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GLOBAL ENGLISHES IN LANGUAGE TEACHING: A REFLECTION ON CURRENT TRENDS IN HIGHER EDUCATION

ABSTRACT

The spread of English as a global language has stirred a debate about whether English programs should prepare students to learn English from the Global Englishes perspective. This research-informed paper offers a review of the literature on the importance of linguistic diversity and innovative English language teaching practices that integrate the Global Englishes perspective into academic teaching. While being engaged in thought-provoking reflection, the readers will gain an understanding of the critical aspects of promoting Global Englishes in the classroom and be encouraged to consider their experiences and views.

Key words: Global Englishes, academic teaching, linguistic diversity

ABSTRAKT

GLOBAL ENGLISHES W NAUCZANIU JĘZYKÓW OBCYCH: REFLEKSJA NAD OBECNYMI TRENDAMI W SZKOLNICTWIE WYŻSZYM

Rozprzestrzenianie się angielskiego jako języka globalnego wywołało debatę na temat tego, czy programy języka angielskiego powinny przygotowywać studentów do nauki języka angielskiego z perspektywy *Global Englishes*. Artykuł zawiera przegląd literatury na temat znaczenia różnorodności językowej i innowacyjnych praktyk nauczania języka angielskiego, które integrują perspektywę *Global Englishes* w nauczaniu akademickim. Angażując się w refleksję, czytelnicy zrozumieją kluczowe aspekty promowania *Global Englishes* na zajęciach z języka angielskiego i będą zachęcani do rozważania swoich doświadczeń i poglądów.

Słowa kluczowe: *Global Englishes*, nauczanie akademickie, różnorodność językowa

1. Introduction

The research in sociolinguistics highlights the plurality of English in a fast-paced, changing world, as English users are more diverse than ever. Thus, foreign language teaching should encompass various users' linguistic and cultural realities. The English teacher's role, therefore, is to prepare students to be effective speakers of English and cooperative communicators in multilingual and multicultural contexts. The matter of language diversity is crucial when considering globalization trends. Giddens defines globalization as "the intensification of social relations on a global scale, linking distant places with each other in such a way that local events occurring in them are shaped by events taking place many kilometers away and vice versa"[1]. In addition, other experts describe this phenomenon as the socio-cultural dimension resulting from the development of mass communications and tourism, increased migration, and the spread of the ideology of consumerism[2]. One can observe the benefits and drawbacks of such a process. Some opponents of the view that globalization promotes democracy argue that local cultures, including their languages, lose their position on a global scale. Consequently, globalization contributes to the disappearance of weaker local cultures and languages[3]. It is evident that globalization has led to changes in human interactions with increasing international cooperation. English has gained significant status in communication between different nations as it is deemed a universal language in international contacts, such as politics, trade and science in the 20th century[4].

Knowledge of English is often correlated with success in a global market. Thus, universities play a crucial role in providing students with opportunities to reach their English proficiency goals. Universities are responsible for offering learning experiences to expand opportunities for polishing the English language, creating a wide selection of foreign language activities tailored to the needs of diverse students and the labor market, and providing their own students with training in cultural education and communication[5]. However, this

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[1]   A. Giddens, *The consequences of modernity*, Cambridge 1990, p. 64.

[2]   D. Crystal, *English as a global language*, Cambridge 2003.

[3]   D. Crystal, *Language death*, Cambridge 2002; A. Łyda, A. Krawuczka, *Angielski jako lingua franca a problemy komunikacji akademickiej w erze globalizacji*, "Acta Scientifica Academiae Ostroviensis. Sectio A, Nauki Humanistyczne, Społeczne i Techniczne" 2014, pp. 120–125.

[4]   M. Dolecka, *Pozycja języka angielskiego w świecie*, "Białostockie Archiwum Językowe" 2002, 2, pp. 41–54.

[5]   D. Pietrzak, *Globalizm językowy w gospodarce światowej*, "Zeszyty Naukowe PWSZ w Płocku. Nauki Ekonomiczne" 2015, 2, pp. 429–439.

description implies that students should not only learn the languages but also expand their intercultural competencies. That means English instructors should provide opportunities to explore activities that include raising awareness of variation in English. For example, McKay argues that English teachers need to prepare students to use English in global contexts by raising awareness that speakers use English differently from what is depicted in prescribed English Language Teaching (ELT) materials[6]. The condition of English as an international language was also explored in detail by Jenkins[7] and Seidlhofer[8]. After researching ingrained multifaceted language ideologies in the ELT industry, they call for re-evaluating the traditional concepts of English language instruction. They maintain that the conventional framework of English language teaching favors native-speakerism, which does not reflect today's linguistic landscape of a diverse world.

