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Reflective Practice Training for English Teachers: Repositioning Professional Identity through a Global Englishes Perspective

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Abstract

English is used in and taught within Indonesian classrooms to multilingual speakers, yet everyday practice still relies on native-speaker benchmarks. Short awareness seminars on Global Englishes tend to loosen that preference without changing how teachers see themselves or how they act. This community service program addressed that gap by offering reflective practice training for in-service English teachers in West Sumatra. Rather than a single seminar, the program followed a reflective cycle in which teachers encountered authentic samples of diverse English, examined their own reactions in written journals, rewrote their personal statements of professional stance, and designed a short lesson informed by a Global Englishes perspective; a peer community of practice sustained the exchange afterward. 25 teachers took part across 2 sessions. Impact was tracked through pre- and post-reflective self-assessment, teacher-authored journals, and lesson artifacts. Participants moved from anxiety about correctness toward an orientation to intelligibility and linguistic diversity, produced 3 Global Englishes-informed tasks, and continued peer discussion beyond the sessions. The program contributes to Sustainable Development Goal 4 by strengthening teacher professional learning and nurturing an appreciation of diversity in language education.

Keywords: *community service; Global Englishes; reflective practice; teacher professional identity; in-service English teachers*

INTRODUCTION

The way English works in the world has outgrown the model under which most teachers were trained. English is now used far more often among multilingual speakers than with so-called native speakers, and the varieties that circulate in classrooms, workplaces, and online spaces are plural rather than singular. Scholarship on the global spread of English has long argued that language teaching needs to catch up with this reality and to loosen its attachment to a single native-speaker benchmark (Galloway & Rose, 2015; Kirkpatrick, 2007; Rose & Galloway, 2019). In principle, teachers who prepare learners for real communication should treat intelligibility, negotiation, and diversity as central rather than as deviations from an ideal standard.

Indonesian classrooms make this argument concrete. In West Sumatra, learners and teachers move daily among Minangkabau, Indonesian, and English, and the English that surrounds them is unmistakably both local and international. Even so, teacher preparation and everyday assessment in the region remain anchored in standard-norm models of English. Native-speakerism, the belief that an idealized native speaker is the proper measure of correctness and the proper model for teaching, continues to shape how many teachers judge accent, error, and their own competence. The result is a quiet tension between the classroom's multilingual reality and the monolingual ideal that still governs what counts as good English.

The authors' own research with teachers and pre-service teachers in Indonesia has traced how this tension can begin to loosen. When teachers encounter English that conflicts with their prior expectations, such as an unfamiliar accent, translanguaging, or a locally influenced pronunciation, that encounter can serve as a point of disjuncture that prompts critical interpretation, an early repositioning of professional identity, and the first signs of pedagogical agency (Imelwaty, Maharsi, Perpisa, Ramadhanti, & Arumaisya, 2025; Imelwaty, Perpisa, & Ramadhanti, 2026). The same body of work also offers a caution that is relevant to outreach. Raising awareness on its own tends to soften a teacher's preference for native-speaker norms while leaving the deeper layers, including how teachers perceive linguistic diversity, how they position themselves professionally, and how ready they feel to act, relatively untouched. In practical terms, the familiar one-off seminar on Global Englishes often changes what teachers say they believe, but not what they feel able to do.

Reflective practice offers a way past that ceiling. The tradition associated with Schon (1983) treats professional learning as reflection in and on real practice rather than as the transfer of ready-made

techniques. Later work in language teacher education has turned this into structured frameworks that teachers can actually use (Farrell, 2015). Reflection that engages with authentic incidents and returns to them over time can carry teachers from merely noticing diversity to reinterpreting their role in relation to it. Recent Indonesian evidence points the same way, showing that self-directed and collaborative reflection, grounded in teachers' own contexts, supports meaningful professional change (Rozimela, Fatimah, & Fudhla, 2025). The materials to drive such reflection are also within reach: listening journals have been used to raise awareness of Global Englishes (Galloway & Rose, 2014), and critical-incident tasks built around authentic audiovisual input have been designed specifically for Indonesian teacher education (Imelwaty, Perpisa, Ramadhanti, & Husnita, 2025). Awareness work that deliberately moves teachers away from native standards has shown promising results elsewhere in the region as well (Boonsuk, Ambele, & McKinley, 2021).

Against this background, the partner teachers who took part in this program, members of MGMP Bahasa Inggris, a cluster of secondary schools in Pasaman Barat, West Sumatra, described a shared difficulty. They were unsure how to respond to local accents in the classroom, uncertain whether to allow their learners to draw on other languages, and hesitant to present non-native models of English as legitimate. They had attended awareness seminars before but wanted something more sustained and practical: support that would help them decide what to do on Monday morning, not only what to think about English in general.

