

Technology integration into English teaching at a vocational school in Indonesia: Benefits and challenges to introducing the Global English Paradigm

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Abstract

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This qualitative study explores how Indonesian vocational school teachers integrate digital technology into English language teaching (ELT) and whether such practices align with the Global Englishes (GE) paradigm. Framed by Global Englishes theory, language ideology, and Technology-Enhanced Language Learning, the research addresses two core questions: (1) How is technology currently integrated into English teaching in vocational schools? and (2) What are the benefits and challenges faced by teachers in using technology to support the GE paradigm? Data from interviews with four teachers in Jember, East Java, reveal that while tools like YouTube, WhatsApp, and Canva are widely used, their application tends to reinforce traditional norms rather than expose students to diverse English varieties. Challenges include exam-focused curricula, limited training, and native-speaker biases. The study proposes the Techno-Pedagogical Global Englishes (TPGE) framework to analyze how technology can both support and constrain GE-based pedagogy. Findings highlight the need for reflective teacher training and curricular reform to promote more inclusive, real-world English learning.

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1. Introduction

In recent decades, the global spread of English has led scholars to reconceptualize the language as a fluid and context-sensitive medium of communication, rather than a monolithic standard owned by native speakers (Jenkins, 2015; Seidlhofer, 2011). This shift has given rise to the *Global Englishes* (GE) paradigm, which embraces the diverse

ways English is used across world contexts and challenges the dominance of Inner Circle norms (Kachru, 1992; Galloway & Rose, 2015). In Indonesia, English is a compulsory subject in secondary education, but its teaching often reinforces native-speaker norms and fails to acknowledge the legitimacy of local and regional English varieties (Widodo, 2016). This is especially problematic in vocational schools (Sekolah Menengah Kejuruan or SMK), where students are prepared to engage with English in real-world, occupational contexts that reflect the international diversity of English usage (Zein, 2017; Kusumaningrum, 2019). At the same time, Indonesia is experiencing a national push toward the integration of digital technology into education. Government-led initiatives such as *Merdeka Belajar* and *Rumah Belajar* aim to promote equitable digital access and pedagogical innovation (Kemendikbudristek, 2020). As a result, vocational teachers are increasingly utilizing digital platforms, multimedia content, and language learning apps to support instruction (Syahril, 2021; Rachmawati & Lestari, 2023). Despite these advancements, current English teaching practices often fail to leverage technology in a way that aligns with GE principles. Instead, digital tools are frequently used to reinforce outdated models of Standard English and exam-focused instruction (Rashid et al., 2018; Kurniawan, 2022). Thus, there is a critical need to explore how technology can be reimagined to support a more inclusive, Global Englishes-informed approach to language education.

Although educational technologies are becoming more prevalent in Indonesian vocational schools, their use often perpetuates native-speaker ideologies and textbook-based instruction (Lie, 2017; Marlina, 2018). There remains a disjuncture between the potential of digital tools to support communicative, context-rich English learning and the current pedagogical practices, which neglect the sociolinguistic realities of English as a global lingua franca (Baker, 2015; Dewi et al., 2021). This study seeks to investigate how vocational English teachers in Indonesia are integrating technology and whether these practices enable or constrain the adoption of the Global Englishes paradigm.

This study is important because it addresses the intersection of technology, pedagogy, and linguistic ideology in vocational ELT—a relatively underexplored yet crucial domain (Rose & Galloway, 2019; Richards, 2020). By examining how digital tools are used in ways that either reinforce or resist traditional English norms, the study contributes to ongoing debates on language equity, global communication, and educational innovation in non-elite settings (Canagarajah, 2006; Kirkpatrick, 2010). This research is situated within the field of Applied Linguistics, particularly focusing on English Language Teaching (ELT), Digital Pedagogy, and Global Englishes Studies (Jenkins et al., 2018; Warschauer & Healey, 1998). The approach is qualitative and interpretive, drawing on sociolinguistic theory and critical pedagogy to analyze classroom practices and teacher beliefs (Freire, 2000; Pennycook, 2007). Existing research has explored the integration of technology in English teaching (Rahimi & Yadollahi, 2017), and separately, the pedagogical implications of Global Englishes (Galloway & Rose,

2018). However, little empirical research examines the intersection of these domains in the context of vocational education in Indonesia, where socio-economic disparities, rigid curricula, and exam-driven systems further complicate reform efforts (Hamied, 2012; Zein & Hastjarjo, 2020). This study addresses that gap by exploring how technology may serve as both a challenge and an opportunity for implementing GE-based teaching in vocational schools.