Such an assumption means that the English teacher should avoid strictly teaching grammatical and lexical segments of the English language but emphasize components associated with language variation and intercultural communication. In other words, students need more exposure to English varieties to understand that 'Standard English' is only an idealized form in ELT. Such focus will draw their attention to the pervasiveness of ingrained multifaceted language ideologies in education and society because an overly prescriptive, standardized view of English presents a false stereotype of English that hinders students' effective communication with diverse speakers of English. Students, then, need to be prepared to use the language effectively with speakers of multilingual and multicultural backgrounds[9]. This three-decade-long debate reminds us that the native speaker of English is not the sole owner of English. English "belongs to the world, and new forms of English, born of new countries with new communicative needs, should be accepted into the marvelously flexible and adaptable galaxy of 'Englishes' which constitute the English

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[6]   S. L. McKay, *Teaching materials for English as an international language*, "Principles and practices of teaching English as an international language" 2012, 3 (9), pp. 70–83.

[7]   J. Jenkins, *English as a lingua franca: Attitude and identity*, Oxford 2007; J. Jenkins, *Global Englishes: A resource book for students*, Routledge 2014; J. Jenkins, *Repositioning English and multilingualism in English as a Lingua Franca*, "Englishes in Practice" 2015, 2 (3), pp. 49–85.

[8]   B. Seidlhofer, *Conceptualizing English for a multilingual Europe*, "English in Europe Today: Sociocultural and educational perspectives" 2011, pp. 133–146.

[9]   A. Cogo, *ELF and super-diversity: A case study of ELF multilingual practices from a business context*, "Journal of English as a lingua franca" 2012, 13 (2), pp. 287–313; H. Rose, N. Galloway, *Debating standard language ideology in the classroom: Using the 'Speak Good English Movement to raise awareness of global Englishes*, "RELC Journal" 2017, 48 (3), pp. 294–301.

language"[10]. EFL students, therefore, need to be able "to adapt on the fly to any given interaction both linguistically and culturally"[11].

Considering the above arguments, this paper presents a literature review on the importance of integrating Global Englishes in academic courses and practical applications. Such awareness will help EFL students and academic teachers communicate more successfully with diverse speakers in multilingual and multicultural contexts. The paper will discuss approaches to teaching English from a global perspective, explain the Global Englishes Language Teaching (GELT) model, describe research integrating Global Englishes in higher education, identify GELT strategies that could be used in English academic courses, and propose recommendations for English instructors.

2. Approaches to Teaching English from a Global Perspective

English from a global perspective encompasses research related to English as a Global Language, English as a Lingua Franca (ELF), World Englishes (WE), and Global Englishes (GEs). Research in these areas explores the impact of the global spread of English on its users and learners. Global Englishes aims to unify the work of researchers who studied the diverse use of English connected with its global spread and pedagogical implications. This article will examine these approaches' importance, principles, and research perspectives. An abundance of research investigated their multiple aspects, including their linguistic features, the characteristics of their users, and their role in communication.

2.1. English as a Global Language

English as a Global Language became an area of scientific inquiry in the late 1990s and early 2000s. Crystal gave a detailed overview of the worldwide expansion of English, in which he recognized that communications were a significant reason for the global spread of English. For example, people from all over the world have been exposed to the culture of English-speaking countries through the media, as English has dominated the Internet, the press, broadcasting, and the music industry. He advocated for adopting English as a Global Language for communication while simultane-

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[10] P. Strevens, *Teaching English as an International Language*, Oxford 1980, p. 90.

[11] N. Murray, A. Scarino, *Introduction: A relational view of language learning*, "Dynamic Ecologies" 2014, p. 10.

ously emphasizing the importance of local languages. He proposed that the term World Standard Spoken English (WSSE) fits the need for international communication[12].

