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Global Englishes in Indonesia: a scoping review of empirical articles published in SINTA-indexed journals (2015–2024)

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ABSTRACT

This scoping review systematically maps the landscape of empirical research on Global Englishes conducted by Indonesian scholars and published in SINTA (Science and Technology Index)-accredited journals (SINTA 1 & 2) between 2015 and 2024. SINTA is an Indonesian national database measuring the performance of scientific research, including Scopus and Web of Science. Following the PRISMA-ScR framework, the findings reveal that translanguaging is the most prominent sub-area, followed by World Englishes, English as a Lingua Franca, and English as an International Language. Geographically and contextually, studies have been heavily concentrated in Java and tertiary education, with significant gaps in primary education, non-academic domains, and the perspectives of policy-makers. Methodologically, qualitative designs dominate, highlighting a need for greater methodological diversity. This review concludes by identifying critical gaps and proposing directions for future research to advance the decolonial potential of GE within Indonesia's unique multilingual ecology.

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KEYWORDS

Global Englishes; Indonesia; scoping review; SINTA; World Englishes; English as a Lingua Franca (ELF); translanguaging; native-speakerism

1. Introduction

1.1. Background

The dynamic evolution of English as a truly global language necessitates a fundamental re-evaluation of its conceptualization, teaching, and use, moving beyond Anglocentric paradigms towards the inclusive and pluralistic framework of Global Englishes (GE). This paradigm shift acknowledges the linguistic diversity, fluid communicative practices, and localized meanings that characterize English as it functions within diverse multilingual settings worldwide (Galloway & Rose, 2015; Jenkins, 2015; Pennycook, 2007). Indonesia, as the world's fourth most populous nation and a linguistically superdiverse archipelago boasting over 700 indigenous languages alongside Bahasa Indonesia, presents a particularly rich and complex context for examining GE phenomena (Errington, 2008; Zein, 2020). The nation's engagement with English is multifaceted and often

paradoxical: it serves as an indispensable tool for international communication, higher education, economic development, and technological advancement, while simultaneously existing in a delicate balance with powerful nationalistic sentiments, cultural identities, and ongoing debates about linguistic sovereignty (Kirkpatrick, 2012; Lamb & Coleman, 2008; Lowenberg, 1991). This unique sociolinguistic terrain positions Indonesia as a critical site for understanding the tensions and negotiations inherent in the global spread of English.

Within Indonesia, GE research resonates with critical scholarly discussions concerning linguistic imperialism, the socio-political implications of language choice, the pedagogical relevance of native-speaker norms, and the legitimacy of localized English varieties and practices (Phillipson, 1992; Zacharias, 2013). The persistent dominance of idealized ‘native’ speaker models in curricula, textbooks, teacher training, and high-stakes assessment has been extensively critiqued for potentially marginalizing Indonesian teachers and learners, fostering linguistic insecurity, and neglecting the realities of how English is actually used for intra- and international communication in the region (Kirkpatrick, 2010; Renandya, Hamied, & Nurkamto, 2018). In response, the GE paradigm offers powerful counter-narratives, advocating for pedagogical approaches that validate multilingual repertoires (translanguaging), acknowledge the functional primacy of English as a Lingua Franca (ELF) in intercultural communication, recognize the legitimacy of established and emerging World Englishes (WE), and embrace the principles of English as an International Language (EIL) that prioritize intelligibility and appropriateness over conformity to exogenous norms (Canagarajah, 2013; García & Wei, 2014; Seidlhofer, 2011). These sub-fields provide essential frameworks for reconceptualizing English ownership, proficiency, and pedagogy in ways that are responsive to Indonesia’s specific linguistic ecology and aspirations (Zein & Stroupe, 2017).

1.2. *Rationale*

Despite a growing body of international literature on GE, including reviews of studies on GE, the development of GE literature in countries such as Indonesia and other similar contexts has not always been visible to the international audience. For example, in their state-of-the-art publication, Rose, McKinley, and Galloway (2020) identified only one GE-related study (i.e. Zacharias, 2016) from Indonesia. While studies authored by Indonesians and published in international outlets have been limited, those published in Indonesian journals indexed by national databases have been emerging.

Research on GE, including WE and ELF, in Indonesia reveals a persistent tension between the recognition of English as a plural, global language and the continued dominance of ‘native’ (Inner Circle) norms (e.g. US/UK/Australian English) in education and assessment. Studies on attitudes show a generational and contextual divide. While high school and university students often perceive Inner Circle English as the proper model, many simultaneously express pride in local accents and acknowledge English as belonging to all its users (Fransisca & Subekti, 2022; Irham, 2022). Pre-service teachers demonstrate even greater pluralistic attitudes, accepting multiple Englishes for global communication and feeling ownership over their own variety (Imelwaty, Putri, Sesmiyanti, & 2023; Raja, Putrawan, Razali, & Razali, 2022). However, this acceptance weakens in high-stakes academic contexts; for international tests like TOEFL/IELTS, pre-

service teachers resist non-standard grammar and vocabulary in the name of ‘fairness’ and ‘standardization’ (Zain & Prasetya, 2022). In practice, awareness of GE remains low among some groups, such as teachers in Islamic boarding schools, who remain oriented toward ‘native’-speaker models (Rifiyani, Namaziandost, Ubaidillah, & Langgeng, 2025).

The ideology of native-speakerism (Holliday, 2006) remains deeply embedded in English Language Teaching (ELT), influencing hiring preferences and the belief that native speakers are inherently better teachers (Irham, 2022; Silalahi, 2021). This ideology is reinforced by meritocratic beliefs that link English proficiency – often defined by ‘native’ norms – to life success, effectively making English a gatekeeper for opportunity (Lie, Chau, Jacobs, Zhu, & Winarlim, 2022). Furthermore, textbooks and curricula largely perpetuate this dominance, revolving around Inner Circle cultures while underrepresenting non-native cultures and Englishes, thereby limiting intercultural competence (Hapsari, Fauzi, & Bali, 2025; Kusumaningputri, Khazanah, Setiarini, & Sampurna, 2022). Even when ELF-informed materials that include Indonesian English are introduced, learners often view them negatively, favoring ‘standard’ norms (Santoso, Hamied, & Muslim, 2025). Despite this, corpus research has identified distinctive lexical features of an emerging Indonesian English variety, lending empirical support to its localized development (Endarto, 2020).

To date, a systematic synthesis of empirical research conducted by Indonesian scholars, focusing mainly on the Indonesian context and published within national academic outlets, remains notably absent. Understanding the trajectory, scope, methodological approaches, and thematic focus of this locally produced knowledge is crucial for assessing how the GE paradigm is being interpreted, applied, and advanced within the specificities of Indonesia. Specifically we addressed three important uncharted domains: first, the sub-areas of GE-related studies conducted by Indonesian scholars; second, the context and settings of the studies, and; third, the methodologies used in the studies. This scoping review directly addresses these significant gaps. It systematically maps and synthesizes GE-related empirical studies published between 2015 and 2024 in Indonesian journals indexed by SINTA (Science and Technology Index), an indexing system and a database developed by the Indonesian Ministry of Education, Culture, Research, and Technology. By concentrating on SINTA-indexed publications, the review prioritizes research disseminated within the Indonesian academic community, offering insights into the national research landscape and its contributions to the broader GE discourses. By charting this evolving intellectual territory, this review aims not only to provide a comprehensive overview of the current state of GE research by Indonesian scholars but also to identify salient trends, methodological strengths and gaps, and potential avenues for future inquiry. Ultimately, the review seeks to contribute to the ongoing project of decolonizing English language education in Indonesia, affirming the legitimacy of local practices and varieties, and strengthening Indonesia’s active participation in shaping the global ecology of Englishes.

