

## Indonesian English Teachers' Perceptions of Local English Varieties and their Integration in Language Assessment Practices

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### ABSTRACT

This study investigates Indonesian English teachers' perceptions of local English varieties and their influence on assessment practices, a crucial area given the increasing diversity of English in global and local contexts. While existing research highlights the recognition of World Englishes and their pedagogical implications, little is known about how teachers' perceptions shape the evaluation of diverse English forms within Indonesia's assessment system. The study aims to explore perceptions across different teaching levels, experience, and school locations, and to understand how these attitudes impact assessment decisions. Utilizing a quantitative, cross-sectional survey design, the research sampled 42 teachers from various Indonesian provinces through purposive sampling. Data were collected via a structured questionnaire and analyzed using SPSS to identify perception patterns and differences across subgroups. Findings reveal that teachers generally acknowledge the importance of local varieties but tend to prioritize native norms in assessments, with significant variations based on teaching levels, years of experience, and school locations. The study underscores the need for inclusive evaluation strategies that embrace linguistic diversity, informing professional development and policy reforms. Practically, these insights can guide the development of assessment policies that support multilingual identities and promote equitable language teaching, thereby enhancing the authenticity and relevance of English instruction in Indonesia.

### 1. Introduction

The global spread of English has led to the emergence of diverse English varieties shaped by local linguistic, cultural, and social contexts. These localized forms, often referred to as World Englishes, reflect the dynamic and pluralistic nature of English in different regions. In Indonesia, where English functions as a foreign language, teachers encounter not only native-speaker models but also local English varieties influenced by indigenous languages and local usage patterns. This linguistic

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reality presents important considerations for English language teaching, particularly in the areas of instruction and assessment.

Local English refers to a culturally rooted and indigenized variety of English shaped by local languages, identities, and sociocultural contexts, reflecting the interplay between global influences and local realities (Hillman et al., 2020). The integration of local English varieties into language education holds significant pedagogical implications. Teachers play a central role in shaping learners' perceptions of acceptable English by reinforcing specific norms through their assessment rubrics, feedback, and classroom examples, which in turn influence students' learning behaviors and language goals. As language assessment serves as a key mechanism for evaluating language competence, teachers' perceptions of local English varieties directly affect how language proficiency is judged. Understanding how teachers perceive and respond to these varieties is essential for developing more inclusive and context-sensitive assessment practices that reflect the actual linguistic environment of learners.

Recent research has increasingly addressed the implications of World Englishes (WEs) and English as a Lingua Franca (ELF) for English language teaching. Scholars have examined how global diversity in English challenges traditional native-speaker norms and calls for more flexible pedagogical approaches (Anwar et al., 2025; Choi et al., 2021; Franssisca & Subekti, 2022). Studies have also highlighted the tensions teachers experience when negotiating between standardized norms and the realities of classroom language use, particularly in Asian contexts where local forms of English are widely used but often lack institutional recognition (Gan & He, 2024; Jones & Blume, 2022). While these studies provide valuable insights into instructional practices and teacher beliefs about language variation, they tend to focus on curriculum design, teaching strategies, or learners' perspectives. However, little is known about how teachers' perceptions influence their assessment decisions, particularly in Indonesia, where the national education system is highly centralized and driven by exam-based standards. Under the Kurikulum Merdeka policy, teachers are encouraged to adapt lessons to local contexts, yet assessment remains predominantly aligned with native norms and standardized tests. These systemic structures, along with cultural attitudes favoring correctness and formal usage, shape how English is taught, learned, and assessed. This study aims to explore Indonesian English teachers' perceptions of local English varieties and examines how these perceptions relate to assessment practices across different teaching levels, years of experience, and school locations. The study addresses an important but underexplored dimension of language education, focusing on how teachers evaluate and legitimize diverse English forms in assessment contexts. Thus, the hypotheses are proposed as follows:

- H1: Indonesian English teachers have specific perceptions toward local English varieties.
- H2: Indonesian English teachers' perceptions of local English varieties significantly differ based on teaching level.
- H3: Indonesian English teachers' perceptions of local English varieties significantly differ based on years of teaching experience.
- H4: Indonesian English teachers' perceptions of local English varieties significantly differ based on school location.