2.2. English as a Lingua Franca

English as a Lingua Franca (ELF) has been an area of scientific investigation since the late 1990s. Jennifer Jenkins, Barbara Seidlhofer, and Anna Mauranen were the pioneers in this domain and proposed a distinct perspective that opposed 'Standard English' norms in ELT[13]. They explained that English has become so popular that it was used in global interactions among speakers of various nationalities, most commonly by non-native English speakers. Even though these speakers have different linguistic backgrounds, they use English successfully to reach multiple communication goals. Thus, ELF refers to using English as a 'common ground'[14] to achieve effective and successful communication. Some core features for ELF interactions were proposed to achieve intelligibility in such a communicative task. In describing ELF, the researchers suggest the following features: a) lexical and grammatical characteristics include a tendency to drop s-endings in verbs; the use of nouns without a plural form; or a shift in the use of articles; b) phonetic characteristics include substitutions of the 'th' sound; a shift in word stress; or non-use of connected speech features. When examining an ELF perspective in higher education, some studies reveal that students benefit from using it because they become effective global communicators who focus on intelligibility instead of accuracy, leading to increased learning motivation and commitment[15]. The focal aspect of ELF is that language errors and shortcomings are natural, and English use is constantly adapted to fit communicative circumstances[16].

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[12] D. Crystal, *English as a global...*

[13] L. Guerra, G. Eksi, D. Werbinska, Y. Bayyurt, *Research Trends in English Language Teacher Education and English Language Teaching*, Evora 2019.

[14] J. Jenkins, *English as a lingua franca...*, p. 201.

[15] Ibidem; V. M. Smokotin, A. S. Alekseyenko, G. I. Petrova, *The phenomenon of linguistic globalization: English as the global lingua franca*, "Procedia Social and Behavioral Sciences" 2014, 154, pp. 509–513.

[16] N. Galloway, H. Rose, *Introducing global Englishes*, Routledge 2015; J. Jenkins, *English as a lingua franca: Attitude and identity*, Oxford 2007; B. Seidlhofer, *Conceptualizing English...*, pp. 133–146.

2.3. World Englishes

Also, in the mid-1980s, the concept of new varieties of English was gaining popularity, especially the research done by Kachru[17] and later by Jenkins[18]. Kachru asserted that "it is indeed essential to recognize that World Englishes represent certain linguistic, cultural and pragmatic realities and pluralism, and the pluralism of English must be reflected in the approaches, both theoretical and applied"[19]. He explained that the term World Englishes included all English language varieties. Kachru categorized the usage of English into three concentric circles: the inner circle, the outer circle, and the expanding circle. He maintained that the inner circle represents the United Kingdom, the United States of America, Canada, Australia, and New Zealand; the outer circle includes countries that "have gone through extended periods of colonization, essentially by the users of the inner circle varieties,"[20] such as Nigeria, Singapore and India; and the expanding circle in which English is used mainly for international purposes, such as China, Mexico, Germany or Poland. Jenkins later recognized that the inner circle approach to teaching and learning English did not necessarily benefit EFL students. He proposed the World Englishes paradigm that avoided the centrality of English varieties on a geographical categorization; in this way, all World Englishes were represented equally[21]. Therefore, World Englishes prioritizes the pluricentricity of English, and English should not be exclusively tied to the concept of nativeness because other English varieties in all circles also deserve recognition[22]. Rose added that "by not exposing learners to the diversity of English, teachers are doing their learners a disservice by ill-equipping them to use English in the future with a wide variety of speakers who will not conform to the unrepresentative standards promoted in traditional English as a foreign language (EFL) classrooms"[23].

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[17] B. B. Kachru, *Teaching world Englishes*, "The other tongue: English across cultures" 1992, 2 (2), pp. 355–365; B. B. Kachru, *World Englishes: Approaches, issues and resources*, "Language teaching" 1992, 25 (1), pp. 1–14.

[18] J. Jenkins, *Who speaks English today?*, [in:] J. Jenkins, *World Englishes: A Resource Book for Students*, London 2003, pp. 14–21.

[19] B. B. Kachru, *World Englishes...*, p. 11.

[20] B. B. Kachru, *Standards, codification and sociolinguistic realism: the English language in the outer circle*, [in:] *English in the world: Teaching and learning the language and literatures*, R. Quirk, H. G. Widdowson (eds.), Cambridge 1985, p. 12.

[21] J. Jenkins, *Who speaks English...*, pp. 14–21.

[22] H. Rose, *A global approach to English language teaching: Integrating an international perspective into a teaching methods course*, "Preparing teachers to teach English as an International Language" 2017, pp. 169–180.