1.3. Objectives

This scoping review aimed to systematically map existing research and identify gaps as well as future directions for GE-related studies in Indonesia. The review was guided by the following questions.

- (1) What sub-areas of GE-related studies have been explored by Indonesian scholars?
- (2) What contexts and settings have been investigated?
- (3) What methodological approaches have been employed?

2. Methods

2.1. Scoping review using the PRISMA-ScR framework

Indonesia constitutes a context where GE-related studies are, albeit emerging, still limited (Rose, McKinley, & Galloway, 2020). The current body of literature seems to be insufficient to support a systematic review. However, given the growing interest in the GE paradigm in Indonesia over the past decade, a scoping review needs to be conducted to map the existing literature and identify understudied areas for future research (Arksey & O'Malley, 2005). For the purpose of the present paper, the conduct of the scoping review was guided by the PRISMA-ScR framework developed by Tricco et al. (2018). This framework was adapted to fit the present review's objectives. To determine which journals and articles to include, several criteria were applied.

2.2. Eligibility criteria and information sources

Eligibility of sources of evidence was determined by a two-tiered assessment, considering both journal-level and article-level criteria. To be included in this review, journals had to meet the following criteria.

- (a) Consistent with the objectives of the present review (i.e. to review empirical articles published in SINTA-indexed journals), journals had to be indexed by SINTA.
- (b) SINTA has six levels for ranking academic journals, ranging from SINTA 1 to SINTA 6. As a measure of quality and credibility and to delimit the scope of the present review, journals needed to be categorized as SINTA 1 and SINTA 2.
- (c) Journals had to mention at least one of the following keywords in their 'about the journal' and/or 'scope' sections: 'English', 'Englishes', 'English Language Teaching', 'ELT', 'English Language Learning', 'ELL', 'TESOL', 'EFL', 'TEFL', 'English Language Education', 'Language Teaching', 'Language Learning', 'Language Education', or 'Applied Linguistics'.
- (d) Journals needed to be published by one of the following entities: ELT/TESOL/TEFL-related national association (such as TEFLIN & APSPBI), University-Based Department of English Language Education, University-Based English Language Department, Faculty of Languages, University-Based Language Center, Independent (Non-University-Based) Language Center, or University-Based Institute for Research and Community Services.
- (e) Journals had to be designated to be venues for conversations/discussions on topics related to English Language Learning and Teaching and English Applied Linguistics.

With regard to the article-level assessment, articles published in eligible journals were required to fulfil the following criteria.

- (a) Given the objectives of this review, articles needed to be empirical articles and published between 2015 and 2024.
- (b) In their titles, abstracts, or keywords, articles needed to contain at least one of the following terms: ‘Englishes’, ‘Global Englishes’, ‘World Englishes’, ‘lingua franca’, ‘English as a Lingua Franca’, ‘ELF’, ‘English as an International Language’, ‘EIL’, or ‘translanguaging’.
- (c) In addition to containing the above-mentioned terms, articles had to be about topics related to the GE paradigm.
- (d) Articles were required to be first-authored by researchers affiliated with Indonesian universities or research institutions. As a measure for ensuring quality and credibility, only articles written by lecturers/professors and doctoral students were included.
- (e) Articles needed to report results of research conducted (a) in Indonesia, investigating Indonesian lecturers/professors, teachers, students, related stakeholders, and/or people in general as the research participants, or (b) beyond Indonesia but involving participants of Indonesian origin.

2.3. Search and selection of sources of evidence

The search for potential journals was conducted in the SINTA database (<https://sinta.kemdikbud.go.id/>), focusing on journals ranked SINTA 1 and SINTA 2. Potential journals were identified using keywords listed in point ‘c’ of the journal-level criteria above. The search, performed in November 2024, yielded a total of twenty-seven eligible journals comprising four SINTA 1-indexed journals and twenty-three SINTA 2-indexed journals as of the aforementioned time period ([Appendix A](#)).

Potential articles were searched through a dual approach: manual searching and electronic searching using each journal’s website search bar. Manual searches involved reviewing titles and abstracts of articles published between 2015 and 2024 in a selected journal, focusing on keywords specified in point ‘b’ of the article-level criteria. Electronic searches were conducted by entering the same keywords into each journal’s website search bar.

The search process resulted in seventy-three entries ([Figure 1](#)). After screening for eligibility, forty-two entries were excluded, and the remaining thirty-one entries were selected for full-text review. Following this stage, nine articles were excluded, leaving twenty-two articles to be included in synthesis. [Figure 1](#) summarizes the selection of sources of evidence.

3. Results

3.1. Characteristics of sources of evidence

Our final sample comprises twenty-two articles published between 2015 and 2024 from 20 SINTA-indexed (SINTA 1- & SINTA 2-ranked) journals. An examination of the

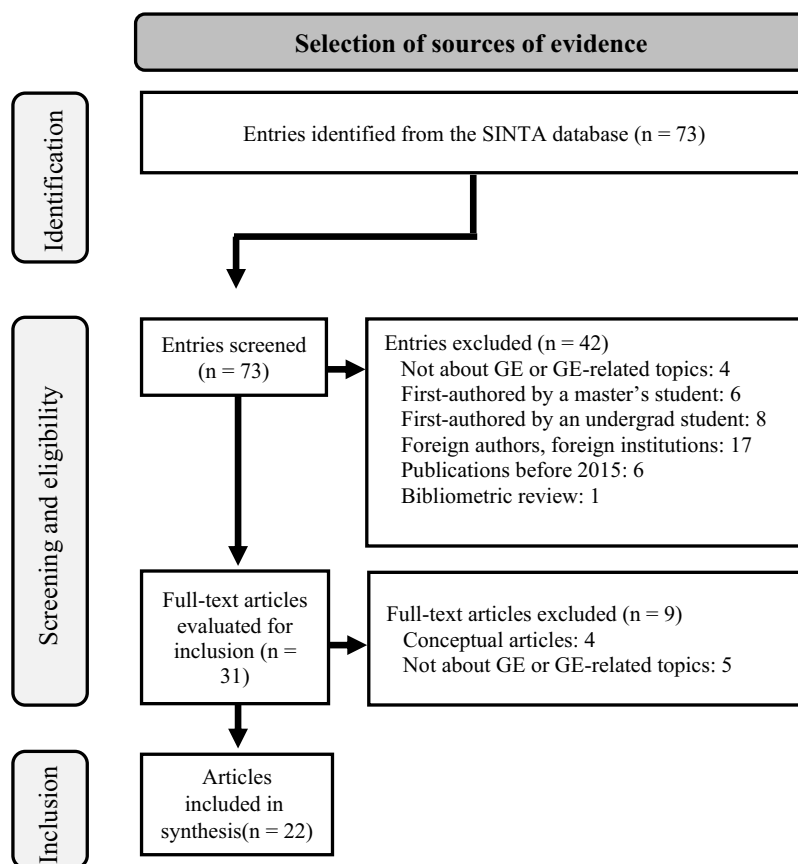


Figure 1. Summary flowchart of the selection of sources of evidence.

publication trend, as illustrated in [Figure 2](#), reveals a surge in GE-related research output in Indonesia over the second half of the past decade. Notably, the period from 2015 to 2018 was characterized by a lack of research publications in this domain. However, from 2019 onwards, GE-related research in Indonesia showed a growing interest, with publications steadily increasing over the years, peaking at 9 in 2023.