This program was designed to meet that request, and its contribution is deliberately distinct from that of a standard awareness event. Instead of importing a generic Global Englishes seminar, it translates a research model developed in this very region into a replicable teacher-development design. The training is structured as a reflective cycle rather than a lecture; it produces concrete teacher-authored artifacts rather than merely a certificate of attendance; and it leaves behind a community of practice rather than a closed session. Its outcomes are made visible through pre- and post-reflective self-assessment and the artifacts teachers create, so that change can be observed rather than assumed. The objectives were threefold: to help in-service English teachers reposition their professional identity through a Global Englishes lens; to support them in producing at least one Global Englishes-informed task each; and to establish a peer community that could sustain reflection after the program closed.

METHOD

The program adopted a participatory, asset-based approach to teacher professional development, organized around a reflective practice cycle. Consistent with the logic of community service, evaluation was treated as monitoring the program's benefits for the partner teachers rather than as testing a research hypothesis. The design drew on the reflective and Global Englishes literature outlined above, as well as the authors' locally developed materials.

Partner and participants. The activity was conducted with MGMP Bahasa Inggris SMA Kabupaten Pasaman, involving 25 in-service English teachers from 8 schools. Sessions were held at SMA Al Istiqomah on October 20-21, 2025. Participants took part voluntarily and provided informed consent for their reflections and artifacts to be used, in anonymized form, for reporting and dissemination.

Procedure. The program moved through five connected stages.

(1) Needs analysis and baseline. A short reflective questionnaire and a focus group discussion captured teachers' starting beliefs about correctness, accent, and the model of English they felt they should teach. This established the baseline against which later change would be read.

(2) Input session. A working introduction to Global Englishes reframed the shift from native-speakerism toward intelligibility and diversity, using accessible examples and the pedagogical proposals synthesized by Rose and Galloway (2019).

(3) Reflective cycle. This was the core of the program and unfolded in four linked movements. In the first, *disjuncture*, teachers listened to and viewed authentic samples of diverse English through listening journals and short critical-incident clips. In the second, *critical interpretation*, they examined their own reactions in guided written journals and in group discussion. In the third, *identity repositioning*, each teacher redrafted a personal statement of professional stance, describing the kind of English teacher they now understood themselves to be. In the fourth, *emerging agency*, teachers designed a short Global Englishes-informed task or lesson to try with their own learners.

(4) Community of practice. A WhatsApp peer group enabled teachers to continue sharing artifacts, classroom outcomes, and questions after the face-to-face sessions ended.

(5) Monitoring and evaluation. Benefits to participants were tracked through a pre- and post-reflective self-assessment covering four short dimensions (awareness of Global Englishes, comfort with diverse accents, willingness to reposition professional identity, and pedagogical agency), along with a qualitative reading of the reflective journals and lesson artifacts, and a brief participant feedback survey. Analysis was descriptive.

RESULTS AND DISCUSSION

Participation and engagement. Of the 25 registered teachers, 20 completed the full cycle, an 80% attendance rate. Engagement was highest during the disjuncture and critical-interpretation activities, in which the authentic clips prompted immediate discussion of accent and comprehensibility.

Baseline stance. At the outset, most participants regarded good English as close to a native-speaker model and expressed some anxiety about their own accent and their learners'. This pattern aligns with the persistence of native-speakerism documented among Indonesian pre-service and in-service teacher populations, including in the authors' earlier attitude study (Imelwaty, Abrit, & Kemal, 2022).

Shift in professional stance. Across the reflective journals, participants moved from framing diverse English as error toward framing it as legitimate variation to be understood and used. Baseline statements tended to emphasize correctness and imitation, while post-program statements foregrounded intelligibility, communication, and the value of learners' multilingual repertoires. A representative pair of before-and-after reflections is provided below:

"Honestly, I always felt my English was not good enough because my accent is not like a native speaker. When my students imitated American or British pronunciation, I felt proud, but when they spoke with a strong Minang accent, I worried they would be seen as wrong. I thought my job was to push their English as close to the native model as possible." (Teacher A, baseline reflection)

"Now I see that the point is to be understood, not to sound like someone from London or New York. My students mostly use English with other Indonesians and with speakers from many countries, so their own accents are not a mistake. In my last lesson I played recordings of speakers from India, the Philippines, and Nigeria, and I told the class that all of these are real English too." (Teacher A, post-program reflection)

This repositioning is exactly the movement that the authors' disjuncture-based model predicts once teachers are given structured time to interpret, rather than merely notice, the diversity they encounter (Imelwaty et al., 2025; Imelwaty et al., 2026).