This study is guided by the following qualitative research questions:

5. How is technology currently integrated into English language teaching at vocational schools in Indonesia?
6. What are the perceived benefits and challenges faced by English teachers in adopting technology to implement the Global Englishes paradigm?

The main objectives of this qualitative study are: to explore how technology is currently integrated into English language teaching at vocational schools in Indonesia, with a focus on teachers' practices, strategies, and institutional contexts, to examine the perceived benefits and challenges faced by English teachers in adopting technology to support the implementation of the Global Englishes paradigm in vocational school classrooms.

This research provides qualitative, context-rich insights into how English language teaching unfolds in Indonesian vocational schools within the intersection of technological integration and the Global Englishes paradigm. While most previous studies in the region focus on general secondary or tertiary education (e.g., Zein, 2017; Kusumaningrum, 2020), this study focuses specifically on vocational schools—a segment that often remains underrepresented in applied linguistics scholarship (Widodo, 2016). The use of semi-structured interviews and classroom observations offers empirical depth, allowing for a nuanced understanding of the ways technology is reshaping teacher beliefs, classroom discourse, and curriculum decisions in GE-informed English teaching (Miles, Huberman, & Saldaña, 2020).

Practically, this study informs English teachers, instructional designers, and policymakers about how to better implement inclusive, communicative English instruction that reflects the multilingual and multicultural realities of today's workforce. By highlighting locally grounded teaching strategies and identifying barriers such as lack of teacher training, rigid curricula, or digital infrastructure gaps, the study offers concrete recommendations for professional development programs tailored to vocational educators (Galloway & Rose, 2018; Richards, 2020). Moreover, it suggests how readily available digital platforms—such as YouTube, Zoom, or learning management systems—can be repurposed to expose students to real-world Englishes, rather than reinforce artificial native-speaker norms (Tan & Lan, 2020; Baker & Fang, 2021).

This study contributes to theoretical discussions within the field of Global Englishes and educational technology by proposing a hybrid framework: Techno-Pedagogical

Global Englishes (TPGE). This model builds on existing work in Global Englishes (Jenkins, 2015; Galloway & Rose, 2015) and digital ELT (Warschauer & Healey, 1998; Hampel & Stickler, 2015), integrating them into a unified lens for analyzing how language ideologies are shaped, challenged, or perpetuated through technology use in classroom contexts. The TPGE framework emphasizes that technology is not neutral; it either sustains or disrupts existing linguistic hierarchies depending on how it is mediated by teacher agency, institutional policy, and learner identity (Pennycook, 2017; Kubota, 2019). This offers a novel contribution to the growing literature on decolonizing language pedagogy through digital tools.

2. Literature Review & Theoretical Framework

2.1 Global Englishes: A Shift in Language Ideology

The emergence of *Global Englishes (GE)* represents a paradigm shift in how English is conceptualized in teaching and learning. GE challenges the traditional emphasis on native-speaker norms and embraces English as a pluralistic, global means of communication (Jenkins, 2015; Seidlhofer, 2011). It recognizes the legitimacy of diverse English varieties spoken by multilingual users in international, intercultural, and workplace settings (Kachru, 1992; Galloway & Rose, 2015). In ELT contexts, especially in postcolonial and multilingual societies like Indonesia, the Global Englishes framework has gained relevance as it aligns with sociolinguistic realities where English functions primarily as a lingua franca (Marlina, 2018; Baker, 2015). However, despite its theoretical appeal, classroom implementation of GE principles remains limited. Many English curricula and assessment systems continue to prioritize native-like accuracy and Western cultural content, often neglecting local communicative needs (Kubota, 2019; Dewi et al., 2021). Introducing GE in schools involves not only changing materials but also shifting deeply rooted ideologies about what “good” English is (Rose & Galloway, 2019). Teachers’ beliefs play a central role in either perpetuating or resisting these dominant norms (Richards, 2020). Therefore, understanding how GE is (or isn’t) reflected in classroom practice is essential, especially in contexts like vocational schools, where English is meant to serve practical, real-world communication needs.

