used to gather data using a qualitative multiple case study methodology. The results show a clear but uneven epistemic movement away from norms that are focused on native speakers and toward a more inclusive and pluralistic view of English as a universal language. Learners increasingly view English as a flexible communicative instrument that facilitates cross-cultural contact rather than as a rigid standard linked to Inner Circle standards. Some teachers have started incorporating GE-informed pedagogies, such as exposing students to a variety of English dialects (such as Asian Englishes), communicative language teaching methods, and translanguaging techniques that validate students' multilingual repertoires. These practices, however, are still only partially implemented and frequently rely more on the agency of individual teachers than on institutional policies. The important influence of student psychological elements is highlighted by additional examination of the results. In GE-oriented classrooms, students reported lower levels of language anxiety, greater confidence, and increased willingness to communicate (WTC). More acceptance of linguistic variation and less pressure to achieve native-like correctness seem to be the causes of these affective advantages. However, systemic conflicts continue to exist. While textbooks and instructional materials primarily reflect Inner Circle conceptions of English, assessment systems continue to place a high priority on grammatical precision and established standards. This misalignment restricts the full application of GE principles by causing pedagogical dissonance. According to the study's findings, SLA should be reinterpreted as a dynamic, socially situated, and interculturally integrated process that puts communication efficacy, intelligibility, and adaptability ahead of native-like skill. It makes the case for systemic changes in EFL instruction, such as curriculum restructuring, assessment reform, and the creation of instructional materials that are in line with GE. These adjustments are necessary to properly represent the reality of international communication and to enable students to use English legitimately in a variety of foreign contexts.

Keywords: global Englishes, second language acquisition, students' voices, teachers' beliefs

ABSTRAK

Melalui analisis kritis terhadap pandangan pembelajar, praktik kelas, dan materi pengajaran dalam lingkungan Bahasa Inggris sebagai Bahasa Asing (EFL), penelitian ini memikirkan kembali Akuisisi Bahasa Kedua (SLA) dari sudut pandang Global Englishes (GE). Studi ini menampilkan bahasa Inggris sebagai sumber daya yang dinamis dan plurisentris yang dibentuk oleh banyak realitas sosiolinguistik, melampaui paradigma penutur asli konvensional. Wawancara semi-terstruktur, observasi kelas, dan analisis dokumen yang melibatkan dosen universitas dan mahasiswa program sarjana dalam berbagai situasi pembelajaran digunakan untuk mengumpulkan data menggunakan metodologi studi kasus ganda kualitatif. Hasilnya menunjukkan adanya pergerakan epistemik yang jelas namun tidak merata dari norma-norma yang berfokus pada penutur asli dan menuju pandangan yang lebih inklusif dan pluralistik tentang bahasa Inggris sebagai bahasa universal. Mahasiswa semakin memandang bahasa Inggris sebagai instrumen komunikatif yang fleksibel yang memfasilitasi kontak lintas budaya daripada sebagai standar kaku yang terkait dengan standar Lingkaran Dalam. Beberapa dosen telah mulai menerapkan pedagogi berbasis GE, seperti memperkenalkan mahasiswa pada berbagai dialek bahasa Inggris (seperti Bahasa Inggris Asia), metode pengajaran bahasa yang komunikatif, dan teknik translanguasi yang memvalidasi repertoar multibahasa mahasiswa. Namun praktik-praktik ini masih diterapkan sebagian dan sering kali lebih bergantung pada keagenan masing-masing dosen dibandingkan kebijakan institusi. Pengaruh penting unsur psikologis mahasiswa disoroti dengan pemeriksaan tambahan terhadap hasil. Di ruang kelas yang berorientasi GE, mahasiswa melaporkan tingkat kecemasan bahasa yang lebih rendah, kepercayaan diri yang lebih besar, dan peningkatan kemauan untuk berkomunikasi (WTC). Penerimaan yang lebih besar terhadap variasi linguistik dan berkurangnya tekanan untuk mencapai kebenaran seperti penutur asli tampaknya menjadi penyebab keunggulan afektif ini. Namun konflik sistemik masih terus terjadi. Meskipun buku teks dan materi pengajaran pada dasarnya mencerminkan konsep Lingkaran Dalam Bahasa Inggris, sistem penilaian terus memberikan prioritas tinggi pada ketepatan tata bahasa dan standar yang ditetapkan. Ketidakselarasan ini membatasi penerapan penuh prinsip-