In terms of the publication outlets, [Table 1](#) reveals that *Indonesian Journal of Applied Linguistics (IJAL)* has been the most prominent outlet, accounting for 4 (18.2%) of the 22 publications. *JEELS (Journal of English Education and Linguistics Studies)* and *Journal of English Education and Teaching (JEET)* also made notable contributions, each with 3 (13.6%) publications. Furthermore, *LLT Journal*, *TEFLIN Journal*, and *Voices of English Language Education Society (VELES)* each feature 2 (9.1%) publications.

3.2. Results of individual sources of evidence

[Appendix B](#) presents an overview of individual sources of evidence regarding GE-related research in Indonesia. Themes emerging from the analysis involved area of research, context, setting, participants and/or data sources, and summary. The information provided in this appendix aligns with the objectives of this scoping review.

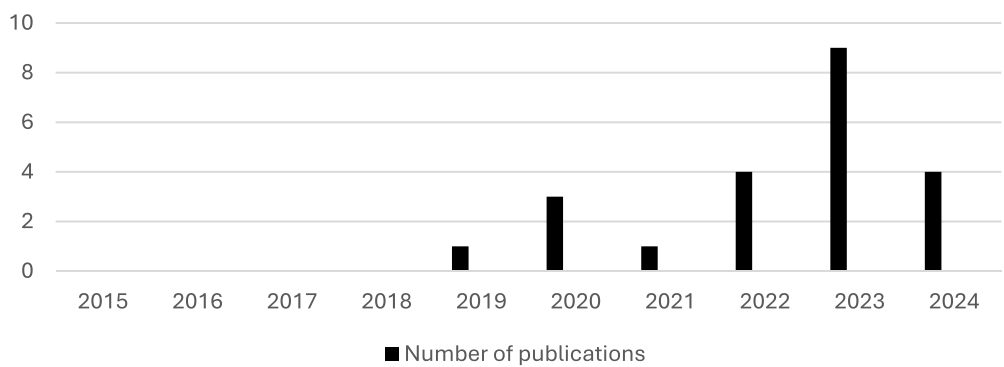


Figure 2. Distribution of GE-related research in Indonesia by publication year.

Table 1. Outlets where GE-related studies are published.

SINTA-indexed journal	N*
<i>IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)</i>	1
<i>Indonesian Journal of Applied Linguistics (IJAL)</i>	4
<i>JEELS (Journal of English Education and Linguistics Studies)</i>	3
<i>Journal of English Education and Teaching (JEET)</i>	3
<i>Journal of English Educators Society (JEES)</i>	2
<i>Journal of Foreign Language Teaching and Learning</i>	1
<i>Journal on English as a Foreign Language (JEFL)</i>	1
<i>Langkawi: Journal of the Association for Arabic and English</i>	1
<i>LLT Journal: A Journal on Language and Language Teaching</i>	2
<i>TEFLIN Journal</i>	2
<i>Voices of English Language Education Society (VELES)</i>	2

*N = number of articles.

3.2.1. Review question 1: sub-areas of GE-related studies explored by Indonesian scholars

Table 2 shows that among the 22 studies included in this scoping review, translanguaging (8 studies) has been the most prominent sub-area of investigation in GE-related research in Indonesia, followed by World Englishes or WE (7 studies), English as a Lingua Franca or ELF (4 studies), and English as an International Language or EIL (2 studies). Additionally, one study explored the relationship between GE and teacher identity. As for translanguaging, previous studies have centered on several topics. At the tertiary education level, translanguaging has been investigated in both online and face-to-face or onsite modes. In the former mode, the topics include lecturers’ and English-major students’ translanguaging practices (Emilia & Hamied, 2022) and English instructors’ and students’ translanguaging practices (Umam, Sugiharto, & Manara, 2023). In the latter mode, prior research has covered English teachers’ and students’ perceptions of translanguaging and trans-semiotizing (Silalahi & Santoso, 2023), pre-service English teachers’ perceptions and practices of translanguaging (Styati & Irawati, 2023), and relationships among translanguaging, multimodality, and pre-service English teachers’ cognitions (Hidayati, Dharmawan, Prasatyo, Luciana, & Luciana, 2024). At the secondary education level, studies into translanguaging have addressed junior high school teachers’ translanguaging practices (Liando, Dallyono, Tatipang, & Lengkoan, 2023), Islamic boarding school teachers’ attitudes toward translanguaging practices (Madkur, Friska, &

Table 2. Sub-areas of GE-related research in Indonesia.

GE topics	Quantity
Translanguaging	(8)
Translanguaging practices	3
Cognitive aspects (e.g. perceptions) related to translanguaging practices	4
Translanguaging and cognitive development	1
World Englishes	(7)
Cognitive aspects (e.g. attitudes, perceptions) related to English varieties	3
Indonesian English	2
English linguistic landscapes	1
English in Australia	1
English as a Lingua Franca	(4)
Attitudes toward ELF	1
Attitudes towards intercultural language learning	1
Communication strategies	1
ELF and development of L2 confidence	1
English as an international language	(2)
Representations of EIL in textbooks	1
EIL and teaching English to young learners	1
Global Englishes (in general)	(1)
Global Englishes-related identities	1

Lisnawati, 2022), and junior high school students' perceptions of a teacher's translanguaging practice (Sakkir, Al-Amir, Atmowardoyo, & Limbong, 2024).

The second most researched sub-area has been WE. Five studies have involved human participants, focusing on issues such as the use of listening journals/portfolios to raise pre-service English teachers' awareness of diverse varieties of English (Budiyanto, Tridinanti, & Sari, 2024), pre-service English teachers' perceptions of and attitudes toward English varieties (Budiyanto, Tridinanti, & Sari, 2024; Imelwaty, Putri, Sesmiyanti, & 2023), pre-service English teachers' attitudes towards Indonesian English (i.e. an emerging variety of English used in Indonesia) (Imelwaty, Arbit, & Kemal, 2022), English literature students' perceptions of exposure to multiple varieties of English (Kusumaningputri, 2020), and (post)graduate students' expectations, perceptions, and strategies for using English in Australia (Zulferdi, 2021). Two studies looked into online documents, examining lexical characteristics of Indonesian English (Endarto, 2020) and English linguistic landscapes of Indonesia's, Malaysia's, the Philippines', and Thailand's street signboards (Kurniawan, Moehkardi, & Muliawati, 2024).

In terms of ELF, previous studies have focused on tertiary education settings in Indonesia and abroad. Within Indonesian tertiary education institutions, research topics have included communications strategies used by graduate students (English-education majors) of different nationalities when employing ELF during online lessons (Shofiya & Basuni, 2023), pre-service English teachers' attitudes toward intercultural language learning (ILL) and their teaching practices (Morganna, Sumardi, & Tarjana, 2020), and nursing students' preferred English varieties and attitudes toward ELF (Situmorang & Sembel, 2019). A study conducted at a foreign institution investigated the development of L2 confidence among international students (from six Asian countries, including Indonesia) studying at Taiwanese universities (Panggabean, Ke, & Perangin-Angin, 2023).

There have been few studies investigating EIL and GE in general. Two studies fall within the EIL area, exploring visual representations of the EIL perspective in junior high school ELT textbooks (Purba, 2023) and the integration of EIL principles into teaching of

English to young learners (Setyaningrum, Purwati, & Sabgini, 2022). Regarding the GE perspective in general, one study has investigated GE-related identities among secondary school teachers and how these identities shape their instructional practices (Ubaidillah, Elfiyanto, Rifiyani, & Lee, 2023).