2.2 English Language Teaching in Indonesian Vocational Schools

Vocational schools (SMK) in Indonesia are designed to equip students with technical and professional skills for direct entry into the workforce. English in this context is often positioned as a tool for occupational communication, such as in tourism, hospitality, business, or engineering sectors (Widodo, 2016; Zein, 2017). However, research shows that English teaching in vocational schools is often generalized and theoretical, with limited adaptation to vocational needs (Kusumaningrum, 2020; Suryati, 2019). Furthermore, teachers frequently rely on outdated syllabi and national exams that emphasize grammar, vocabulary lists, and reading comprehension, leaving little room for

communicative or pragmatic English use (Lie, 2017; Hamied, 2012). This misalignment undermines students' readiness to use English in real-life work settings, particularly in globalized sectors where intercultural competence and intelligibility matter more than accent or grammatical perfection (Canagarajah, 2006; Galloway et al., 2020). Studies have also identified a lack of professional development and instructional autonomy as barriers preventing vocational teachers from innovating their teaching approaches (Widodo, 2016; Zein & Hastjarjo, 2020). Consequently, the integration of new paradigms like Global Englishes remains marginal in many vocational classrooms.

2.3 Technology Integration in ELT: Global and Local Trends

Globally, technology has transformed English teaching, enabling access to authentic materials, multimedia resources, and virtual interaction with speakers of diverse Englishes (Warschauer & Healey, 1998; Hampel & Stickler, 2015). Tools like YouTube, podcasts, language learning apps, and Learning Management Systems (LMS) offer opportunities for students to experience English in real-world contexts, often reflecting diverse accents, registers, and cultural expressions (Tan & Lan, 2020; Baker & Fang, 2021). In Indonesia, the push for digital education has accelerated since the launch of initiatives such as *Merdeka Belajar* and digital platforms like *Rumah Belajar*, which aim to promote equitable access and innovation in teaching (Kemendikbudristek, 2020). Teachers in vocational schools have started adopting EdTech tools to facilitate blended and remote learning, particularly during and after the COVID-19 pandemic (Syahril, 2021; Rachmawati & Lestari, 2023). However, the integration often remains superficial, used mainly for content delivery rather than critical engagement with global communication practices. Several challenges persist in Indonesia's technological integration: uneven infrastructure, insufficient training, and low digital literacy among teachers are recurrent issues (Kurniawan, 2022; Astuti & Lailiyah, 2021). Furthermore, there is a tendency to use digital tools to replicate traditional methods (e.g., online grammar quizzes, PDF textbooks) rather than explore transformative pedagogical models (Rashid et al., 2018).

2.4 Technology and Global Englishes: A Missed Connection?

Although both technology integration and Global Englishes have individually gained attention in ELT literature, the intersection of the two remains underexplored, particularly in non-Western, vocational education settings. Scholars have noted that digital tools have the potential to support GE principles—such as exposing learners to diverse Englishes through global media, enabling intercultural virtual exchanges, and encouraging multilingual practices (Galloway & Numajiri, 2020; Baker & Fang, 2021). However, this potential is often unrealized in practice due to a lack of awareness, training, and institutional support (Matsuda, 2019; Dewi et al., 2021). In the Indonesian vocational school context, this disconnect is even more pronounced. Teachers may use YouTube or Zoom to teach English, but the content is often drawn from native-speaker models or test-preparation materials (Lie, 2017). As a result, technology reinforces rather than disrupts

linguistic hierarchies, and the GE paradigm is not translated into meaningful classroom practice (Marlina, 2018; Rose & Galloway, 2019).

This study is informed by three interrelated theoretical lenses: Global Englishes (GE), language ideology theory, and Technology-Enhanced Language Learning (TELL). These frameworks are employed to examine how English teachers in Indonesian vocational schools integrate technology into their classrooms and how such integration aligns or diverges from the principles of Global Englishes.