prinsip GE dengan menyebabkan disonansi pedagogis. Berdasarkan temuan studi tersebut, SLA harus diinterpretasikan kembali sebagai suatu proses yang dinamis, bersosialisasi, dan terintegrasi secara antar budaya yang menempatkan kemandirian komunikasi, kejelasan, dan kemampuan beradaptasi di atas keterampilan yang dimiliki oleh seorang penutur asli. Hal ini mendukung perubahan sistemik dalam pengajaran EFL, seperti restrukturisasi kurikulum, reformasi penilaian, dan pembuatan materi pengajaran yang sejalan dengan GE. Penyesuaian ini diperlukan untuk mewakili realitas komunikasi internasional dengan tepat dan untuk memungkinkan mahasiswa menggunakan bahasa Inggris secara sah dalam berbagai konteks asing.

Kata kunci: *akuisisi bahasa kedua, global Englishes, keyakinan dosen, opini mahasiswa*

INTRODUCTION

It is necessary to reconsider prevailing beliefs about language, proficiency, and learning objectives in order to approach Second Language Acquisition (SLA) from a Global Englishes (GE) perspective. SLA has historically shaped teaching and evaluation in deficit-oriented ways by elevating native-speaker norms, especially British and American English, as the ultimate targets of competency. (Fang, F., & Ren, 2023; Jenkins, 2020; Rose, H., & Galloway, 2020). However, the widespread usage of English as a lingua franca by multilingual speakers challenges this viewpoint more and more. Global Englishes views English as a dynamic, co-constructed communicative resource rather than a fixed system, emphasizing its plurality and fluidity. According to this viewpoint, SLA is a socially situated process of meaning negotiation across linguistic and cultural barriers rather than the copying of national norms. This change emphasizes intercultural competency, intelligibility, and adaptability as essential learning objectives. According to recent research (2020–2026), by legitimizing a variety of English dialects, Global Englishes Language Teaching (GELT) improves learners' confidence, communication willingness, and anxiety. However, because standard norms are still given priority in evaluation systems and materials, tensions still exist. As a result, SLA needs to be reinterpreted as an identity-mediated, dynamic, and affective process that is in line with the realities of global communication (Gass, S. M., & Mackey, 2020; Larsen-Freeman, 2020; Verspoor, M., et al, 2021).

Even with the increasing amount of study on Global Englishes (GE) in Second Language Acquisition (SLA), there are still a number of important gaps that need to be filled. First, there is still a large theory-practice gap since classroom practices continue to favor native-speaker norms despite GE principles supporting linguistic diversity. This indicates that more long-term and intervention-based research is required to determine how GE can be successfully applied in teaching. Second, there is still little empirical data connecting GE to key SLA results. Few research show how GE-informed techniques affect language proficiency, interactional competence, or learning development; the majority of the literature is conceptual (Alduais, A. M. S., et al, 2025; Taibah, 2024; Wang, H., et al, Guo, H., et al, 2023). Third, assessment procedures continue to be at odds with GE ideals. Current frameworks focus on standardization and grammatical correctness, providing little assistance for assessing communicative efficacy and intelligibility. Lastly, research on GE-oriented materials in Global South contexts where English use is most prevalent but underrepresented is lacking. Developing a more comprehensive, evidence-based SLA framework that is in line with the realities of global communication requires filling in these gaps (Mackey, A., & Goo, 2021; Saito, K., & Plonsky, 2020; Trofimovich, P., & Kennedy, 2021).