3.2.2. Review question 2: contexts and settings investigated by Indonesian scholars

As implied in the preceding section, previous GE-related studies by Indonesian scholars have been conducted within and beyond the Indonesian context, with settings that include public and educational setting, encompassing tertiary and secondary education. Regarding the contexts, Figure 3 shows that of the 22 studies included in this review, 19 studies (Budiyanto, Tridinanti, & Sari, 2024; Emilia & Hamied, 2022; Endarto, 2020; Hidayati, Dharmawan, Prasatyo, Luciana, & Luciana, 2024; Imelwaty, Arbit, & Kemal, 2022; Imelwaty, Putri, Sesmiyanti, & 2023; Kusumaningputri, 2020; Liando, Dallyono, Tatipang, & Lengkoan, 2023; Madkur, Friska, & Lisnawati, 2022; Morganna, Sumardi, & Tarjana, 2020; Purba, 2023; Sakkir, Al-Amir, Atmowardoyo, & Limbong, 2024; Setyaningrum, Purwati, & Sabgini, 2022; Shofiya & Basuni, 2023; Silalahi & Santoso, 2023; Situmorang & Sembel, 2019; Styati & Irawati, 2023; Ubaidillah, Elfiyanto, Rifiyani, & Lee, 2023; Umam, Sugiharto, & Manara, 2023) were conducted in the Indonesian context, one study (Kurniawan, Moehkardi, & Muliawati, 2024) looked into phenomena in the Indonesian context and beyond, one study (Zulferdi, 2021) examined the Australian context, and one study (Panggabean, Ke, & Perangin-Angin, 2023) investigated the Taiwan context.

Regarding research settings (Figure 4), prior studies have been highly concentrated in educational settings especially tertiary education (15 studies), followed by secondary education settings (5 studies). There have been only two studies investigating public settings. Those examining university settings include Budiyanto, Tridinanti, and Sari (2024), Emilia and Hamied (2022), Hidayati, Dharmawan, Prasatyo, Luciana, and Luciana (2024), Imelwaty, Arbit, and Kemal (2022), Imelwaty, Putri, Sesmiyanti, and (2023), Kusumaningputri (2020), Morganna, Sumardi, and Tarjana (2020), Panggabean, Ke, and Perangin-Angin (2023), Setyaningrum, Purwati, and Sabgini (2022), Shofiya and Basuni (2023), Silalahi and Santoso (2023), Situmorang and Sembel (2019), Styati and

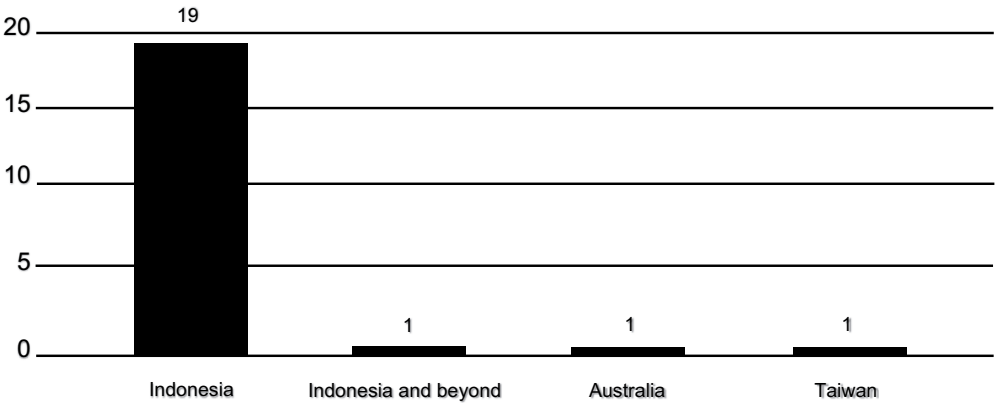


Figure 3. Distribution of GE-related research by contexts of investigation.

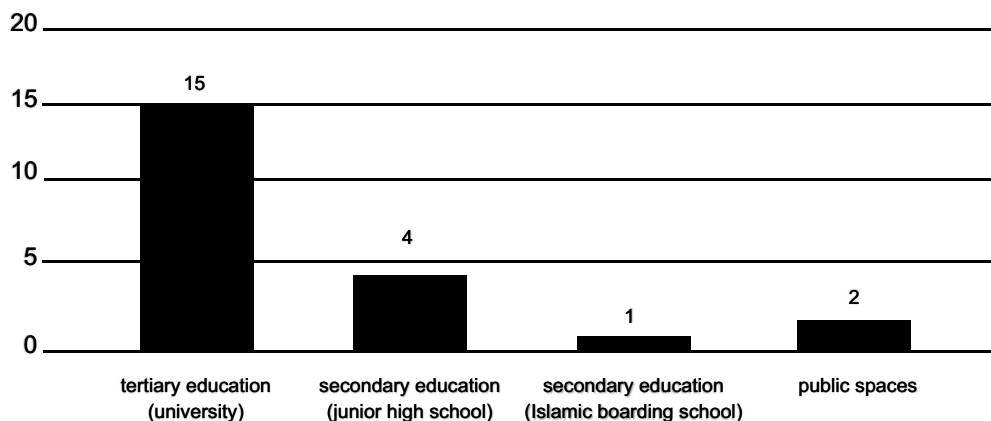


Figure 4. Distribution of GE-related research by settings of investigation.

Irawati (2023), Umam, Sugiharto, and Manara (2023), and Zulferdi (2021). The second most researched settings have been secondary education, including junior high school (Liando, Dallyono, Tatipang, & Lengkoan, 2023; Purba, 2023; Sakkir, Al-Amir, Atmowardoyo, & Limbong, 2024), senior high school (Ubaidillah, Elfiyanto, Rifiyani, & Lee, 2023), and *pesantren* or Islamic boarding school (Madkur, Friska, & Lisnawati, 2022). The two studies examining phenomena in public settings include a study into contents published in an online media platform (Endarto, 2020) and signboards in public areas such as famous streets (Kurniawan, Moehkardi, & Muliawati, 2024).

3.2.3. Review question 3: methodological approaches employed by Indonesian scholars

Methodologically, qualitative approaches have dominated (18 studies), followed by quantitative approaches (2 studies), and mixed-methods approaches (2 studies) (Figure 5).

3.2.3.1. Qualitative approaches. As for studies using qualitative approaches, various data collection techniques have been employed, encompassing interviews, observations, collection of documents, questionnaires, listening journals/portfolios, focus-group discussions (FGD), and verbal guise test (VGT). Interviews (either in person, online, or both) were used to investigate several areas including cognitive aspects (e.g. awareness, views) related to English varieties (Budyanto, Tridinanti, & Sari, 2024; Imelwaty, Putri, Sesmiyanti, & 2023), perceptions of ELF (Situmorang & Sembel, 2019), communication strategies when using ELF during online lessons (Shofiya & Basuni, 2023), aspects related to experience of using English when studying abroad (Panggabean, Ke, & Perangin-Angin, 2023; Zulferdi, 2021), EIL-related innovations integrated in lessons plans and implemented in the classroom (Setyaningrum, Purwati, & Sabgini, 2022), cognitive aspects (e.g. thoughts, perceptions, opinions) related to translanguaging practices in the classroom (Emilia & Hamied, 2022; Liando, Dallyono, Tatipang, & Lengkoan, 2023; Madkur, Friska, & Lisnawati, 2022; Sakkir, Al-Amir, Atmowardoyo, & Limbong, 2024; Silalahi & Santoso, 2023; Umam, Sugiharto, & Manara, 2023), and experience related to construction of GE-related identities (Ubaidillah, Elfiyanto, Rifiyani, & Lee, 2023).