2.5 Global Englishes (GE)

At its core, the Global Englishes paradigm challenges the traditional model of English as a language owned by native speakers and instead conceptualizes it as a plural, evolving global phenomenon (Jenkins, 2015; Galloway & Rose, 2015). GE highlights how English is used by multilingual speakers for international communication, emphasizing intelligibility, flexibility, and context-appropriateness over conformity to native norms (Seidlhofer, 2011; Kirkpatrick, 2010). In educational contexts, a GE-informed approach promotes the inclusion of diverse English varieties, critical awareness of linguistic hierarchies, and pedagogical practices that prepare learners for global, intercultural encounters (Baker, 2015; Matsuda, 2019). This study draws on GE theory to analyze how vocational English teachers perceive and apply these principles—especially through the lens of technology.

2.6 Language Ideology Theory

Language ideology refers to the underlying beliefs, attitudes, and assumptions that individuals and institutions hold about language, its varieties, and its speakers (Woolard & Schieffelin, 1994). In the Indonesian ELT context, language ideologies often favor native-speaker varieties, particularly American and British English, as "correct" or prestigious forms (Kubota, 2019; Dewi et al., 2021). This framework is used to critically examine how teachers' language ideologies influence their use of technology. For instance, even when digital tools offer access to diverse Englishes, teachers may filter content based on ideological preferences, thereby reproducing linguistic inequalities (Pennycook, 2017). Language ideology theory is essential for uncovering the deeper sociopolitical forces at play in classroom decisions.

2.7 Technology-Enhanced Language Learning (TELL)

TELL theory examines how digital technologies mediate language learning, emphasizing not only tool functionality but also the pedagogical and social contexts in which tools are used (Hampel & Stickler, 2015; Chappelle, 2003). From a constructivist viewpoint, effective technology integration supports learner-centered, interactive, and authentic communication—ideals that align closely with the GE paradigm (Warschauer & Healey, 1998). However, technology in itself is not transformative. Its impact depends on how it is embedded in classroom pedagogy, institutional policies, and teacher beliefs (Tan &

Lan, 2020). In the Indonesian vocational context, this theory helps explain both the opportunities and constraints of using EdTech to support GE principles.

To guide the study's analysis, a Techno-Pedagogical Global Englishes (TPGE) model is conceptually proposed. This model integrates the theoretical components above to frame how technology and pedagogy interact with teacher ideology in shaping English teaching practices.

Component 1: English as a Dynamic Resource, Within the TPGE model, English is treated as a dynamic, multicultural resource rather than a fixed set of grammar rules or accent standards. This view encourages teachers to incorporate global, non-native speakers' Englishes into their lessons through multimedia content, international collaborations, and localized materials (Baker & Fang, 2021; Rose & Galloway, 2019).

Component 2: Teacher Ideology and Agency, Teacher beliefs about what constitutes "good" or "proper" English directly influence classroom practice (Borg, 2006). If teachers hold native-speakerist ideologies, they may unintentionally use technology to reinforce dominant norms—e.g., by selecting only British or American videos for listening practice (Kubota, 2019). The TPGE model accounts for the critical role of teacher ideology and advocates for reflective pedagogy that questions inherited assumptions about English.

Component 3: Technological Mediation of Pedagogy, Finally, the model recognizes that technology can either enable or constrain GE-informed teaching depending on how it is used (Hampel & Stickler, 2015). Teachers who are trained in digital pedagogy may leverage technology to expose students to diverse Englishes and interactive global tasks. In contrast, those unfamiliar with such approaches may rely on EdTech for rote or test-driven activities, missing opportunities for transformation (Rashid et al., 2018; Kurniawan, 2022).

3. Method

This study adopts a qualitative case study design, suitable for exploring complex social phenomena in real-life settings (Yin, 2018). The case study approach allows for an in-depth examination of how English teachers in vocational schools integrate technology into their teaching, and how this integration supports or contradicts the principles of the Global Englishes paradigm. The focus is not on generalizability but rather on capturing rich, situated understandings of teacher practices, beliefs, and institutional constraints (Creswell & Poth, 2018; Merriam & Tisdell, 2016). Given the study's interpretive orientation, it is rooted in a constructivist epistemology, which assumes that meaning is socially constructed through interactions between the researcher and participants (Denzin & Lincoln, 2018). The primary data sources include semi-structured interviews, classroom observations, and document analysis (e.g., lesson plans, digital learning materials). This triangulation ensures both credibility and depth, capturing not only what

teachers say but also what they do and how they frame their pedagogical choices in context (Patton, 2015).