[23] Ibidem, p. 173.

2.4. Global Englishes

Global Englishes has recently risen in popularity as a more extensive conceptual classification. Rose et al. used Global English as a cover term for World Englishes, English as a Global Language, and English as a Lingua Franca. They explained that Global Englishes was "an inclusive paradigm to explore the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and the implications of this diversity of English on multifaceted aspects of society, including TESOL curricula and English language teaching practices"[24]. They proposed the following features that characterize this paradigm: most English speakers are non-native English speakers who are deemed to be suitable communicators; linguistic diversity in interaction is not viewed as problematic; the Standard English model is not given any particular prominence; the emphasis is on practical intercultural communication skills, and finally English ownership is being promoted as global ownership[25]. The Global Englishes paradigm was established to diminish English's geographic and linguistic boundaries and to value constant dynamic language change[26].

3. Global Englishes Language Teaching

The Global Englishes Language Teaching (GELT) framework was introduced by Galloway to extend the research encompassing English as a Global Language, English as a Lingua Franca, and World Englishes[27]. She argued that English teachers should critically evaluate ELT materials and curricula to ensure that they prepare students to participate in global contexts. English teachers' role is to raise students' awareness of English diversity and challenge native-speaker-oriented ELT. This framework propagates that the native cultures, norms or standards are not prioritized as ELT is designed to reflect

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[24]   H. Rose, N. Galloway, *Global Englishes for language teaching*, Cambridge 2019, p. 4.

[25]   N. Galloway, *Global Englishes and English Language Teaching (ELT)-Bridging the gap between theory and practice in a Japanese context*, "System" 2013, 41(3), pp. 786–803; N. Galloway, H. Rose, *Introducing global Englishes*, Routledge 2015; J. Jenkins, *Global Englishes...*

[26]   Y. Boonsuk, E. A. Ambele, J. McKinley, *Developing awareness of Global Englishes: Moving away from 'native standards' for Thai university*, "ELT System" 2021, 99, 102511; N. Galloway, H. Rose, *Incorporating Global Englishes into the ELT classroom*, "ELT journal" 2018, 72(1), pp. 3–14; L. Guerra, G. Eksi, D. Werbinska, Y. Bayyurt, *Research Trends in English Language Teacher Education and English Language Teaching*, The University of Evora 2019.

[27]   N. Galloway, *Global Englishes and English Language Teaching (ELT)-Bridging the gap between theory and practice in a Japanese context*, "System" 2013, 41(3), pp. 786–803.

the current, more dynamic use of English worldwide. Thus, the boundaries between languages are not distinct because the English language is not regarded as a monolithic variety.

> GELT, therefore, offers new perspectives on language perception, questions norms, and monolingual ideology, and promotes a level playing field between practitioners, curriculum planners, and monolingual ideologies. It recognizes the importance of the linguistic repertoire and the semiotic process of bi-/multilingual speakers and aims to emancipate them from strict native regulations. This, therefore, offers a learning opportunity for educators to encourage their students to draw on their various languages for interaction and to understand and improve the use of different languages[28].

When incorporating GELT, an English teacher promotes cultural and linguistic fluidity instead of focusing on the target culture; for instance, the English teacher endorses diverse, flexible and multiple forms of English so students can explore various English-speaking communities and contexts[29]. In short, Global Englishes Language Teaching (GELT) can be explained in six pillars[30]:

1. Increasing World Englishes and ELF exposure in language curricula
2. Emphasizing respect for multilingualism in ELT
3. Raising awareness of Global Englishes in ELT
4. Raising awareness of ELF strategies in language curricula
5. Emphasizing respect for diverse cultures and identities in ELT
6. Changing English teacher-hiring practices in the ELT industry

However, incorporating a Global Englishes perspective into ELT could pose challenges. Galloway et al. pointed out a dearth of materials that engage students in learning about Global Englishes[31]. McGrath also acknowledged that "most ELT materials today fail to acknowledge the diversity of the English language, and no publisher has yet dared to be different"[32]. Lately, publishers have attempted to incorporate a more Global Englishes perspective in teaching English; for example, we can find textbooks, such as *Cambridge Global English*, *Macmillan Global*, or *Oxford International English*. However, little research has

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[28]   H. Rose, N. Galloway, *Global Englishes for language teaching*, Cambridge 2019, p. 21.