Distribution of GE-related research by methodological approaches

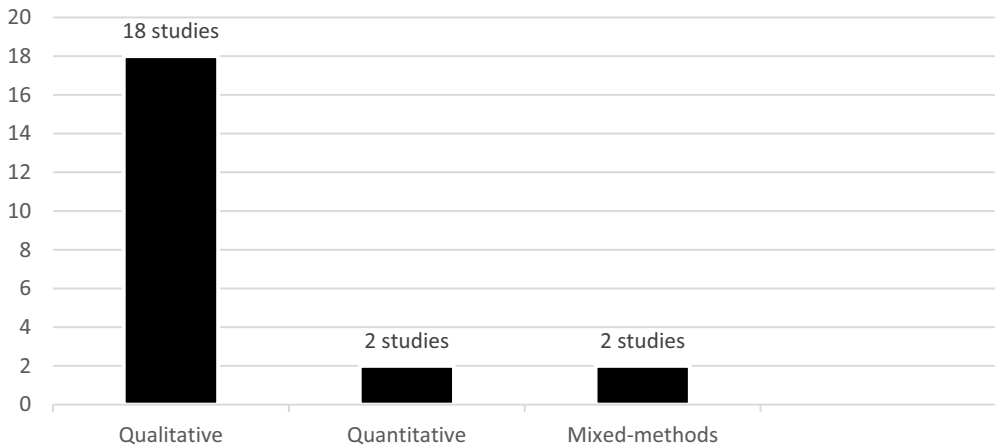


Figure 5. Distribution of GE-related research by methodological approaches.

Besides interviews, observations (either onsite or online) were employed for investigating phenomena within and beyond educational settings. As for the educational settings, researchers conducted observations for investigating communication strategies when using ELF during online lessons (Shofiya & Basuni, 2023), teacher-students interaction during lessons (Setyaningrum, Purwati, & Sabgini, 2022; Silalahi & Santoso, 2023), translanguaging practices in the classroom (Emilia & Hamied, 2022; Liando, Dallyono, Tatipang, & Lengkoan, 2023; Madkur, Friska, & Lisnawati, 2022; Umam, Sugiharto, & Manara, 2023), and relationships between teachers' GE-related identities and their classroom practices (Ubaidillah, Elfiyanto, Rifiyani, & Lee, 2023). Beyond the educational settings, virtual/digital observations were utilized to examine English linguistic landscapes in public spaces (Kurniawan, Moehkardi, & Muliawati, 2024).

As mentioned earlier, other data collection methods include questionnaires, documents, FGD, and VGT. Questionnaires were used in various forms, such as demographic questionnaires to gather experience-related data (Zulferdi, 2021), open-ended questionnaires to explore perceptions of ELF (Situmorang & Sembel, 2019), and online questionnaires to investigate opinions and practices of translanguaging in online classrooms (Emilia & Hamied, 2022; Umam, Sugiharto, & Manara, 2023). Additionally, researchers analyzed instructional documents to examine translanguaging practices in the classroom (Liando, Dallyono, Tatipang, & Lengkoan, 2023), textbooks to investigate representations of the EIL perspective (Purba, 2023), lesson plans to study integration of EIL into TEYL (Setyaningrum, Purwati, & Sabgini, 2022), and online newspaper articles to scrutinize lexical characteristics of an English variety (Endarto, 2020). Other data sources included listening journals/portfolios to examine awareness of English varieties (Budiyanto, Tridinanti, & Sari, 2024; Kusumaningputri, 2020), FGD to investigate perceptions of translanguaging and trans-semiotizing practices in the classroom (Silalahi & Santoso, 2023), and VGT to elicit knowledge about English varieties (Imelwaty, Putri, Sesmiyanti, & 2023).

3.2.3.2. Quantitative approaches. In studies employing quantitative approaches, data were collected using questionnaires (mostly online) and a test. For instance, Imelwaty, Arbit, and Kemal (2022) utilized questionnaires to investigate perceptions of English and attitudes towards English varieties in relation to identity construction. In another study, Styati and Irawati (2023) employed both closed-ended and open-ended questionnaires to elicit data on perceptions and practices of translanguaging in the writing classroom, complemented by a written test to assess translanguaging practices in English writing.

3.2.3.3. Mixed-methods approaches. Previous studies have also employed mixed-methods approaches, combining quantitative and qualitative data collection methods. For example, Hidayati, Dharmawan, Prasatyo, Luciana, and Luciana (2024) used questionnaires (quantitative) and in-depth interviews (qualitative) to investigate relationships between translanguaging, multimodal approaches to learning, and cognition. Similarly, Morganna, Sumardi, and Tarjana (2020) utilized questionnaires (quantitative), interviews (qualitative), and observations (qualitative) to explore attitudes towards intercultural language learning and teaching practices.

4. Discussion

4.1. Summary of evidence

This scoping review systematically mapped 22 empirical studies on Global Englishes (GE) in Indonesia published in SINTA 1 and SINTA 2 journals between 2015 and 2024, revealing three key trends aligned with the review questions. The dominant sub-areas of research are marked by conceptual hierarchies and paradoxes. Translanguaging as Pedagogical Praxis, represented by eight studies, dominates the research output, emphasizing practical applications in tertiary settings, such as in the work of Emilia and Hamied (2022) and Umam, Sugiharto, and Manara (2023), and secondary settings, as seen in Liando, Dallyono, Tatipang, and Lengkoan (2023) and Sakkir, Al-Amir, Atmowardoyo, and Limbong (2024). These studies position translanguaging as a scaffold for comprehension and engagement, yet they reveal tensions between acceptance of multilingual practices and persistent monolingual ideologies, exemplified by Silalahi and Santoso (2023). The second sub-area, World Englishes, focused on awareness versus ideology in seven studies, examining cognitive dimensions like attitudes toward linguistic diversity, particularly among pre-service teachers as in Budiyanto, Tridinanti, and Sari (2024) and Imelwaty, Putri, Sesmiyanti, and (2023). A consistent paradox emerges where pedagogical efforts to validate Indonesian English, such as by Endarto (2020), are countered by a preference for ‘native’ varieties in academic contexts, illustrated by the finding from Imelwaty, Arbit, and Kemal (2022) that 73% of pre-service teachers aspired to ‘native-like’ proficiency. The third sub-area, ELF/EIL, navigates communication and curricula across six studies, with ELF research addressing strategies for intelligibility, such as in Shofiya and Basuni (2023), and confidence-building, while EIL studies critique curricular gaps, as in Purba (2023). Contradictions are evident here as well, for instance, where nursing students prioritized intelligibility for patient care yet demanded ‘Standard English’ in classrooms, as shown by Situmorang and Sembel (2019). Underdeveloped

areas, such as GE-teacher identity explored by Ubaidillah, Elfiyanto, Rifiyani, and Lee (2023) and GE in non-academic settings, remain marginal.