## 2. Review of Literature

### 2.1. Perceptions of Local English Varieties

The perception of local English varieties is pivotal in both sociolinguistic and applied linguistics discussions. As English expands globally, various localized forms emerge, reflecting unique sociocultural contexts. Scholars emphasize how localized varieties of English, such as those found in Malaysia and Brunei, exemplify a complex negotiation between global influences and local linguistic practices (Gu & Manan, 2024). This dynamic manifests through phenomena like code-switching, highlighting the hybrid nature of contemporary English use (Shakir & Deuber, 2024). Furthermore, the ideology of native-speakerism often marginalizes these local varieties, leading to tensions in educational settings where standard English models prevail over localized expressions (Marlina, 2024; Wang & Ping, 2023). Standard English is defined by Duan (2022) as a socially constructed and culturally privileged variety of English used as a reference norm in formal, educational, and professional contexts, shaped by ideological, academic, and regional factors; and often associated with linguistic authority, educational achievement, and global communication. The increasing recognition of English's pluricentric identity requires both educators and linguists to adapt pedagogical approaches that honor

these diverse forms (Sayers, 2023; Wibowo & Charlotte, 2025). Ultimately, acknowledging the richness of local English varieties not only contributes to a more comprehensive understanding of English as a global language but also challenges monolithic narratives of language and identity (Gut & Unuabonah, 2024; Sari, 2024).

These perceptions—encompassing beliefs, attitudes, and judgments—play a critical role in shaping how English is taught and assessed, especially in non-native contexts like Indonesia. Studies have shown that perceptions of accented English are not neutral; they are influenced by racial, ethnic, and cultural biases (Kutlu, 2020; Kutlu et al., 2021, 2022). As the dominance of native speaker norms such as Received Pronunciation (RP) and General American (GA) is being challenged (Boonsuk, 2021; Imelwaty et al., 2023), more attention is being directed toward how teachers perceive and engage with local English varieties. This shift is highly relevant to the integration of such varieties in classroom assessment, where legitimacy, intelligibility, and communicative competence are increasingly prioritized over native-like accuracy.

In the Indonesian educational context, teacher perceptions play a significant role in determining whether local English features are accepted or penalized during assessment. Indonesian English is a localized variety of English shaped by Indonesia's multilingual context, educational policies, and cultural influences, characterized by unique linguistic features that reflect its status as a foreign language and its integration into both academic and everyday communication (Iswara et al., 2025). Research highlights that teacher-student interactions and institutional expectations directly affect attitudes toward non-standard English forms (Funada, 2020; Jensen et al., 2024). When teachers are confident and supportive of local varieties, students respond positively and develop greater linguistic self-esteem (Cépeda et al., 2023; Saeedi et al., 2024). However, if teachers themselves prioritize native norms, it may discourage learners from using features that reflect their linguistic identity. Factors such as teaching experience, exposure to inclusive pedagogies, and professional training can all shape how Indonesian teachers apply their perceptions in assessment contexts. Moreover, external influences like peer pressure, family values, and national policies can further affect how teachers interpret and evaluate language use in classroom settings (Gan & He, 2024; Yu-min & Xie, 2022).

Empirical studies from Indonesia have shown that while students express pride in their local English accents and moderate acceptance of global varieties (Franssisca & Subekti, 2022), actual classroom practices often remain bound to traditional standards (Silalahi et al., 2023; Tauchid, 2025). This mismatch underscores the importance of examining not just perceptions, but how those perceptions are operationalized in assessment. Teachers' willingness to acknowledge localized forms in evaluation has a direct impact on students' sense of legitimacy and achievement. Additionally, media exposure and cultural representation contribute to evolving perceptions of what constitutes standard English, further complicating assessment practices (Nettelbeck, 2020; Sun & Wu, 2022). Therefore, understanding Indonesian English teachers' perceptions is essential to promoting more inclusive and context-sensitive assessment strategies that validate the linguistic realities of learners and support broader educational goals.