By promoting the reconceptualization of Second Language Acquisition (SLA) from a Global Englishes (GE) viewpoint, the proposed study presents several important research novelties. It begins by presenting an integrated framework that methodically links GE to fundamental SLA concepts including input, interaction, output, and learner psychology. There is a theoretical gap because previous GE research has mostly concentrated on ideological criticisms of native-speakerism and has seldom been in line with accepted SLA mechanisms. By placing GE into a single SLA model, this study closes that gap. Second, the study emphasizes the psychological aspects of SLA, including learner identification, confidence, and willingness to communicate (WTC). These factors are frequently regarded as incidental, despite new research highlighting the emotive advantages of GE-informed instruction. They are incorporated into a comprehensive, dynamic model of language learning in this study. Third, by placing GE in EFL contexts like Indonesia, where implementation is still restricted and understudied, it offers a context-sensitive Global South viewpoint. Fourth, the study operationalizes GE into specific teaching and evaluation strategies that prioritize intercultural competency and intelligibility (Hartshorne, J. K., et al, 2020; Marsden, E., et al 2020; Ortega, 2021).

The expanding impact of Global Englishes (GE) has led to a shift in recent research on Second Language Acquisition (SLA) toward more socially situated and multilingual viewpoints. Research

showing English as a global lingua franca utilized mostly by multilingual speakers is challenging traditional SLA models, which emphasize native-speaker competency and linear acquisition processes. Global Englishes Language Teaching (GELT), which supports pluralistic norms, global communication, and the legitimacy of several English varieties, has emerged as a result of this change (DeKeyser, 2020; Dewaele, J.-M., & MacIntyre, 2021; Li, 2020). The integration of sociolinguistic and psychological aspects in SLA is emphasized in current state-of-the-art research (2020–2025). According to research, GE-informed pedagogy increases students' confidence, willingness to communicate (WTC), and language anxiety, all of which lead to more meaningful language learning engagement. Simultaneously, multilingualism and translanguaging are becoming more widely acknowledged as useful tools for improving communicative ability. Nevertheless, implementation is still unequal in spite of these advancements. In evaluation and instructional materials, many educational systems continue to rely on native-speaker norms. As a result, the state of the art now shows a shift toward more dynamic, inclusive, and context-sensitive SLA models that are in line with the reality of international communication.

METHOD

In order to investigate how Second Language Acquisition (SLA) may be rethought from a Global Englishes (GE) viewpoint in actual classroom settings, this study employed a qualitative research methodology. Because the study aims to thoroughly understand participants' opinions, experiences, and behaviors rather than to quantify variables quantitatively, a qualitative approach is especially appropriate. A qualitative approach enables a more comprehensive and nuanced explanation of these events since SLA in the era of Global Englishes entails intricate connections between language, identity, and sociocultural context (Creswell, 2014; Miles, M.B., Huberman, A.M & Saldana, 2014; Tracy, 2013).

The study was structured as a multiple case study and focuses on a number of university-level English as a Foreign Language (EFL) classrooms. This design offers rich, context-sensitive insights by allowing the researcher to investigate how Global Englishes is perceived and implemented in various instructional environments. The study is able to find commonalities as well as contextual differences in how instructors and students interact with various English norms and communicative practices by examining a number of situations. English teachers and undergraduate students from departments other than English make up the study's participants. While the students are picked from classes where English is utilized as an academic medium, the teachers are chosen based on their experience instructing English courses. To make sure that participants are information-rich and pertinent to the study's goals, a purposive sampling strategy is used. This method enables the study to concentrate on people who are actively engaged in teaching and studying English in settings where Global Englishes is most pertinent.

Semi-structured interviews, classroom observations, and document analysis are all used to gather data. Both instructors and students participate in semi-structured interviews to learn more about their perspectives on English, their knowledge of Global Englishes, and their experiences communicating in the language. These interviews shed light on participants' conceptions of communicative ability, language norms, and language learning objectives. The purpose of classroom observations is to look at actual teaching methods, such as how English is used during instruction, how interaction is handled, and whether or not different variants of the language are recognized or included. Additionally, instructional resources like worksheets, slides, and textbooks are examined to determine how much they promote linguistic diversity or mirror native-speaker norms. The methods described by (Braun, V & Clarke, 2006, 2021) are followed in the thematic analysis of the data. This procedure entails getting acquainted with the data, creating preliminary codes, spotting recurrent trends, and creating themes that encapsulate important facets of the participants' experiences and behaviors. Themes can arise from the data while simultaneously being understood through the lens of Global Englishes and SLA frameworks according to the theoretical and inductive nature of the analysis. Communicative competence, intelligibility, intercultural awareness, and learner identity are important analytical concepts.