The contexts and settings of the reviewed studies reveal significant geographic and institutional imbalances. A pronounced geographic bias is evident, with 86% (19/22) of studies being Indonesia-centric, primarily located in Java (16 studies), Sumatera (3), and Sulawesi (3), while only three studies ventured beyond Indonesia, neglecting comparative Global South perspectives. The setting concentration is heavily skewed toward tertiary education, which is overrepresented with 15 studies (68%), focusing largely on pre-service teachers and university students, thereby neglecting in-service teacher training and administrative stakeholders. Secondary education is covered in only five studies (23%), limited to junior/senior high schools and *pesantren*, with no representation of primary education whatsoever. Public and non-educational spaces, such as linguistic landscapes studied by Kurniawan, Moehkardi, and Muliawati (2024) and online media by Endarto (2020), are rare exceptions, comprising only two studies (9%). Participant selection shows significant gaps, as studies prioritized students and teachers (20 studies) while excluding policymakers, parents, and marginalized groups.

Methodologically, the field is characterized by issues of rigor and representation. A qualitative dominance prevails, with 18 studies (82%) relying heavily on interviews, observations, and document analysis, which provides rich insights but limits generalizability. There is limited methodological diversity; the two quantitative designs used attitudinal surveys, like in Imelwaty, Arbit, and Kemal (2022), and tests but lacked large-scale or longitudinal data, while the two mixed-methods studies, such as Morganna, Sumardi, and Tarjana (2020), combined surveys with interviews but underutilized triangulation. Sampling issues further undermine external validity, with small, convenience-based samples – such as 5–20 participants in 12 studies – and Java-centric recruitment in 16 studies. A critical synthesis of this evidence identifies a cross-cutting theme: the Native-Speakerism Paradox, where there is an acknowledgement of GE principles without ideological internalization. This is demonstrated by the finding that 68% (15/22) of studies reported preferences for ‘native’ varieties in formal contexts, and that teachers and students viewed translanguaging as a pragmatic tool rather than a legitimate pedagogical philosophy. Furthermore, textbooks and curricula continue privileging Inner Circle cultures, revealing systemic inertia. Key gaps identified from this synthesis include the complete absence of GE research in primary education, minimal links between findings and national ELT policy and curriculum frameworks, and an absence of critical sociolinguistic, decolonial, or political economy lenses.

4.2. Limitations

This review has several methodological and conceptual limitations. Scope constraints include the exclusion of non-SINTA, non-empirical, and non-English studies, which potentially overlooks influential gray literature or regional perspectives, and the caveat that SINTA’s journal rankings may not fully capture quality, as innovative research might appear in newer, lower-tier journals. The reviewed studies themselves exhibit methodological biases, including sampling issues like a heavy reliance on convenience samples – such as pre-service teachers in Java – which limits transferability, with only two studies including non-academic participants. In terms of design, the qualitative dominance

prioritizes descriptive insights over causal or correlational analysis, and longitudinal and experimental designs were entirely absent. Data collection methods, often relying on self-reported data like questionnaires on attitudes, risk social desirability bias, and only four studies, such as Morganna, Sumardi, and Tarjana (2020), triangulated data robustly. Conceptual shortcomings are also present, as most studies applied GE concepts superficially, rarely engaging critically with decolonial or power-oriented frameworks like linguistic imperialism. A significant geographic imbalance is evident, with Java-based institutions leading 73% (16/22) of the studies, neglecting Indonesia's linguistic diversity, particularly in Eastern regions and indigenous communities. A further conceptual-practical gap is that few studies examined how GE research translates into curricular reform, teacher training, or assessment, which is key for practical impact. Finally, temporal gaps are noted; the publication lull between 2015 and 2018 suggests a delayed adoption of GE paradigms in Indonesian academia, and while post-2019 growth is promising, it remains nascent and fragmented.

Conclusion

This scoping review has systematically mapped the landscape of empirical Global Englishes (GE) research conducted by Indonesian scholars and published in SINTA 1 and 2 journals between 2015 and 2024. The analysis of 22 eligible studies reveals an emerging, yet distinctly uneven, trajectory of GE scholarship within the Indonesian context. The findings illuminate a field characterized by productive engagement with certain GE concepts alongside persistent ideological and structural challenges that constrain its transformative potential.

The review identifies translanguaging as the most dominant sub-area of research, reflecting a significant scholarly interest in the practical, pedagogical applications of multilingual practices within Indonesian classrooms, particularly at the tertiary level. This is closely followed by studies on World Englishes, which consistently uncover a critical paradox: while Indonesian scholars and pre-service teachers demonstrate a cognitive awareness of linguistic diversity, this awareness coexists with a deep-seated preference for 'native-speaker' norms in formal and academic contexts. Research on ELF and EIL, though less prevalent, further highlights this tension, documenting a disconnect between the pragmatic need for intelligibility in real-world communication and the enduring allure of 'Standard English' within educational settings. A cross-cutting theme, the Native-Speakerism Paradox, underscores that a superficial acknowledgement of GE principles has not yet translated into their full ideological internalization within Indonesian ELT.

However, the development of this research field is hampered by significant limitations. Geographically, studies are overwhelmingly concentrated on Java, neglecting the immense linguistic diversity of Indonesia's other regions and limiting the generalizability of findings. Contextually, the focus is heavily skewed toward tertiary education, creating a substantial gap in our understanding of GE at the primary and secondary levels, and leaving non-academic domains like digital media and workplaces largely unexplored. Methodologically, a reliance on small-scale, qualitative, and convenience-based designs, while yielding rich descriptive insights, limits the field's capacity for generalization and calls for greater methodological

diversity, including large-scale surveys, longitudinal studies, and robust mixed-methods approaches.

The limitations of the reviewed studies are compounded by the scope of this review itself, which, by focusing on high-tier SINTA journals, may have excluded innovative work in newer publications or non-empirical contributions. Nevertheless, the synthesis points to clear and urgent priorities for future research. To advance the GE agenda in Indonesia, scholars must broaden their scope to include primary education, engage with policymakers and curriculum developers to bridge the gap between research and national ELT frameworks, and venture beyond the university walls into community and professional settings. Furthermore, future studies would benefit from employing critical theoretical lenses, such as decolonial and political economy approaches, to better analyze the power dynamics and systemic inertia that perpetuate native-speaker ideologies in textbooks, assessment, and teacher training.

To sum up, while the post-2019 growth in GE research in Indonesia is a promising indicator of a shifting paradigm, the field remains nascent. For GE to realize its decolonial and transformative potential – to affirm the legitimacy of Indonesian English(es) and empower local teachers and learners – future inquiry must consciously address the identified geographic, contextual, methodological, and conceptual gaps. By doing so, Indonesian scholarship can make a more robust contribution to global GE discourse and actively participate in reshaping an English language education system that is truly responsive to the nation's multilingual reality and aspirations.