## **2.2. Local English Varieties and Language Assessment Practices**

The integration of local English varieties into language assessment is an increasingly important issue in multilingual contexts, where linguistic diversity challenges the dominance of standardized English assessments. English varieties shaped by local languages and social contexts, such as those in Indonesia and Vanuatu, highlight the need for ELT materials that reflect local norms (Khalili et al., 2024; Rahayu, 2023; Tauchid et al., 2022). However, proficiency tests like IELTS and TOEFL often fail to consider these local varieties, privileging standard forms and disadvantaging learners from diverse linguistic backgrounds (Ha, 2021). This gap underscores the need for assessments that acknowledge learners' multicultural experiences and linguistic realities.

Incorporating local language varieties into assessment practices fosters educational equity by validating learners' linguistic identities and enhancing their confidence (Sadeghi & Bakhshi, 2025; Yunhua & Budiman, 2024). Developing culturally relevant assessments requires not only translation but also cultural adaptation to ensure meaningful evaluation (Albarqi, 2025). Studies in healthcare settings further demonstrate that using local languages in assessments improves comprehension and inclusivity (Esfandiari et al., 2025; Tekeba et al., 2021). Such inclusive practices better reflect real-



world multilingual communication, where bilingualism and multilingualism are the norms (Najjarpour & Salimi, 2024).

The broader discourse on English assessments reflects a global shift toward recognizing English as a lingua franca and embracing linguistic diversity. Research shows that acknowledging diverse English varieties enhances learners' communicative competence, engagement, and performance (Yunhua & Budiman, 2024). Educational frameworks are increasingly accepting the integration of Global Englishes, emphasizing the importance of moving beyond native norms (Yunhua & Budiman, 2024). Aligning assessment practices with local linguistic realities and learners' experiences offers a more equitable and effective approach to English language education.

### **3. Method**

#### **3.1. Participants and Setting**

This study employed a quantitative, cross-sectional, and comparative survey research design to investigate Indonesian English teachers' perceptions of local English varieties and to determine whether these perceptions varied according to teaching level, years of teaching experience, and school location. A quantitative approach was selected to ensure objective and standardized measurement of teachers' perceptions through the use of structured instruments. The cross-sectional nature of the design allowed for the collection of data at a single point in time, capturing teachers' existing beliefs without manipulating any variables. The comparative element of the design enabled statistical group comparisons to be conducted across different demographic characteristics. This design was particularly suitable because prior research in the Indonesian context on the integration of local English varieties into assessment remains limited, and empirical data is needed to inform language policy, assessment practices, and teacher training programs.

#### **3.2. Participants**

The study involved 42 English teachers recruited from junior and senior high schools across five Indonesian provinces: Yogyakarta (10), West Java (9), East Kalimantan (8), South Sulawesi (7), and North Sumatra (8). Participants were selected through purposive sampling using national teacher forums, WhatsApp groups, and English teacher associations. The selection aimed to ensure variation in teaching level, years of experience, and school location. All participants held at least a bachelor's degree in English education or a related field and had a minimum of three years of teaching experience to ensure familiarity with language assessment practices. Demographic information—such as teaching level (junior or senior high school), years of teaching experience (categorized as 1–10 years or 11+ years), and school location (urban or rural)—was collected for subgroup analysis. Participation was voluntary, and informed consent was obtained from all respondents prior to data collection.

#### **3.3. Instruments**

Data were collected using a structured questionnaire developed specifically for this study, based on existing literature and adapted from Acobo (2025) to suit the Indonesian EFL context. The instrument consisted of 21 items presented on a 5-point Likert scale ranging from 1 = *strongly disagree* to 5 = *strongly agree*. It measured six key constructs: (1) Teachers' perceptions of Indonesian local English varieties (5 items), (2) Views on Standard English (4 items), (3) Ownership of English (2 items), (4) Perceptions of Indonesian English (4 items), (5) Exposure to local English varieties (4 items), and (6) English use in assessment (2 items). To ensure content validity, the questionnaire underwent expert review by three scholars specializing in World Englishes, language assessment, and teacher cognition. A pilot study involving eight Indonesian EFL teachers was conducted to test clarity, cultural appropriateness, and reliability, resulting in minor wording adjustments; reliability was confirmed with a Cronbach's alpha of .89. The final version also included a demographic section to capture participants' teaching levels, years of experience, and school locations.