The research is situated in four vocational high schools (Sekolah Menengah Kejuruan or SMK) located in Jember, East Java – Indonesia. These schools were selected purposively based on their ongoing use of technology in English language instruction and their engagement in government-supported digital learning programs, such as *Merdeka Belajar* and *Rumah Belajar* (Kemendikbudristek, 2020). Vocational schools in Indonesia are designed to prepare students for specific occupational sectors, such as tourism, marketing & Accountancy. English is taught as both a general subject and as part of vocational-specific content, particularly in schools focused on international services (Widodo, 2016). However, the use of technology and the application of Global Englishes vary considerably depending on institutional policy, teacher digital literacy, and access to infrastructure (Kurniawan, 2022; Zein & Hastjarjo, 2020). The context is important because vocational education is often overlooked in mainstream ELT research, despite its growing significance in Indonesia's labor market and education reform agenda (Hamied, 2012). This study seeks to address this gap by investigating how English teachers in vocational settings respond to the dual pressures of digital transformation and changing global language ideologies.

The participants in this study are four English language teachers who currently teach at vocational high schools in Jember, East Java. They were selected through purposive sampling to ensure a range of perspectives across different vocational disciplines and levels of teaching experience (Palinkas et al., 2015).

All four teachers meet the following criteria:

1. Have at least seven years of teaching experience at a vocational school.
2. Are actively using technology (e.g., digital platforms, mobile apps, LMS) in their English instruction.
3. Are willing to participate in multiple data collection phases, including interviews.

This research applies a thematic analysis approach to examine qualitative data gathered through interviews, classroom observations, and document analysis. Thematic analysis is a widely used method in qualitative research that identifies, analyzes, and interprets patterns of meaning—or themes—within data (Braun & Clarke, 2006, 2021). It is particularly appropriate for studies grounded in constructivist and interpretivist paradigms, as it allows researchers to explore participants' lived experiences, beliefs, and social practices in depth.

Thematic analysis in this study followed Braun and Clarke's (2006) six-phase model:

1. Familiarization with data through reading and re-reading transcripts and field notes.
2. Generating initial codes to highlight meaningful features of the data.
3. Searching for themes by grouping related codes into broader conceptual categories.
4. Reviewing themes to ensure coherence and distinctiveness.
5. Defining and naming themes, aligning them with theoretical constructs such as Global Englishes, language ideology, and digital pedagogy.
6. Producing the report, with selected quotes to support interpretations and ensure transparency.

This study employed semi-structured interviews as the sole data collection instrument, aligning with the interpretive and exploratory nature of qualitative research. Semi-structured interviews are particularly effective for capturing in-depth insights into participants' experiences, beliefs, and contextual realities while allowing for flexibility and follow-up questions (Kvale & Brinkmann, 2015; Merriam & Tisdell, 2016).

The interview guide was designed to elicit rich, descriptive data related to three main themes:

1. Technology Integration in Vocational English Teaching
This theme aligns with Research Question 1: “How is technology currently integrated into English language teaching at Indonesian vocational schools?”
2. Technology as a Tool for Global Englishes Pedagogy
This theme aligns with Research Question 2: “What are the benefits and challenges of using technology to support the Global Englishes paradigm in this context?”

Each interview session lasted approximately 45 to 60 minutes and was conducted in Bahasa Indonesia to ensure comfort, clarity, and authenticity in participant responses. The interviews were conducted face-to-face at each participant's school, in a quiet and private setting to maintain confidentiality and reduce distractions. In some cases, follow-up interviews were held to clarify responses or explore emergent themes. All interviews were audio-recorded with participant consent and subsequently transcribed verbatim. Transcripts were reviewed by participants during a member-checking process to ensure accuracy and to strengthen the study's credibility (Lincoln & Guba, 1985). The interview guide consisted of open-ended questions, including examples such as:

RQ1: How is technology currently integrated into English language teaching at Indonesian vocational schools?