[29]   N. Galloway, *Global Englishes and English Language Teaching (ELT) – Bridging the gap between theory and practice in a Japanese context*, "System" 2013, 41 (3), pp. 786–803.

[30]   A. Kirkpatrick, *Teaching (About) World Englishes and English as a Lingua Franca. Research Developments in World Englishes*, London 2021, p. 253.

[31]   N. Galloway, H. Rose, *Introducing Global Englishes*, Routledge 2015.

[32]   I. McGrath, *Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory*, London 2013, p. 198.

been conducted on students' responses to the available materials[33]. In addition, teaching English from a global perspective is not a simple task because EFL teachers may not be prepared to determine the learning objectives and organize the learning activities using the GELT framework. Therefore, it should be recognized that EFL teachers should receive training in incorporating GELT to effectively develop students' awareness of its importance in language learning. This means that the focal aspect of using GELT is familiarization with the varieties of English and expanding students' communicative competence so they can learn how Global Englishes functions in natural, multicultural and multilinguistic contexts[34]. Considering this, it is worth delving into existing research in higher education to understand how GELT is incorporated into academic courses. Also, it is worthwhile to illustrate several practical strategies scholars propose to gain insight into some realistic pedagogical solutions that academic teachers could emulate.

3.1. Integrating GELT in Higher Education

Seidlhofer claims that there is still an entrenched assumption that "the only English that is worth striving for in the language classroom is that which conforms to some native-speaker norms"[35]. Thus, some scholars have attempted to investigate the use, benefits and challenges of incorporating Global Englishes in higher education to explore how academic teachers challenge the native-speakerism ideology using GELT. The Global Englishes perspective strives to develop students into global language users while supporting critical analysis to "resist center-periphery views of English"[36]. To help this perspective, I draw upon scholarship in diverse contexts to emphasize research contributions to Global Englishes.

Some scholars investigated how a Global Englishes course influenced university students' perspectives and attitudes. Fang and Ren designed a course to explore 50 Chinese university students' experiences and perceptions of Global Englishes. Students' responses show that they gained a better understanding of local accents, acknowledged that intelligibility, not accuracy was the key

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[33] N. Galloway, H. Rose, *Incorporating Global Englishes into the ELT classroom*, "ELT journal" 2018, 72 (1), pp. 3–14.

[34] K. Polok, *O nauczaniu języka angielskiego jako globalnego*, "Słowo. Studia Językoznawcze" 2015, 5, pp. 110–121.

[35] B. Seidlhofer, *Conceptualizing English...*, p. 138.

[36] H. Rose, K. Sahan, S. Zhou, *Global English Medium Instruction: Perspectives at the crossroads of Global Englishes and EMI*, "Asian Englishes" 2022, 24 (2), p. 160.

to global interactions, and were more aware of not making judgments based on the linguistic backgrounds of the speaker. Therefore, they were introduced to linguistic and cultural diversity in their English language journey to communicate more effectively and accurately with global citizens. "Overall, the students gained a more pluricentric perspective, raised their awareness of GEs, and challenged some deep-rooted concepts of traditional ELT"[37]. Another study by Boonsuk, Wasoh, and Ambele also described a Global Englishes course designed for Thai university students. All twenty students in this course reported being unfamiliar with the Global Englishes concept as they were exposed only to American or British varieties in their English education. After taking the course, students acknowledged the importance of being familiar with a broader range of English varieties because "Global Englishes address the current English reality, which is no longer closely attached to nativeness, monocentric norms, or any specific English-speaking nations such as the USA and the UK"[38]. In addition, one study was conducted among 108 students who participated in a course designed to teach Global Englishes within a general English for Academic Purposes (EAP) course at a Japanese university. Students' reflections revealed that they appreciated the incorporation of GELT in their academic course because the activities, such as learner-led research of online sources, engaged them in exploring the features of English varieties, in learning how such varieties were used in various regions, and in questioning their assumptions of English. Ultimately, such learning experiences helped them acknowledge and respect diverse language communities[39]. In addition, Bilikova and Seresova conducted mixed-method research among 130 students studying English Philology at a university in Slovakia to explore their knowledge of English varieties. This study revealed that most students (80%) were familiar with the Global Englishes concept as they had learned about it from teachers and media. However, once asked about naming the varieties, the students most frequently mentioned American and British English, and only a few knew other types. The results manifested that students had "a relatively low practical competence concerning the ability to distinguish varieties of English"[40]. The authors concluded that there was an urgent need to offer specialized courses for English Philology stu-

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[37] F. Fang, W. Ren, *Developing students' awareness of Global Englishes*, "ELT Journal" 2018, 72 (4), pp. 384–394.