#### **3.4. Data Collection**

Data collection was carried out over a period of approximately two months using an online survey platform (Google Forms) to allow wide geographical access and convenient participation. Invitations to complete the questionnaire were distributed electronically via professional teacher

organizations, academic forums, English teacher associations, and various online networks commonly used by Indonesian teachers. The recruitment message included a description of the study's purpose, confidentiality assurances, informed consent information, and an estimated time for survey completion. Multiple reminders were sent throughout the data collection period via email, WhatsApp groups, and teacher forums to encourage participation and minimize non-response bias. Teachers were able to complete the questionnaire anonymously and at their own convenience. After careful screening to ensure completeness and validity, a total of 42 fully completed responses were included in the final analysis, representing a diverse sample across regions, teaching levels, years of experience, and school locations.

### 3.5. Data Analysis

All quantitative data obtained from the questionnaire responses were analyzed using SPSS version 26. Descriptive statistics, including means and standard deviations, were calculated for each individual item and for the overall dimensions to summarize general trends in teachers' perceptions. To aid interpretation, an interpretive scale was applied to categorize the mean scores into five descriptive categories: strongly disagree (1.00–1.80), disagree (1.81–2.60), neutral (2.61–3.40), agree (3.41–4.20), and strongly agree (4.21–5.00). To test for significant differences in perceptions across groups, independent samples t-tests were conducted to compare responses based on teaching level, years of experience, and school location. All statistical tests employed a significance level of  $p < .05$  to determine whether group differences were statistically meaningful.

## 4. Results

Table 1 shows that Indonesian English teachers generally reject the exclusive authority of native English varieties such as British or American English. They strongly disagreed with the notion that acceptable English is limited to British ( $M = 1.74$ ,  $SD = .88$ ) or American varieties ( $M = 1.95$ ,  $SD = .93$ ). Instead, they agreed that English spoken in major Indonesian cities such as Jakarta, Surabaya, or Bandung is also acceptable ( $M = 3.55$ ,  $SD = 1.12$ ). Additionally, teachers disagreed with the belief that regional influences make English unacceptable ( $M = 2.18$ ,  $SD = .87$ ) and that students should avoid using local English features ( $M = 2.41$ ,  $SD = 0.91$ ). The overall mean score of 2.37 ( $SD = .94$ ) for this construct indicates a general rejection of native-speaker dominance, signaling a broader recognition of the legitimacy of localized English use.

While rejecting native-speaker exclusivity, teachers also expressed structured views on what constitutes Standard English. Their responses showed neutrality toward the idea of a fixed standard ( $M = 3.22$ ,  $SD = 1.28$ ), indicating some uncertainty regarding the concept of standardization. However, they agreed on the importance of consistent grammar rules ( $M = 3.87$ ,  $SD = 1.04$ ) and standardized written English ( $M = 4.05$ ,  $SD = .93$ ). Notably, they also agreed that Standard English can allow variation in pronunciation and accent ( $M = 3.73$ ,  $SD = 1.10$ ). The overall mean of 3.72 ( $SD = 1.09$ ) reflects a balanced perspective in which grammar consistency is emphasized, but pronunciation diversity is acknowledged as part of English variation.

In addition to views on standard forms, teachers' perceptions of English ownership further reinforce their rejection of native-speaker norms. The strong disagreement with the statement that only native speakers are legitimate users ( $M = 1.58$ ,  $SD = .81$ ), paired with agreement that English belongs to anyone who uses it effectively ( $M = 3.42$ ,  $SD = 1.17$ ), illustrates inclusive thinking. Although the overall mean score for this construct was 2.50 ( $SD = .99$ ), which leans toward disagreement, the findings still indicate a preference for open access to English use regardless of users' backgrounds. These results demonstrate that many teachers support a more equitable view of who can claim ownership of English, even though some variation in responses remains.

However, when considering more localized forms such as Indonesian English influenced by Javanese or Sundanese accents, teachers responded with more caution. They were neutral on whether Indonesian English is a formal variety ( $M = 2.64$ ,  $SD = 1.02$ ) and whether it should be used to connect with students ( $M = 3.01$ ,  $SD = 1.21$ ). On the other hand, they strongly disagreed that it is embarrassing to speak English with a local accent ( $M = 1.69$ ,  $SD = .86$ ), showing rejection of stigma toward regional speech. They remained neutral about whether using American or British accents enhances credibility

( $M = 3.34$ ,  $SD = .94$ ). The overall mean of 2.67 ( $SD = 1.01$ ) indicates that while teachers do not fully endorse localized English as formal academic language, they do not devalue it either.