These questions aim to explore teachers' actual practices, choices, and decision-making when using technology in vocational ELT settings:

1. Can you describe how you usually integrate technology in your English teaching at this vocational school?
2. What kinds of digital tools or platforms do you use most often in your classroom? Why?
3. How do you choose or design the materials you use with technology (e.g., videos, online exercises, apps)?
4. Can you share an example of a lesson or project where technology played a major role? What was the result?
5. To what extent does your school support the use of technology in English instruction (e.g., training, equipment, internet access)?
6. Do you feel confident using technology for teaching English? Why or why not?
7. How do your students respond to technology-based learning activities in English class?

RQ2: What are the benefits and challenges of using technology to support the Global Englishes paradigm in this context?

These questions focus on beliefs, challenges, and ideologies—especially around diverse English varieties and real-world communication in vocational contexts:

8. What does "global English" or "different types of English" mean to you, especially in relation to your students' needs?
9. Do you expose your students to different English accents or varieties using online materials? Why or why not?
10. Have you ever used digital resources (e.g., YouTube, podcasts, websites) that include speakers from different countries? What was that experience like for you and your students?
11. What do you think are the benefits of using technology to introduce students to English in global contexts?
12. What challenges do you face when trying to bring in global English content through technology (e.g., curriculum limitations, internet speed, student readiness)?
13. How do your students react when they hear English spoken by non-native speakers or different international speakers?
14. Do you think vocational students need to learn one standard type of English (like British or American), or should they be familiar with many types? Why?

Probing questions were used to encourage elaboration, allowing the researcher to explore teachers' rationales, emotions, and contextual challenges (Patton, 2015). The use of semi-structured interviews allowed for a balance between consistency across interviews and the flexibility to follow individual narratives as they emerged. This method

was chosen because it aligns with the constructivist paradigm, emphasizing the co-construction of meaning between researcher and participant. Given the study's focus on teacher perceptions and ideology within a specific sociocultural and institutional context, the semi-structured interview format was essential for generating detailed, nuanced data that could not be captured through surveys or observational checklists (Creswell & Poth, 2018).

4. Findings and discussion

This section presents and discusses findings based on semi-structured interviews with four vocational school English teachers in Indonesia. Two central themes emerged from the data: (1) Technology Integration in Vocational English Teaching and (2) Technology as a Bridge and Barrier to Global Englishes Pedagogy. Each theme is supported by participant quotes (from Teachers 1 to 4), followed by discussion connected to relevant theory and literature.

Theme 1: Technology Integration in Vocational English Teaching

Across all interviews, teachers reported regular use of digital tools in classroom instruction. They integrated platforms such as Google Classroom, WhatsApp, Canva, and YouTube to deliver lessons, provide assignments, and support student engagement. However, the depth and purpose of technology use varied.

"Saya biasanya menggunakan Google Classroom dan YouTube. Tapi lebih sering untuk membagikan materi dan video listening, bukan untuk diskusi interaktif." (Teacher 1)

"Saya pakai Kahoot dan Canva, terutama untuk membuat kuis interaktif. Siswa jadi lebih semangat kalau pakai aplikasi yang familiar bagi mereka." (Teacher 4)

Most teachers focused on tools that allowed for easier content delivery and classroom management, rather than deep linguistic interaction or communicative tasks. While this reflects positive progress in digital adaptation, it also highlights a limited pedagogical scope, echoing previous research in Indonesian contexts (Lie, 2017; Kurniawan, 2022).

Teachers also acknowledged infrastructural and institutional constraints:

"Kami masih terkendala jaringan internet dan jumlah komputer yang terbatas. Jadi kadang siswa harus pakai HP pribadi mereka." (Teacher 2)

This aligns with Widodo (2016) and Zein & Hastjarjo (2020), who noted that inequitable digital access remains a barrier to consistent and transformative tech integration in vocational schools.

On confidence, most teachers felt moderately comfortable using technology, though digital pedagogy training was cited as limited.

“Saya belajar otodidak. Belum pernah ikut pelatihan tentang cara mengintegrasikan teknologi dengan metode pengajaran bahasa.” (Teacher 3)

This supports earlier findings that emphasize the need for structured teacher development programs (Galloway & Rose, 2018; Tan & Lan, 2020).