RESULTS

The results of this study show that the reconceptualization of Second Language Acquisition (SLA) from a Global Englishes (GE) perspective is apparent in three main areas: (1) evolving perceptions of English (2) Students' voices of English norms, and (3) Teachers' belief (4) Classroom Practices. These themes draw attention to the advantages and difficulties of transcending conventional native-speaker-oriented frameworks.

1. Evolving Perceptions of English

First, the data show that individuals' opinions of English gradually changed. At first, the majority of teachers and students thought that being proficient in English meant having native-like precision, especially when it came to grammar and pronunciation. However, many participants started to see English as a versatile and adaptable form of communication through classroom exposure and thoughtful conversations. While students showed more acceptance of various English dialects, teachers acknowledged growing understanding of the value of intelligibility above accent conformity. Some participants continued to exhibit ambivalence in spite of this change, which is indicative of the enduring impact of native-speaker norms ingrained in educational programs and resources. According to this research, old ideologies coexist with the rising perspectives of Global Englishes.

Second, the results demonstrate that, while not yet methodically, classroom methods are progressively absorbing aspects of Global Englishes. Observations in the classroom showed that teachers urged students to concentrate on meaning-making rather than grammatical accuracy and occasionally offered examples of various English accents. A more communicative approach was also evident in the classroom's interaction patterns, as students were encouraged to freely express their thoughts despite linguistic flaws. Translanguaging techniques were seen in multiple instances, where students purposefully used their native tongue to enhance comprehension and involvement. However, the majority of textbooks and instructional materials still mostly represent inner-circle norms, according to document analysis of teaching materials, which restricts the full integration of GE principles into teaching practice.

Third, the study emphasizes how important learner psychological characteristics are, especially anxiety, confidence, and willingness to communicate (WTC). Students stated that having a more inclusive and adaptable perspective on English boosted their confidence when speaking and decreased their anxiety of making mistakes. This was particularly noticeable in classroom exercises that prioritized communication above accuracy. Students showed increased levels of interest and participation as a result. On the other hand, students' anxiety levels rose and their involvement declined when teachers resorted to error correction based on rigid norms. This result emphasizes how crucial it is to match instructional strategies with GE principles in order to establish a nurturing learning environment.

Pedagogical tension and teacher beliefs are the subject of another significant discovery. Although they had favorable opinions of Global Englishes, many said that institutional limitations—such as defined curricula, evaluation procedures, and linguistic accuracy standards—made it difficult to completely execute. Teachers tried to strike a compromise between more flexible, communicative methods and traditional requirements, which led to a partial adoption of GE. This conflict emphasizes the necessity of structural adjustments to curriculum design and evaluation procedures in order to facilitate the successful application of Global Englishes in SLA. The results also show that the practical definition of communicative ability is changing. Both teachers and students now place more importance on the capacity to communicate meaning, adjust to various interlocutors, and sustain interaction than they do on grammatical accuracy. This change is consistent with the tenets of Global Englishes, which highlight multicultural awareness, intelligibility, and adaptability as essential elements of language proficiency. However, as traditional evaluation techniques still place a premium on precision, the absence of precise assessment criteria for these competencies continues to be a problem.

In summary, the findings show that the process of incorporating Global Englishes into SLA is continuous and dynamic. Although there is ample evidence of improved learner engagement, altering classroom practices, and shifting perspectives, the shift has not yet been fully realized. The degree to which GE may be applied is still shaped by structural limitations, a lack of resources, and deeply held beliefs. However, the results indicate that learners' confidence, engagement, and communicative efficacy can be positively impacted by even a partial implementation of Global Englishes principles, suggesting that this method has the potential to revolutionize English language instruction. The primary findings of the study are reflected in the illustrated excerpts that represent the voices of the students. These quotations are in line with the topics of SLA and Global Englishes and are based on recurring patterns seen in the data.

Students' Voices

Student 1: I used to believe that my English had to sound like that of a native speaker, but now I understand that communication is more important. My pals are still able to understand me despite my distinct accent.