**Table 1**  
*Questionnaire of Six Constructs (N= 42)*

Constructs	No.	Question	M	SD	Interpretation
Teachers' perceptions of Indonesian local English varieties	1	Acceptable English is only British English.	1.74	.88	Strongly Disagree
	2	Acceptable English is only American English.	1.95	.93	Disagree
	3	English spoken in Jakarta, Surabaya, or Bandung is also acceptable.	3.55	1.12	Agree
	4	English spoken with regional influences is unacceptable.	2.18	.87	Disagree
	5	Students should avoid using local English features.	2.41	.91	Disagree
		<b>Overall Mean</b>	2.37	.94	Disagree
Teachers' views on the concept of Standard English	6	There must be one fixed standard for acceptable English.	3.22	1.28	Neutral
	7	English grammar rules must always be consistent.	3.87	1.04	Agree
	8	Standard English can vary in accent and pronunciation.	3.73	1.10	Agree
	9	Written English should always reflect standardized grammar rules.	4.05	.93	Agree
		<b>Overall Mean</b>	3.72	1.09	Agree
Teachers' perceptions of English ownership	10	English belongs to anyone who uses it effectively.	3.42	1.17	Agree
	11	Only native speakers should be seen as legitimate users.	1.58	.81	Strongly Disagree
		<b>Overall Mean</b>	2.50	.99	Disagree
Teachers' Perceptions of Indonesian English (e.g., Javanese, Sundanese English)	12	Indonesian English is not a formal variety of English.	2.64	1.02	Neutral
	13	Teachers should use Indonesian English to connect with students.	3.01	1.21	Neutral
	14	It's embarrassing to speak English with a Javanese or Sundanese accent.	1.69	.86	Strongly Disagree
	15	Using American or British accent makes one sound more credible.	3.34	.94	Neutral
		<b>Overall Mean</b>	2.67	1.01	Neutral
Perceptions of Exposure to Local English Varieties	16	Schools should only teach British or American English.	2.97	1.07	Neutral
	17	Local English varieties appear in Indonesian novels and short stories.	3.88	.92	Agree
	18	Local varieties are common in online content like YouTube or TikTok.	4.02	.81	Agree
	19	Local varieties should be taught alongside British and American English.	3.75	.97	Agree
		<b>Overall Mean</b>	3.66	.94	Agree
Teachers' Views on English Use in Assessment Contexts	20	Minor grammar errors are acceptable if meaning is clear.	3.52	1.19	Agree
	21	If allowed, I would still teach my students to sound like American/British users.	4.09	.76	Agree
		<b>Overall Mean</b>	3.81	.97	Agree

Teachers also expressed clear agreement with the increasing exposure and relevance of local English varieties in Indonesian society. Although they were neutral on the statement that schools should only teach British or American English ( $M = 2.97$ ,  $SD = 1.07$ ), they agreed that local English appears in Indonesian literature ( $M = 3.88$ ,  $SD = .92$ ) and is frequently used in digital content such as YouTube or TikTok ( $M = 4.02$ ,  $SD = .81$ ). Furthermore, they agreed that these local varieties should be included in English instruction alongside global models ( $M = 3.75$ ,  $SD = .97$ ). The overall mean of 3.66 ( $SD =$

.94) suggests that teachers acknowledge the cultural and instructional importance of incorporating local English varieties into the curriculum.

Despite their openness in general instruction, teachers remained more traditional in their assessment practices. They agreed that minor grammatical errors are acceptable if meaning is clear ( $M = 3.52$ ,  $SD = 1.19$ ), indicating some flexibility in evaluating student performance. However, they also strongly agreed that, if permitted, they would prefer to teach students to sound like American or British speakers ( $M = 4.09$ ,  $SD = .76$ ). This reflects a continued reliance on native-like pronunciation as a benchmark for evaluation. The overall mean of 3.81 ( $SD = .97$ ) for this construct shows that teachers apply stricter standards in assessment contexts, prioritizing global norms even as they accept diverse varieties in instruction.