Theme 2: Technology as a Bridge and Barrier to Global Englishes Pedagogy

When asked about Global Englishes, teachers demonstrated varying levels of awareness and acceptance. Some recognized the diversity of English usage in international contexts:

“Menurut saya, siswa SMK harus bisa paham berbagai aksen, karena dunia kerja internasional itu tidak hanya pakai British atau American.” (Teacher 4)

“Global English itu penting, tapi kadang siswa bingung kalau aksennya beda-beda. Mereka lebih nyaman dengan British yang diajarkan dari buku.” (Teacher 1)

Although some teachers exposed students to different varieties via YouTube or podcasts, this practice was inconsistent and often informal. Teachers expressed uncertainty about how to scaffold students' exposure to global English varieties effectively:

“Saya pernah putar video dari India dan Jepang, tapi siswa bilang sulit dimengerti. Jadi saya tidak lanjutkan.” (Teacher 2)

This reveals a tension between communicative authenticity and student readiness, reflecting similar challenges found in previous studies on GE integration (Marlina, 2018; Rose & Galloway, 2019).

In terms of benefits, teachers noted that global English exposure through technology could increase intercultural awareness and confidence:

“Ketika mereka dengar orang dari berbagai negara bicara dalam bahasa Inggris, mereka jadi sadar bahwa aksen itu beragam dan mereka tidak perlu minder.” (Teacher 3)

However, challenges included curriculum rigidity, exam-oriented teaching, and ideological bias toward native-speaker norms:

“Ujian nasional tetap menuntut grammar dan struktur baku. Jadi meskipun saya ingin mengenalkan variasi bahasa, waktu dan fokusnya terbatas.” (Teacher 1)

This confirms that systemic barriers—including testing policies and teacher training—must be addressed before GE-aligned pedagogy can be meaningfully implemented using technology (Baker & Fang, 2021; Dewi et al., 2021).

5. Conclusion

This qualitative study examined how technology is integrated into English language teaching at vocational schools in Jember, East Java, and explored the perceived benefits and challenges in aligning technology use with the Global Englishes (GE) paradigm.

Findings from in-depth interviews with four vocational school English teachers reveal that technology integration is widespread but functionally limited. Teachers utilize platforms such as Google Classroom, YouTube, Canva, and WhatsApp mainly for content distribution and class management, rather than as tools to facilitate intercultural communication or linguistic diversity. This supports prior studies suggesting that while EdTech tools are present in Indonesian schools, their use remains largely instrumental and exam-focused (Lie, 2017; Kurniawan, 2022). The second key finding concerns teachers' understanding of Global Englishes. While participants expressed awareness of global English variation, they also highlighted practical constraints, such as student comprehension difficulties, limited curriculum flexibility, and institutional emphasis on standardized English. These challenges echo issues raised in previous literature around language ideology and the marginalization of non-native English varieties in classroom instruction (Kubota, 2019; Dewi et al., 2021; Rose & Galloway, 2019). In summary, while teachers in Jember demonstrate willingness and creativity in using technology, their ability to promote GE-informed pedagogy remains hindered by structural and ideological barriers. Technology's potential to promote linguistic diversity and authentic communication will only be realized if these systemic issues are addressed.

Recommendations

a. For Teachers

1. Teachers should engage in ongoing professional development related to Global Englishes and digital pedagogies to help them move beyond native-speaker norms (Galloway & Rose, 2015; Baker & Fang, 2021).
2. Incorporate authentic, diverse English inputs from global speakers using platforms like YouTube, BBC Learning English, and TED Talks to build student familiarity with real-world communication.
3. Transition from form-based to meaning-focused instruction that prepares students for diverse workplace and international communication scenarios (Jenkins, 2015).

b. For Schools and Policymakers

1. Schools in regions like Jember need increased investment in infrastructure, such as stable internet, multimedia devices, and LMS platforms to enable meaningful tech integration (Kemendikbudristek, 2020).
2. Provide structured training and mentorship programs to build teacher competence in integrating technology with GE principles.
3. Encourage curricular reform that allows flexibility in teaching global varieties of English, aligning with Indonesia's vocational education goals (Widodo, 2016; Zein, 2017).

c. For Future Research

1. Further studies should investigate how students perceive and respond to diverse English accents and digital exposure.
2. Broader comparative research is needed between vocational schools in rural vs. urban areas, examining how context affects access and application of GE through technology.

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