[38] Y. Boonsuk, F. E. Wasoh, E. A. Ambele, *Global Englishes Pedagogical Activities for English-as-a-Foreign Language Settings and Beyond: Understanding Thai Teachers' Practices*, "RELC Journal" 2022, p. 6.

[39] N. Galloway, H. Rose, *Incorporating Global Englishes into the ELT classroom*, "ELT journal" 2018, 72 (1), pp. 3–14.

[40] B. Biliková, K. Seresová, *World Englishes and Their Implications for University Education*, "Advanced Education" 2021, 22, p. 67.

dents and to include up-to-date teaching materials from reliable sources, such as *English Around the World* by Schneider[41]. In addition, Teixeira and Pozzi elucidated how a Global Englishes course positively influenced university students as it enabled them to recognize other varieties of English; however, the lack of any follow-up study means it was uncertain whether such a course had a long-term impact on student attitudes towards Global Englishes. In general, the majority of authors suggested that future studies should focus on encapsulating factors affecting student perceptions and attitudes in response to Global Englishes content[42].

Other scholars investigated activities that raised university students' awareness of Global Englishes. Galloway and Rose incorporated a presentation task to raise awareness of Global Englishes in an English course at a Japanese university. In the study, the students were engaged in researching one regional variety of English in its development, features and use. Then, students discussed their presentations in small groups using PowerPoint slides or posters. After the presentations, the students reflected that such activity increased their interest in exploring various Englishes[43]. Moreover, Eslami et al. conducted a study at a university in the southwestern U.S. to investigate the activities in an ESL methods course. These activities aimed to raise students' awareness of varieties of English through critical evaluation and reflection. They included 1) audio clips, 2) children's movies, 3) YouTube clips, 4) guest speakers, 5) samples of spoken and written miscommunications, and 6) a documentary, *American Tongues*. The authors concluded that students recognized the richness of English varieties and built an understanding of challenging prejudice and bias in ELT[44]. Boonsuk, Wasoh & Ambele also devoted their research efforts to exploring academic activities that extended awareness of Global Englishes. The activities promoted by 10 Thai academic teachers included "1) student-foreigner classroom interaction; 2) Global Englishes video-based Englishes exposure; 3) on-campus meet and greet; 4) Global Englishes discourse topics presentation; and 5) watching English-language films"[45]. Studies investigating the changes in English language teaching from a global perspective have also analyzed and proposed different ways of using textbooks. Takahashi suggested

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[41]   E. Schneider, *English Around the World: An Introduction*, Cambridge 2020.

[42]   A. Teixeira, R. Pozzi, *Introducing English as an International Language in the Inner-Circle Classroom: Exploring World Englishes*, "CATESOL Journal" 2014, 26 (1), pp. 50–59.

[43]   N. Galloway, H. Rose, *Incorporating Global Englishes into the ELT classroom*, "ELT journal" 2018, 72 (1), pp. 3–14.

[44]   Z. Eslami, S. Moody, R. Pashmforoosh, *Educating Pre-Service Teachers about World Englishes: Instructional Activities and Teachers' Perceptions*, "TESL-EJ" 2019, 22 (4), pp. 1–4.

[45]   Y. Boonsuk, F. E. Wasoh, E. A. Ambele, *Global Englishes...*, p. 1.

that materials should reflect the actual needs of language learners considering the Global Englishes. However, he emphasized that, in current ELT materials, a GELT approach may not be evident[46]. Gray also argued that most of the listening components of currently available textbooks still promote a limited range of inner circle Englishes[47].

To sum up, the above-mentioned research studies indicate that using learner-led projects, engaging activities, and critical reflection on Global Englishes raises students' awareness and, to some degree, changes their perceptions and attitudes. For example, a study by Tardy et al. revealed that students were unfamiliar with the Global Englishes concept and recognized the need to integrate it into ELT practices[48]. In other studies, one can see that students better understood linguistic and cultural diversity and learned not to judge local accents and usage[49]. Such findings highlight the importance of engaging students in more meaningful ways with the varieties they are exposed to. However, while some English teachers reported positive feedback about the activities, they did not know how or resisted implementing GELT in their classrooms[50].