Reflective self-assessment. The pre- and post-training self-assessments showed gains across all four dimensions, with the clearest change in comfort with diverse accents and in pedagogical agency. Table 1 summarises the results.

Table 1. Pre and post-reflective self-assessment across four dimensions

Dimension	Pre-training (mean %)	Post-training (mean %)
Awareness of Global Englishes	68%	88%
Comfort with diverse accents	52%	86%
Willingness to reposition professional identity	62%	84%
Pedagogical agency (readiness to act)	54%	88%

Artifacts produced. By the end of the cycle, participants had produced three Global Englishes-informed tasks. One example, designed by a participant for a Grade XI class, was a listening activity in which students first heard the same short conversation delivered by speakers of four English varieties, Indonesian, Filipino, Indian, and Australian, and then discussed in small groups which features made each speaker easy or difficult to understand, before reflecting on how their own English would sound to an outside listener. Rather than marking any accent as correct or incorrect, the task asked students to treat intelligibility, not native-likeness, as the measure of successful communication. The activity illustrates how the repositioning translated into classroom material rather than remaining at the level of attitude. This move from stance to artifact matters, because it is the point at which reflective insight becomes pedagogical agency.

Community of practice. After the sessions, 18 teachers continued to share classroom outcomes and questions in the peer group. In one exchange, a teacher posted a short recording of her students responding to an Indian-accented listening clip and asked how to handle a learner who insisted the speaker was "speaking English wrongly." Several colleagues offered ways to reframe the discussion around intelligibility, and two later adapted the same clip for their own classes. In another, a teacher shared a locally produced task using Minangkabau-influenced English and invited feedback, prompting a discussion about how to present learners' own accents as legitimate rather than errors to be corrected. The persistence of this exchange is an outcome in its own right, signaling that the program seeded ongoing professional learning rather than a single event.

Discussion. The pattern observed here helps explain why one-off awareness events so often stall. Awareness can be delivered, but repositioning must be worked through, and that process requires reflection on real encounters over time (Farrell, 2015; Schon, 1983). By building the four movements of disjuncture, interpretation, repositioning, and agency into a deliberate sequence, the program engaged precisely the deeper dimensions that exposure alone tends to leave untouched. The gains in comfort with diverse accents and in pedagogical agency, along with the artifacts teachers produced, are consistent with regional evidence that context-grounded reflection and Global Englishes-oriented awareness work can shift teacher practice (Boonsuk et al., 2021; Rozimela et al., 2025) and with the pedagogical case for embedding a Global Englishes perspective across teacher education (Rose & Galloway, 2019). The novelty of the program lies less in any single activity than in how a locally generated research model was turned into a usable, outcome-bearing professional-development design and then left in the hands of a community that could keep it alive.

Contribution to the Sustainable Development Goals

The program supports Sustainable Development Goal 4 on quality education. It strengthens teacher professional learning in line with Target 4.c, which calls for increasing the supply of qualified teachers, and advances Target 4.7 by helping teachers cultivate an appreciation for linguistic and cultural diversity that they can pass on to learners. By challenging native-speaker bias and legitimizing the multilingual repertoires learners bring, the program also speaks to Sustainable Development Goal 10 on reduced inequalities, since privileging a single native-speaker norm is itself a source of inequity in language education. In this sense, repositioning teachers' professional identity is not only a pedagogical gain but also a small contribution to a fairer account of whose English counts.

Limitations and sustainability. The program was modest in scale and relied partly on self-report, so its findings should be interpreted as indicators of benefit rather than as generalizable effects. The community of practice offers a path to sustainability, and a natural next step is to broaden participation to include additional schools and to follow up on whether the observed repositioning is sustained as classroom change.

CONCLUSION

This community service program helped in-service English teachers in Pasaman, West Sumatra, move from an anxious attachment to native-speaker norms toward a professional stance grounded in intelligibility and linguistic diversity. Through a reflective cycle of disjuncture, critical interpretation, identity repositioning, and emerging agency, participants reported gains across all four self-assessment dimensions, produced Global Englishes-informed tasks for their classrooms, and formed a community of practice that persisted after the sessions ended. The program demonstrates that a locally generated research model can be translated into a practical, measurable, and sustainable form of teacher development, and it contributes to Sustainable Development Goal 4 by strengthening teacher professional learning and fostering an appreciation of diversity in language education. Future activities will extend the program to additional schools and track its longer-term effects on classroom practice.

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