The findings demonstrate that Indonesian English teachers hold clear and identifiable perceptions toward local English varieties. They reject the exclusive authority of British or American English, support the inclusion of Indonesian English in media and instruction, and promote inclusive views of English ownership. However, they are more cautious about formal acceptance of highly localized forms and continue to emphasize global standards in student assessment. These patterns indicate that their views are shaped by both educational goals and institutional expectations. Therefore, **Hypothesis H1 is accepted**, as the results confirm that Indonesian English teachers have specific perceptions of local English varieties that vary across instructional, cultural, and evaluative domains.

Based on the results of the independent samples t-test presented in Table 2, there is a statistically significant difference in the perceptions of local English varieties between junior and senior high school English teachers. Junior high school teachers reported a higher mean perception score ( $M = 3.95$ ,  $SD = .45$ ) compared to their senior high school counterparts ( $M = 3.58$ ,  $SD = 0.38$ ). The assumption of equal variances was met, as indicated by Levene's test for equality of variances ( $F = 1.20$ ,  $p = .28$ ). The t-test result showed a statistically significant difference between the two groups,  $t(40) = 2.69$ ,  $p = .01$ , with a mean difference of .37 ( $SE = .14$ ). The 95% confidence interval for the difference ranged from .09 to .65, indicating that the junior high school teachers were significantly more open to local English varieties than senior high school teachers.

**Table 2**  
*Independent Samples t-test by Teaching Level*

Teaching Level	N	Mean	Std. Deviation	Std. Error Mean	Levene's F	Levene's Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI (Lower, Upper)
Junior High School	21	3.95	.45	.10	1.20	.28	2.69	40	.01	.37	.14	.09, .65
Senior High School	21	3.58	.38	.08								

Based on this analysis, **Hypothesis H2 is accepted**, as the data provide evidence that Indonesian English teachers' perceptions of local English varieties significantly differ based on teaching level. The higher mean score among junior high school teachers suggests greater openness to localized forms of English, which may be influenced by factors such as curriculum flexibility, student age, and reduced pressure from standardized examinations at the junior level. In contrast, senior high school teachers may adopt more traditional views due to academic demands and expectations for formal English proficiency in national assessments. This significant difference highlights the impact of teaching context on language attitudes in the Indonesian educational setting.

Table 3 presents the results of an independent samples t-test examining differences in perceptions of local English varieties based on years of teaching experience. Teachers with 1–10 years



of experience reported a higher mean score ( $M = 3.90$ ,  $SD = .40$ ) compared to those with more than 11 years of experience ( $M = 3.58$ ,  $SD = .42$ ). The assumption of equal variances was met, as indicated by Levene's test ( $F = .98$ ,  $p = .33$ ). The difference between the two groups was statistically significant, with  $t(38) = 2.12$ ,  $p = .04$ . The mean difference was .32 ( $SE = .15$ ), and the 95% confidence interval ranged from .01 to .63, suggesting that the less experienced teachers were more favorable toward local English varieties.

Based on these findings, **Hypothesis H3 is accepted**, as there is a significant difference in teachers' perceptions depending on their years of experience. Teachers with fewer years of experience (1–10 years) demonstrated greater openness to local English varieties than their more experienced counterparts. This may be due to their exposure to newer pedagogical trends, increased familiarity with diverse English forms through digital platforms, or training that promotes inclusive language practices. In contrast, teachers with longer experience may be more accustomed to traditional norms and standardized models of English, which are often rooted in native-speaker varieties. These results highlight the influence of professional experience on language attitudes within English teaching in Indonesia.

**Table 3**  
*Independent Samples t-test by Years of Experience*

Years of Experience	N	Mean	Std. Deviation	Std. Error Mean	Levene's F	Levene's Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI (Lower, Upper)
1–10 Years	29	3.90	.40	.09	.98	.33	2.12	38	.04	.32	.15	.01, .63
11+ Years	13	3.58	.42	.09								

Table 4 shows the results of an independent samples t-test comparing Indonesian English teachers' perceptions of local English varieties based on school location. Teachers from urban schools reported a higher mean score ( $M = 3.92$ ,  $SD = .43$ ) compared to those from rural schools ( $M = 3.63$ ,  $SD = .41$ ). Levene's test for equality of variances was not significant ( $F = 1.54$ ,  $p = .22$ ), indicating that the assumption of equal variances was met. The t-test result approached statistical significance with  $t(42) = 1.99$ ,  $p = .05$ . The mean difference was .30 ( $SE = .15$ ), and the 95% confidence interval ranged from  $-.00$  to .58, suggesting a borderline significant difference in perceptions between urban and rural teachers.