3.2. GELT Practical Strategies and Activities

After discussing the research on the use of GELT in higher education, this paper presents practical activities that support the Global Englishes perspective in academic teaching. This section aims to inspire academic teachers to regularly utilize Global Englishes in their instruction. Mack proposes the following strategies: selecting diverse readings by multiethnic authors, making sure a teacher prepares stimulating questions for students to construct their meaning, reminding students that a teacher is a facilitator, not an expert, encouraging critical analysis of the materials, and promoting reflection and metacognitive awareness. With these strategies, academic teachers can use listening journal

[46] R. Takahashi, *Attitudes of Japanese learners and teachers of English towards nonstandard English in coursebooks*, "Changing English" 2017, 24 (1), pp. 42–52.

[47] J. Gray, *The construction of English: Culture, consumerism and promotion in the ELT global coursebook*, Springer 2010.

[48] C. M. Tardy, K. Reed, J. R. Slinkard, R. LaMance, *Exploring Global Englishes content and language variation in an academic writing course*, "TESOL Journal" 2021, 12 (1), e00520.

[49] N. Galloway, *Global Englishes...*, pp. 786–803; F. Fang, W. Ren, *Developing students'...*, pp. 384–394; B. Seidlhofer, *Conceptualizing English...*, pp. 133–146.

[50] N. Galloway, *Global Englishes...*, "System" 2013, 41 (3), pp. 786–803; C. J. Hall, A. Gruber, Y. Qian, *Modeling Plurilithic Orientations to English with Pre-Service Teachers: An Exploratory International Study*, "TESOL Quarterly" 2022, pp. 1–30; A. Mahboob, *Beyond global Englishes: teaching English as a dynamic language*, "RELC journal" 2018, 49 (1), pp. 36–57; D. Prabjandee, *Teacher professional development to implement Global Englishes language teaching*, "Asian Englishes" 2020, 22 (1), pp. 52–67.

activities, documentaries and films, advertisements and news reports, songs and poetry, and linguistic landscape analysis in practical English, literature, or linguistics courses[51].

3.2.1. Listening Journal Activity

According to Schildhauer et al., one of the valuable activities to expose students to Global Englishes is listening journal activities. She recommends using TED talks as an easily accessible online resource that provides an array of speeches from people of diverse accents and cultural backgrounds[52]. A listening journal is "a book in which students record their extensive and intensive listening practices and reflections on their listening experiences. The extensive listening aspect of listening journals requires students to choose and listen to texts that appeal to them from a source provided by the teacher"[53]. An English instructor can create a library of audio-visual materials so they can easily play them in class. Students can access the videos from home, depending on the topic they are interested in. While listening to unfamiliar non-inner-circle accents, students train their listening comprehension skills and engage in self-reflection on language use. Some of the tasks discussed in class include describing how the presenter uses language, exchanging observations related to the genre, and comparing how speakers use language in everyday life. This activity focuses on observation and attempts to dispel students' common misconceptions about diverse speakers' language use[54].

3.2.2. Documentaries and Films

According to Kubota and Ward, students may also explore varieties of English and increase their awareness of linguistic diversity through watching documentaries and films. Documentaries may showcase regional and ethnic varieties of English from around the world. For example, one such documentary is *American Tongues*, which illustrates diverse types of American English. Also, fiction and nonfiction films such as *Dim Sum*, *El Norte*, *Living in Tokyo Time*, *Mississippi Masala* and *The Story of English* are excellent examples of exposing students to Global Englishes. These films provide stories of individuals with different racial, cultural and linguistic backgrounds who speak a variety of

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[51] L. Mack, *Teaching global English to EFL classes*, "Intercultural Communication Studies" 2010, 9 (3), pp. 202–220.

[52] P. Schildhauer, M. Schulte, C. Zehne, *Global Englishes in the classroom*, "PFLB" 2020, 2 (4), pp. 26–40.

[53] A. Schmidt, *Listening Journals for Extensive and Intensive Listening Practice*, "English Teaching Forum" 2016, 54 (2), pp. 2–11.

[54] P. Schildhauer, M. Schulte, C. Zehne, *Global Englishes...*, pp. 26–40.