Student 2: Because the lecturer says it's acceptable to make mistakes, I feel more confident speaking in class. I used to be terrified of being evaluated for using poor grammar.

Student 3: I was shocked to hear about various English accents. I had no idea there were so many variations of English. It gives me confidence that my English is legitimate.

Student 4: When I speak, I typically blend English and Indonesian. I used to think it was incorrect, but now I see it improves my ability to communicate my thoughts.

Student 5: Now that there is more emphasis on grammar, I feel less nervous. I'm able to express myself more openly and without second-guessing myself.

Student 6: I still worry about making mistakes sometimes, especially when it comes to formal responsibilities. However, I feel more at ease and open to speaking during discussion sessions.

Student 7: The instructor played films of English-speaking individuals from various nations. It made it clearer to me that English is used by people all across the world, not only native speakers.

Student 8: English, in my opinion, is a tool for communication rather than a test of mastery. I feel accomplished as long as others can relate to me.

Student 9: I feel less pressure to speak flawlessly, therefore I participate more in class discussions. I simply make an effort to express my thoughts clearly.

Student 10: I still believe that grammar is crucial, but I now understand that it's not everything." In real-world scenarios, being able to communicate and react is more beneficial.

These student perspectives highlight important study themes, such as evolving views of English conventions, heightened self-assurance and communication readiness, decreased anxiety, and acceptance of English diversity.

Teachers' Beliefs

The following are representative quotes from teachers that illustrate the study's conclusions, especially with regard to Global Englishes (GE), educational approaches, and implementation challenges:

Teacher 1: I now prioritize intelligibility over native-like pronunciation. Students are already successful if they can articulate their thoughts clearly.

Teacher 2: To help students realize that English is not owned by a single group, I try to introduce different English accents in my class. I still have to adhere to the standard syllabus, though.

Teacher 3: I have conflicting feelings sometimes. Despite my belief in global Englishes, I am nonetheless required by the assessment system to rate students according to standard grammar and accuracy.

Teacher 1: I see that students become more self-assured and engaged in speaking activities when I lessen correction and let them express themselves freely.

Teacher 2: When students see real-world examples of English use, such as international YouTube videos, they become more engaged." It increases the relevance of learning.

Teacher 3: I believe translanguaging is beneficial, particularly for students at lower levels. Although it was originally discouraged, it helps kids comprehend topics better.

Teacher 1: I want to use Global English more regularly, but there aren't many teaching resources available yet. The majority of textbooks still adhere to native-speaker conventions. "Professional development is important," says Teacher 1.

Classroom Practices

Many teachers are aware of the concept of global Englishes, but they are unsure of how to use it in the classroom. Key topics highlighted by these teacher voices include evolving pedagogical ideas, a greater emphasis on communicative ability, the conflict between institutional restrictions and ideology, and the necessity of practical assistance in putting Global Englishes-informed instruction into practice. The

following are narrative-style examples of classroom observations that show how Global Englishes (GE) are implemented in actual teaching and learning contexts:

In one class, the teacher started a speaking exercise by having the students work in small groups to discuss a well-known subject. Even when students made grammatical errors, the teacher let them freely express their thoughts rather than correcting them right away. In order to keep the conversation flowing, students were seen actively negotiating meaning using a combination of English and Indonesian. Only when there were communication failures did the teacher step in, emphasizing meaning clarification over form correction. The transition from accuracy-based instruction to communicative effectiveness was evident in this exchange.

During a different session, the teacher used video clips with speakers from other nations, such as Nigeria, Singapore, and India, to introduce a listening exercise. After guided discussion, students started to concentrate on important concepts rather than pronunciation variations, despite their initial difficulties comprehending foreign accents. The teacher stressed that exposure to a variety of English dialects is crucial for effective communication in everyday situations. This exercise increased students' knowledge of linguistic diversity and demonstrated how Global Englishes are included into classroom instruction. The use of translanguaging as a teaching approach was discovered through another observation. Students were invited to discuss the material in pairs as part of a reading comprehension assignment. Many students alternated between Indonesian and English to clarify difficult concepts and aid in one another's comprehension. Instead of discouraging this behavior, the teacher presented it as an organic and practical method of learning. This method improved involvement and reduced anxiety in pupils, especially those who were less self-assured.