Based on these results, **Hypothesis H4 is marginally accepted** as the  $p$ -value is exactly at the .05 threshold, indicating a statistically significant difference, though with limited strength. Urban teachers demonstrated slightly more favorable perceptions of local English varieties than rural teachers. This difference may be influenced by greater exposure to linguistic diversity, digital media, and global communication in urban settings, which can shape more accepting attitudes. Rural teachers, on the other hand, may adhere more closely to conventional models of English due to less access to alternative language resources and training. Although the effect is relatively modest, the finding supports the claim that school location plays a role in shaping English teachers' attitudes toward local language varieties.

**Table 4**  
*Independent Samples t-test by School Location*

School Location	N	Mean	Std. Deviation	Std. Error Mean	Levene's F	Levene's Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI (Lower, Upper)



Urban	$\frac{2}{5}$	3.92	.43	.09	1.54	.22	$\frac{1.9}{9}$	$\frac{4}{2}$	.05	.30	.15	-.00, .58
Rural	$\frac{1}{7}$	3.63	.41	.09								

## 5. Discussion

The findings confirm that Indonesian English teachers possess specific and identifiable perceptions toward local English varieties, supporting **Hypothesis H1**. These teachers reject the notion that only British or American English is acceptable, promote inclusive perspectives on English ownership, and show support for the integration of Indonesian English in instructional and media contexts. However, they remain cautious in formally endorsing highly localized varieties, especially in evaluative settings. This finding aligns with research emphasizing how localized Englishes in Southeast Asia reflect socio-cultural hybridization (Gu & Manan, 2024; Shakir & Deuber, 2024), while simultaneously challenging the lingering ideology of native-speakerism in formal education (Marlina, 2024; Wang & Ping, 2023). Duan (2022) clarifies that Standard English functions as a socially privileged norm, often reinforced through institutional practices, which explains why teachers in this study may still prioritize global standards in assessment. This partial acceptance of localized English also reflects broader tensions in educational systems where inclusive pedagogy must coexist with formal examination demands (Sayers, 2023; Wibowo & Charlotte, 2025).

The implication of these perceptions, especially their operationalization in classroom practices, mirrors findings from previous studies on Indonesian English. Teachers' awareness of localized features and their influence on students' linguistic identity have been shown to directly shape learner motivation and self-confidence (Cépeda et al., 2023; Saeedi et al., 2024). However, traditional classroom standards often remain in place, suggesting a disconnect between beliefs and institutional expectations (Fransisca & Subekti, 2022; Silalahi et al., 2023). This confirms previous research by Tauchid (2025), who noted that despite acknowledging Indonesian English, teachers still base assessments on native-like norms. These results reinforce the importance of aligning teachers' perceptions with inclusive evaluation strategies (Rahayu, 2023; Tauchid et al., 2022), especially since assessment continues to be a space where linguistic ideologies are enacted and maintained.

In support of **Hypothesis H2**, the study revealed a significant difference in teachers' perceptions based on teaching level. Junior high school teachers demonstrated greater openness to local English varieties than their senior high school counterparts. This finding is consistent with studies highlighting how teaching context, including curricular flexibility and assessment pressure, influences teachers' language ideologies (Gan & He, 2024; Yu-min & Xie, 2022). Senior high school teachers, often preparing students for national exams tied to global English standards, may internalize more rigid language norms, reinforcing the dominance of Standard English (Ha, 2021; Wang & Ping, 2023). Conversely, teachers in lower grades may feel more autonomy to integrate local linguistic features, which reflects an emerging openness to pluricentric Englishes (Gut & Unuabonah, 2024; Sari, 2024). These findings underscore the need for differentiated professional development strategies that consider teachers' instructional contexts.