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Appendices

Appendix A. A list of SINTA-indexed journals eligible for the present scoping review as of November 28, 2024

SINTA 1 journals

1	<i>IJoLE: International Journal of Language Education</i>
2	<i>Indonesian Journal of Applied Linguistics</i>
3	<i>SIELE Studies in English Language and Education</i>
4	<i>TEFLIN Journal</i>

SINTA 2 journals

5	<i>Celt: A Journal of Culture, English Language Teaching & Literature</i>
6	<i>EduLite: Journal of English Education, Literature and Culture</i>
7	<i>ELSYA: Journal of English language Studies</i>
8	<i>English Language Teaching and Educational Journal (ELTEJ)</i>
9	<i>English Review: Journal of English Education (ERJEE)</i>
10	<i>IJEE (Indonesian Journal of English Education)</i>
11	<i>IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)</i>
12	<i>Indonesian Journal of EFL and Linguistics</i>
13	<i>Indonesian TESOL Journal (ITJ)</i>
14	<i>JEELS (Journal of English Education and Linguistics Studies)</i>
15	<i>JESS (Journal of English Educators Society)</i>
16	<i>JOLLT Journal of Languages and Language Teaching</i>
17	<i>Journal of English Education and Teaching</i>
18	<i>Journal of English Language Teaching Innovations and Materials (Jeltim)</i>
19	<i>Journal of English Teaching and Learning Issues (JETLI)</i>
20	<i>Journal of Foreign Language Teaching and Learning</i>
21	<i>Journal on English as a Foreign Language (JEFL)</i>
22	<i>Langkawi: Journal of the Association for Arabic and English</i>
23	<i>Linguists: Journal of Linguistics and Language Teaching</i>
24	<i>LLT Journal: A Journal on Language and Language Teaching</i>
25	<i>Script Journal: Journal of Linguistics and English Teaching</i>
26	<i>VELES Journal: Voices of English Language Education Society</i>
27	<i>VISION: Journal for Language and Foreign Language Learning</i>

Appendix B. Selected articles by author (year), area of research, context, participants and/or data sources, and summary

Author (year)	Area of research	Context	Setting	Participants and/or data sources	Summary
Budiyanto, Tridinanti, and Sari (2024)	World Englishes: Varieties of English	Indonesia	Educational setting: University	45 undergraduate students majoring in English language education (pre-service English teachers) at a university in South Sumatera Province Listening journals, interviews	The study investigated (1) whether and how using listening journals integrated into World Englishes course raises pre-service teachers' awareness of English diversity and (2) the teachers' attitudes towards English varieties. The findings indicated that integrating listening journals increased pre-service teachers' awareness of English varieties. The journals exposed the teachers to a wide range of English dialects and accents, enhancing their knowledge of global English varieties. Despite developing awareness of diverse English varieties, the pre-service teachers still viewed 'native' varieties as more important to use.
Emilia and Hamied (2022)	Translanguaging: Teachers' and students' translanguaging practices	Indonesia	Educational: University	75 students enrolled in English language education programs (undergraduate, graduate, and post-graduate levels) at a university in West Java Province Interviews, questionnaires, (virtual) observations	The study explored translanguaging practices (the use of Indonesian and English) among teachers and English-major students during online lessons, examining (1) the functions and benefits of translanguaging and (2) students' perceptions of these practices. The findings revealed that translanguaging practices were evident across all four subject classes and three academic levels (bachelor's, master's, and doctoral) observed, serving the interpretive, managerial, and interactive functions. While most students held positive attitudes toward translanguaging practices, some students preferred to use English only during lessons.

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Author (year)	Area of research	Context	Setting	Participants and/or data sources	Summary
Endarto (2020)	World Englishes: Varieties of English – Indonesian English	Indonesia	Public setting: Media platforms	140 articles from the online version of an English-language newspaper in Indonesia	The study examined the variety of English used in Indonesia by analyzing the lexical characteristics of English in articles published in an online English-language newspaper and written by Indonesian authors. The findings showed that the lexical characteristics of English used by educated Indonesians can be classified into four categories. They include Indonesian-origin loanwords, Indonesian English lexicon resulting from semantic shifts, Indonesian English lexicon resulting from morphological shifts, and Indonesian English collocations.
Hidayati, Dharmawan, Prasatyo, Luciana, and Luciana (2024)	Translanguaging: Relationships among translanguaging, multimodality, and student cognition	Indonesia	Educational setting: University	20 undergraduate students majoring in English language education (pre-service English teachers) at a university in West Java Province Questionnaire, In-depth interviews	The study analyzed how translanguaging and multimodal approaches to learning impact pre-service teachers' cognition encompassing their engagement, enjoyment, and competence. The study documented how translanguaging combined with multimodal approaches to learning improved pre-service English teachers' cognitive engagement, enjoyment, and abilities to express ideas.
Imelwaty, Arbit, and Kemal (2022)	World Englishes: Students' attitudes towards Indonesian English	Indonesia	Educational setting: University	198 undergraduate students (171 females and 27 males) majoring in English language education (pre-service English teachers) Online questionnaires	The study scrutinized pre-service English teachers' perceptions of English and attitudes towards English varieties (including Indonesian English as an emerging variety) in relation to their identity construction. While most pre-service teachers held positive attitudes toward Indonesian English and were interested in integrating Indonesian culture into their ELT practices, they paradoxically aspired to sound native-like and preferred being taught by what they referred to as 'naïve' English speakers.

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Author (year)	Area of research	Context	Setting	Participants and/or data sources	Summary
Imelwaty, Putri, Sesmiyanti, and (2023)	World Englishes: Students' perceptions of and attitudes toward the WE paradigm	Indonesia	Educational setting: University	20 undergraduate students majoring in English language education (pre-service English teachers) Verbal guise tests, semi-structured interviews	This study investigated pre-service English teachers' perceptions of and attitudes toward the WE paradigm. The findings revealed that while most pre-service teachers recognized and appreciated English varieties, showing interests in learning and using diverse English varieties for non-academic purposes, they nonetheless preferred Inner Circle varieties for academic purposes.
Kurniawan, Moehkardi, and Muliawati (2024)	World Englishes: linguistic landscapes	Indonesia, Malaysia, The Philippines, and Thailand	Public setting: Public areas/spaces	557 signboards from four streets (Petaling street, Colon Street, Khao San Road, & Legian Street) across the four countries (respectively: Malaysia, the Philippines, Thailand, & Indonesia) Google Street View®	This study re-examined the status of English by analysing its presence on commercial signboards in the four streets. The findings showed that English was dominant on signage across all four streets; underscoring its role in branding and broad communication. The common use of code-mixing in both Outer and Expanding Circle countries suggests evolving norms, highlighting the need to rethink the traditional concentric model in favour of a more flexible approach.
Kusumaningputri (2020)	World Englishes: Varieties of English	Indonesia	Educational setting: University	47 undergraduate students (12 males & 35 females) majoring in English literature at a university in East Java Province Students' listening portfolios, students' answers to classroom discussion, and students' responses to reflective questions	This study scrutinized students' perceptions of exposure to diverse Englishes in the listening classroom and to examine the use of a listening portfolio as an autonomous learning tool for introducing them to English language diversity. Following exposure to Englishes via TED Talks, the majority of students perceived that they became aware of diverse varieties of English, recognized that native-speaker English is not the only 'standard' variety, acknowledged their own Indonesian (and possibly Javanese or Madurese) accent, and expressed a willingness to retain it

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Liando, Dallyono, Tatipang, and Lengkoan (2023)	Translanguaging: Teachers' translanguaging practices	Indonesia	Educational setting: Junior high school	2 teachers at a junior high school in Bolaang Mongondow, North Sulawesi Province Classroom observations, semi-structured interviews, and documents	The study explored the types and purposes of junior high school teachers' translanguaging in multilingual classroom settings. The types of translanguaging identified included intrasentential, intersentential, and tag-translanguaging. The teachers employed translanguaging as a pedagogical tool for explaining materials, managing classes, and building interpersonal relationships with the students.
Madkur, Friska, and Lisnawati (2022)	Translanguaging: Teachers' attitudes towards translanguaging practices and strategies	Indonesia	Educational setting: <i>Pesantren</i> (Islamic boarding school)	6 teachers working at several Islamic boarding schools in Lampung Province Semi-structured interviews, classroom observations	This study investigated teachers' attitudes toward translanguaging, along with the ways in which translanguaging strategies were utilized in English language learning within Islamic boarding schools. The findings showcased that teachers in Islamic boarding schools demonstrated a positive attitude toward translanguaging, recognizing its value in enhancing student learning, cultural relevance, and classroom participation. Strategies supporting translanguaging in English language teaching included translation, collaborative dialogue, group work, and the use of multilingual texts.
Morganna, Sumardi, and Tarjana (2020)	ELF: Intercultural language learning (ILL)	Indonesia	Educational setting: University	Undergraduate students majoring in English language education (pre-service English teachers) at a university in Central Java Province Questionnaire, interviews, observations	The study scrutinized pre-service English teachers' attitudes towards ILL and their teaching practices. The pre-service teachers demonstrated positive attitudes towards ILL. Agreements with, preferences for, and interests in ILL were identified. Additionally, some principles of ILL was observably enacted in the teachers' teaching practices.