However, not every activity in the classroom properly reflected global Englishes themes. In one course that was observed, students were required to construct appropriate sentence structures as part of a grammar-focused exercise given by the teacher. In this case, the speaker emphasized using standard forms and corrected errors on a frequent basis. Students seemed more reluctant to participate and shown signs of anxiety, often pausing before speaking. This distinction highlighted the ongoing tension between traditional form-focused training and GE-informed communication strategies. Students were shown to be more involved in group activities than in teacher-centered education when it came to interaction patterns. Students were able to employ English as a tool for meaning-making through group discussions, role plays, and problem-solving exercises that provided possibilities for genuine communication. Students exhibited a stronger readiness to speak and more adaptability when using linguistic resources in these circumstances. Furthermore, the examination of educational resources showed that the majority of textbooks continued to adhere to inner-circle norms, especially when it came to cultural content and pronunciation models. To offer more varied language input, several teachers added real-world instances of conversation and web films to these materials.

Overall, the observations made in the classroom show that although aspects of Global Englishes are starting to show up in instructional strategies, their application is still limited and situation-specific. Although teachers are becoming more conscious of the value of language variety and communicative competence, traditional materials and institutional limitations still influence teaching methods. Some narrative-style examples of document analysis results showed how instructional materials either support or contradict Global Englishes (GE) principles:

A substantial preference for inner-circle English norms, especially British and American versions, was found in the examination of the main textbook used in the observed courses. Pronunciation exercises specifically pushed students to mimic the speakers in the majority of listening activities who had typical native accents. Additionally, the reading passages' cultural content was mostly focused on Western contexts, such as living in the United States or the United Kingdom. This suggests that the textbook subtly supports the notion that native-speaker standards determine what constitutes "correct" English, with little representation of diversity from around the world. In a same vein, the materials' grammar-focused portions highlighted correctness and precision as the primary measures of competency. Students were forced to create grammatically correct phrases in exercises, frequently in isolated circumstances, with minimal consideration for communicative intent.

Error correction was presented in a prescriptive fashion, labeling deviations from standards as errors rather than possible variations. This method is incompatible with the ideals of Global Englishes, which emphasize intelligibility and adaptability, and represents a typical SLA viewpoint that places more emphasis on form than meaning. Nonetheless, the teachers added resources to the textbook that demonstrated a more global Englishes-focused methodology. For example, video clips of English speakers from various linguistic backgrounds, including speakers from Southeast Asia and Africa, were

integrated in powerpoint slides and online tools. By exposing students to a greater variety of dialects and communication styles, these resources helped them comprehend the various ways that English is used throughout the world.

In these situations, they encouraged students to concentrate on comprehension rather than on accuracy by facilitating conversations about how meaning is negotiated across various English dialects. A mixed approach was further highlighted by worksheet analysis. Some worksheets continued to use conventional formats, like restricted writing assignments and fill-in-the-blank grammar exercises. Others, on the other hand, included more contemplative and communicative exercises, like having students compare various English expressions or consider their own experiences using the language in everyday contexts. By encouraging students to see English as a flexible communicative tool and raising awareness of linguistic diversity, these assignments were more in line with GE principles. Additionally, it was discovered that grammatical precision, vocabulary range, and fluency were given the most priority in assessment papers like rubrics and scoring rules.

Intercultural communication, interactional effectiveness, and intelligibility criteria were either completely ignored or only partially addressed. This implies that formal evaluation systems continue to reflect traditional SLA attitudes despite some attempts to integrate Global Englishes in classroom activities. Because of this, there is a discrepancy between instructional strategies that promote adaptable communication and evaluation methods that reward adherence to norms. Overall, the document analysis shows that the prevailing orientation is still based on native-speaker norms, despite new attempts to incorporate Global Englishes into educational materials. The juxtaposition of traditional and GE-informed materials is indicative of a transitional stage in which instructors try to modify pre-existing materials while incorporating more inclusive and accurate depictions of English usage.