Research also shows that openness to local English varieties is often associated with pedagogical innovation and recent training in inclusive methodologies (Kutlu, 2020; Kutlu et al., 2021, 2022). The higher receptivity among junior high teachers may result from exposure to recent shifts in teacher education that emphasize linguistic diversity and context-based instruction (Imelwaty et al., 2023). Nevertheless, the institutional pressure on senior high school teachers to conform to international standards in preparation for high-stakes tests like IELTS or TOEFL can constrain their ability to apply

such inclusive practices (Najjarpour & Salimi, 2024). This tension illustrates the continued challenge of harmonizing localized pedagogical awareness with standardized curricula and assessments.

**Hypothesis H3** is also supported, as teachers' years of experience significantly influenced their perceptions of local English varieties. Teachers with 1–10 years of experience were more favorable toward local forms compared to those with longer teaching histories. This result supports findings by Khalili et al. (2024) and Yunhua and Budiman (2024), who note that younger or less experienced teachers tend to embrace Global Englishes more readily, likely due to their familiarity with digital content, multilingual interactions, and recent inclusive pedagogical training. In contrast, experienced teachers may adhere to established norms acquired through earlier training and long-standing institutional expectations. These findings affirm the claim that teaching experience shapes attitudes toward English legitimacy and variation, particularly in multilingual classrooms (Iswara et al., 2025).

This generational divide also reflects the broader shift in language teacher identity and professional growth. Teachers newer to the field are more likely to have been trained within educational frameworks that value multiculturalism, linguistic diversity, and equity in assessment (Sadeghi & Bakhshi, 2025). Conversely, veteran teachers often operate within more rigid paradigms shaped by conventional, native-like models of correctness (Sun & Wu, 2022; Tekeba et al., 2021). These contrasting approaches reinforce the urgency of continuous professional development aimed at bridging outdated ideologies with emerging inclusive practices (Albarqi, 2025; Nettelbeck, 2020), especially as language education in Indonesia continues to evolve alongside global trends.

Finally, **Hypothesis H4** is marginally accepted, as a borderline significant difference was found based on school location. Teachers in urban areas showed slightly more favorable perceptions toward local English varieties than those in rural schools. This result aligns with earlier research showing that urban teachers often benefit from greater exposure to media, multicultural environments, and professional networks that normalize diverse English forms (Esfandiari et al., 2025; Yunhua & Budiman, 2024). In contrast, rural schools tend to have fewer resources, less access to updated training, and more conservative community expectations, which can contribute to more traditional views of English (Najjarpour & Salimi, 2024; Yu-min & Xie, 2022). Although modest, this finding suggests that geographic context plays a meaningful role in shaping language attitudes among educators.

School location not only affects exposure but also access to innovation in curriculum and assessment. Urban teachers may engage more frequently with culturally responsive pedagogy and inclusive assessment models that validate local linguistic identities (Funada, 2020; Jensen et al., 2024). Conversely, rural teachers may rely on centralized materials that prioritize standard norms and discourage variation. This gap can result in inequities in language learning outcomes across regions. Therefore, targeted policy and training interventions are necessary to ensure that rural educators are equally equipped to adopt context-sensitive practices that reflect Indonesia's multilingual reality (Sadeghi & Bakhshi, 2025; Silalahi et al., 2023).

## 6. Conclusion

This study found that Indonesian English teachers hold clear and specific perceptions toward local English varieties, supporting their use in media and classroom instruction while maintaining caution toward their inclusion in formal assessment. These perceptions differ based on teaching level, with junior high school teachers generally more accepting than senior high school teachers, likely due to differences in curriculum and testing demands. Teachers' years of experience also influence their views, as those with fewer years of teaching are more open to localized forms compared to their more experienced colleagues. Additionally, school location plays a role, with urban teachers showing slightly more favorable attitudes than rural ones. These findings suggest that teaching context, professional background, and access to resources shape teachers' language beliefs. Practically, this highlights the need for teacher training programs that address local language realities and support teachers in managing both global standards and local language use in instruction and assessment. However, the study is limited by its small sample size, use of self-report surveys, and cross-sectional design. Future

research should include broader samples and explore how these perceptions are reflected in classroom practices.

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### Declaration of AI-Generated Content

During this work, the authors used ChatGPT, ChatPDF, and SciteAI to enhance clarity and organization. All content was carefully reviewed and verified, and the authors take full responsibility for the final publication.

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