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Panggabean, Ke, and Perangin-Angin (2023)	ELF: Development of L2 confidence	Taiwan	Educational setting: University	6 undergraduate and graduate students from diverse majors at Taiwanese universities, representing 6 Asian countries, including Indonesia Semi-structured Interviews	The research focused on the development of L2 confidence among three international students when studying at Taiwanese universities. The research found that factors contributing to L2 confidence included willingness to communicate and motivation to enhance their English language proficiency. Conversely, native-speaker ideology undermined L2 confidence in ELF communications, while the perception of being a non-native English speaker further eroded their confidence.
Purba (2023)	ELI: Visual representations of the EL perspective in ELT textbooks	Indonesia	Educational setting: Junior high school	Collection of documents Three English textbooks (including ones published by the Ministry of Education and a private publisher)	The study investigated the portrayal of the EL perspective in English textbooks used in Indonesian junior high schools. The findings revealed that the textbooks presented a monolithic view of English, prioritizing native English speakers, while inadequately representing the EL perspective. This suggests that Indonesia's ELT curriculum may not yet be ready to fully integrate the EL perspective.
Sakkir, Al-Amir, Atmowardoyo, and Limbong (2024)	Translanguaging: Students' perceptions of the teacher's translanguaging practices	Indonesia	Educational setting: Junior high school	5 students at a junior high school in South Sulawesi Province Semi-structured Interviews	The study examined junior high school students' perceptions of translanguaging practices performed by the teacher during the EFL instruction. The students expressed positive attitudes, believing that translanguaging offered several benefits, including easier English learning, a comfortable classroom environment, more effective communication with the teacher, increased interest in learning English, and the addition of new vocabulary.

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Author (year)	Area of research	Context	Setting	Participants and/or data sources	Summary
Setyaningrum, Purwati, and Sabgini (2022)	EL: Integration of EL principles into teaching of English to young learners (TEYL)	Indonesia	Educational setting: University	10 undergraduate students majoring in English language education (pre-service English teachers) at a university in East Java Province Documents (lesson plans), Observations, Semi-structured interviews	The research explored how pre-service English teachers integrated the EL principles into their EYL lesson plans and applied those principles in their teaching practicum. The findings showcased various innovative ways of incorporating EL principles to the lesson plans and classroom activities during the teaching practicum.
Shofiya and Basuni (2023)	ELF: Communication strategies	Indonesia	Educational setting: University	4 graduate students of different nationalities majoring in English language education at a university in East Java Province Online classroom observations, interviews	The study analyzed communication strategies employed by graduate students of diverse international backgrounds when using ELF during online lessons and the impact of these strategies on their engagement during the lessons. Several strategies were used including avoidance/ reduction, achievement/ compensatory, and stalling/time gaining. These strategies, to varying extents, contributed to the students' engagement in classroom interactions.
Silalahi and Santoso (2023)	Translanguaging: Teachers' and students' perceptions of translanguaging and trans-semiotizing	Indonesia	Educational setting: University	5 English teachers and 7 undergraduate students at a university in Jakarta Observations, Semi-structured interviews, Focus group discussions	The study examined university teachers' and students' perceptions of translanguaging and trans-semiotizing during the English language instruction. While the teachers viewed English-only instruction ideal for language learning, the students favoured the use of multiple languages and semiotic signs during lessons. Although translanguaging and trans-semiotizing were seen to enhance students' understandings of instructional materials, most teachers perceived these practices as indicative of incompetence.

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Situmorang and Sembel (2019)	ELF: Preferred English varieties and perceptions of ELF	Indonesia	Educational setting: University	10 students (5 males and 5 females) majoring in nursing at a university in Banten Province Open-ended questionnaires, Semi-structured interviews,	This study delved into nursing students' perceptions of their preferred English variety, the English language they need for their future careers, and their attitudes toward English as a lingua franca. The findings revealed several paradoxes. Although the students favored Standard English, they prioritized intelligibility as the most crucial aspect for effective communications with patients. In addition, while they acknowledged the diversity of English varieties, they believed Standard English should be the primary focus in the classroom.
Styati and Irawati (2023)	Translanguaging: Students' perceptions and practices	Indonesia	Educational setting: University	24 undergraduate students majoring in English language education (pre-service English teachers) from various universities across Indonesia Closed-ended and open-ended questionnaires, A writing test	The study investigated pre-service English teachers' perceptions and practices of translanguaging in the writing classroom during a national student exchange program. The findings showed that the pre-service teachers used languages other than English, used L1 to express ideas, and perceived that translanguaging helped them to better understand concepts.

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Ubaidillah, Elfiyanti, Rifiyani, and Lee (2023)	Global Englishes: Teachers' identity construction	Indonesia	Educational setting: Senior high school, Islamic senior high school, vocational school	10 teachers with 9–22 years of teaching experience, representing different schools In-depth interviews (online and in person), observations	The study scrutinized how secondary school teachers construct their identities in the Global Englishes (GE) era and the extent to which their GE-related identities shape their classroom practices. The findings presented six themes related to the teachers' identities. They included perceptions of GE, goals of ELT in the GE era, (adherence to) native-speakerism (despite GE awareness), inclusion of students' L1, adoption of Western cultures versus integration of local cultures, and preference for locally published textbooks. Instances of how the teachers' GE-related identities manifested in practices were observed.
Umam, Sugiharto, and Manara (2023)	Translanguaging: Teachers' and students' translanguaging practices	Indonesia	Educational: University	2 teachers and 47 students, including 2 Afghans, participating in remote English learning at a university in Jakarta Virtual observations, surveys, semi-structured interviews	This study looked into teachers' and students' translanguaging practices during online learning, especially negotiation strategies that they used during the online interactions, and how these strategies contribute to meaning-making processes. The results suggested that translanguaging in the online setting manifested through code-meshing and negotiation strategies. The strategies employed included uses of gestures, digital features, symbols, material resources, and multiple devices. These strategies were reported to contribute greatly to meaning-making processes during the online learning.

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Author (year)	Area of research	Context	Setting	Participants and/or data sources	Summary
Zulferdi (2021)	World Englishes: Australian English	Australia	Educational: University	15 (post)graduate students (7 males and 8 females) from 3 universities in Victoria State, Australia Demographic questionnaire, Semi-structured interviews	This study explored students' expectations, perceptions, and strategies for using English when pursuing (post)graduate studies in Australia. Most participants reported expecting to encounter British English before arriving in Australia. While some participants perceived similarities between the English learned in Indonesian and Australian English, others observed differences. To overcome communication challenges, they employed strategies such as requesting clarification, repetition, using synonyms, paraphrasing, and seeking assistance from peers.