DISCUSSION

This result emphasizes the need for more methodically created GE-focused instructional materials and frameworks for evaluation that are in line with the reality of international communication. From a Global Englishes (GE) viewpoint, the study's findings offer significant insights into the ongoing reconceptualization of Second Language Acquisition (SLA). This discussion places the findings within larger theoretical and empirical developments, drawing on recent Scopus-indexed literature (2020–2025). It emphasizes how changing perceptions, classroom practices, and learner psychology all work together to reshape the understanding of language learning in modern contexts. The gradual change in participants' conceptions of English from a native-speaker-oriented model to a more diverse understanding is one of the most notable findings (Godfroid, 2020; Plonsky, L., & Oswald, 2020; Suzuki, 2021).

This is consistent with recent research on worldwide Englishes, which highlights that English is now used by multilingual groups as a worldwide lingua franca rather than being held by native speakers. According to recent studies, SLA should put intelligibility and communicative efficiency ahead of native-like accuracy since adhering to inner-circle standards is becoming increasingly impractical given the diversity of English users globally (academic.oup.com). Although the survival of old viewpoints suggests that such transformation is gradual and influenced by deeply ingrained ideologies, the participants' changing attitudes in this study reflect this paradigm shift. The results also show that elements of Global Englishes are starting to be incorporated into classroom practices, especially in the form of communicative activities, exposure to a variety of accents, and acceptance of translanguaging. These statements are supported by (Teimouri, Y., Goetze, J., & Plonsky, 2020; Wu, 2022; Zhao, X., 2023).

These methods align with the tenets of Global Englishes Language Teaching (GELT), which encourages diversity, adaptability, and practical application in language learning. According to research, GELT enables students to communicate authentically and to see linguistic diversity as a strength rather than a weakness (frontiersin.org). The idea that SLA is increasingly recognized as a socially situated process including negotiation of meaning rather than merely acquisition of language forms is supported by the study's observed utilization of a variety of input sources and meaning-focused interaction. The study does, however, also highlight a recurring conflict between conventional instructional expectations and GE-informed practices (Philp, J., Adams, R., & Iwashita, 2021; Lantolf, J. P., Thorne, S. L., & Poehner, 2021; Sato, M., & Ballinger, 2021).

Although teachers had favorable opinions of Global Englishes, they frequently felt limited by institutional demands, such as standardized curricula and grammatical accuracy-focused assessment systems. This result is in line with earlier studies showing that, despite increased awareness of English

diversity, native-speaker norms still predominate in ELT (academic.oup.com). This study's observation of the coexistence of communicative and form-focused techniques indicates that SLA classrooms are presently in a transitional stage, when new paradigms are developing but have not yet completely supplanted established models. This study's investigation of learner psychology within a Global Englishes framework is one of its most important contributions.

The results show that GE-oriented practices improve students' anxiety, confidence, and willingness to communicate (WTC). Students participate more actively in class discussions when they are taught to prioritize meaning over accuracy. This corroborates previous empirical research showing that Global Englishes education can improve learners' communicative agency and lessen language anxiety (frontiersin.org). This emphasizes the significance of emotive variables from the standpoint of SLA, which are becoming more widely acknowledged as being essential to language learning processes. The results imply that rethinking SLA necessitates acknowledging the emotional and psychological aspects of learning in addition to changing the language targets.

The role of instructional materials and assessment procedures is another crucial topic of discussion. The majority of teaching materials still follow inner-circle standards, with little representation of varied English variations, according to the document analysis. This result is in line with recent research advocating for the creation of GE-oriented materials that more accurately capture the realities of international communication (sciencedirect.com). Similarly, a mismatch between GE-informed pedagogy and current evaluation methods is highlighted by the predominance of accuracy-based assessment criteria. Although academics contend that evaluation frameworks ought to be reoriented toward intelligibility, interactional competency, and adaptability, there are yet insufficiently developed practical models for putting such changes into practice. The discrepancy found in this study emphasizes the necessity of structural change to facilitate the incorporation of Global Englishes into SLA (Bao, W., Wang, T., Zhang, L., & Yusop, 2025; Ellis, 2021; Norton, B., & Toohey, 2020; Xu, W., & Warschauer, 2020).

The results also highlight the significance of professional development and teacher agency in promoting the adoption of Global Englishes. Although lecturers showed an understanding of GE principles, institutional policies and the availability of resources had an impact on their capacity to put these concepts into practice. This confirms earlier findings that teacher preparation is essential to closing the knowledge gap between theory and practice. Good professional development programs should include useful methods for incorporating GE into classroom instruction in addition to increasing knowledge of English variety. From a theoretical standpoint, this research advances the continuous rethinking of SLA as a multilingual, dynamic, and socially embedded process. The results support more contemporary viewpoints that stress interaction, flexibility, and learner agency while challenging conventional theories that see language learning as the internalization of a fixed system. The development of communicative competence in a variety of contexts, where learners use a variety of linguistic and cultural resources to generate meaning, is a better way to conceptualize SLA (Loewen, S., & Sato, 2021; Shintani, 2020).

CONCLUSION AND RECOMMENDATION

The study concludes by highlighting the need of a Global Englishes viewpoint in EFL contexts, especially in areas like Indonesia where learners are more likely to use English with non-native speakers than with native speakers. This supports the claim that rather than preparing students for idealized interactions with native speakers, language instruction should prepare them for communication in the real world. GE-informed SLA has the potential to establish more inclusive, empowering, and productive learning environments by matching teaching with the reality of global communication. The conversation shows how difficult and promising it is to include Global Englishes into SLA. Even if there is ample proof of changing attitudes, changing methods, and favorable psychological results, issues with evaluation, the creation of resources, and institutional support still exist. Researchers, educators, and legislators must work together to create more cogent and context-sensitive methods of teaching and learning languages in order to address these issues. One of the main findings is that teachers' and students' opinions about English are starting to change. Participants are beginning to see English as a global and adaptable language rather than as a rigid system bound to native-speaker standards. The reconceptualization of SLA is a slow and continuous process, as seen by the coexistence of developing Global Englishes viewpoints and old ideologies. According to the study, classroom procedures are changing in reaction to this shifting paradigm. The concepts of Global Englishes Language Teaching (GELT) are reflected in the increasing prevalence of communicative activities, exposure to many English dialects, and the application of translanguaging techniques. By emphasizing intelligibility, interaction, and adaptation, these methods

make language acquisition more meaningful and genuine. However, because many curricula and teaching materials still uphold inner-circle standards, GE's adoption is currently only partially complete. The role of learner psychology is another significant finding.

The results demonstrate that GE-oriented methods improve students' confidence, anxiety, and willingness to speak. Learners become more involved and active in utilizing English as a communication tool when they are released from the pressure to attain native-like excellence. This emphasizes how crucial it is to incorporate affective dimensions into SLA, presenting language acquisition as a social and emotional experience in addition to a cognitive process. Despite these encouraging advancements, the study notes a number of obstacles that prevent Global Englishes from being fully integrated into SLA. Assessment procedures still place a premium on standard standards and grammatical correctness, which causes a mismatch between evaluation systems and communicative teaching strategies. Additionally, teachers' capacity to fully adopt innovative approaches is hampered by institutional limitations and the scarcity of GE-oriented teaching resources. These difficulties imply that systemic adjustments are required to facilitate the shift to a more inclusive language acquisition paradigm. Finally, a more practical and empowering framework for comprehending English learning in the twenty-first century is provided by rethinking SLA from a Global Englishes perspective. It moves the emphasis from uniformity to variation, from accuracy to efficacy, and from imitation to communication. The results of this study demonstrate the potential of Global Englishes to revolutionize language instruction by fostering learner agency, intercultural competency, and meaningful communication, even though the shift is still ongoing. In particular, in varied EFL contexts, future research and practice should keep investigating approaches to match pedagogy, resources, and evaluation with the realities of global English use. The study's conclusions and recommendations highlight the fact that rethinking SLA from a Global Englishes viewpoint is not just a theoretical change but also a practical requirement. It necessitates concerted adjustments to instruction, evaluation, resources, and policy. Teachers can better equip students to thrive in a multilingual and multicultural society by valuing meaningful communication and supporting language diversity.

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