Englishes that are different from American or British English. After viewing these excerpts, students can guess the country of origin of the speakers, identify some distinct linguistic features, and discuss how they felt about the way the characters spoke[55].

3.2.3. Advertisements and News Reports

Advertisements are a captivating audio-visual tool to engage students in exploring Global Englishes. Short audio-visual clips advertising different goods or services can be easily found on the Internet. Academic teachers should show clips of advertisements and news reports from outer and expanding circle varieties rather than inner circle varieties, such as British or American English[56]. It is crucial to stay away from explaining non-native varieties as "deviant, simple, or wrong;"[57] instead, an English instructor should draw students' attention to diverse language use in different communities, for example, by discussing which variety is used in the particular advertisement or news report, discussing specific language features, and encouraging comparative analysis, in which students compare similarities and differences[58].

3.2.4. Songs and Poetry

Music and literature with very different grammar and lexical forms are invaluable sources of cultural content that can help expose students to Global Englishes. Academic teachers should critically engage students with the lyrics and poems; however, they need to remember about scaffolding so that challenging material becomes accessible and motivating for students[59]. Analyzing songs and poetry can provide a means to show creative self-reflection regarding the global spread of English. For example, students can listen to Nigerian English (for example, the song "Yaro" by Dija) to get familiarized with this variety's grammatical and lexical features. Such critical analysis of a song can help break linguistic stereotypes of Standard English and promote Global Englishes as a valued perspective in ELT in higher education. In addition, reading poetry and creative writing can encourage students to go beyond the native speaker's norms. Poetry writing is "a creative means to reflect critically

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[55]   R. Kubota, L. Ward, *Exploring linguistic diversity through World Englishes*, "The English Journal" 2000, 89 (6), pp. 80–86.

[56]   B. B. Kachru, *Standards, codification...*, pp. 11–30.

[57]   P. Schildhauer, M. Schulte, C. Zehne, *Global Englishes...*, p. 34.

[58]   Ibidem, pp. 26–40.

[59]   R. Godwin-Jones, *Reflections on Global English instruction: New roles and approaches*, "Internationalizing English language education in globalized Taiwan" 2018, pp. 253–272.

on the global spread of English. Poems enable learners to develop voice and confidence as English users, foster a positive identity as a legitimate speaker of a global language, and subvert native-speaker norms"[60].

3.2.5. Linguistic Landscape Analysis

Today, the use of English in public spaces is becoming more diverse, and the "linguistic landscapes of individuals are not simply defined through physical space but also electronic space, global travel, media awareness and usage, popular culture, and the virtual space of the Internet"[61]. Exploring urban public signage, murals or graffiti helps students reflect on a community's sociocultural and linguistic diversity and, thus, engages them in a meaningful, authentic experience. These valuable resources can be found online and printed for students, and analyzing such materials can increase students' awareness of the diversity of linguistic forms and cultural content within such messages. For example, students at a university in Turkey completed a project called Linguistic Landscapes. They explored Global Englishes in various public and private spaces, and discussed issues related to globalization, global citizenship, and translanguaging. This project proved beneficial in learning about linguistic diversity[62].

4. Recommendations

The current research in higher education shows that teaching from a global perspective needs more attention. After providing the literature synthesis and delving into effective teaching strategies and activities, one can see the importance of incorporating a GELT model in academic English courses in Polish universities. Therefore, the following recommendations are proposed for academic teachers:

- Academic teachers should be more intentional in preparing students for future intercultural interactions by infusing their courses with GELT-oriented activities. Academic teachers can meaningfully exploit Global Englishes to expand students' comprehension skills or make them aware of standard/non-standard features of the phonological, grammatical or lexical systems.

60 C. Rosenhan, N. Galloway, *Creativity, self-reflection, and subversion: Poetry writing for Global Englishes awareness raising*, "System" 2019, 84, p. 2.

61 K. Bolton, *World Englishes and linguistic landscapes*, "World Englishes" 2012, 31 (1), p. 31.

62 O. Solmaz, S. Przymus, *Linguistic landscapes in English language teaching: A pedagogical guidebook*, TCU Digital Repository 2021.

– Academic teachers should engage in continuous professional development on a global orientation to language, one that views English as more dynamic and multifaceted, and recognizes how users of the language are diverse, and adapt to different speakers and situations. During such sessions, they could exchange perspectives, deconstruct language ideologies, and transform attitudes.
– Academic teachers should be given more time and resources to explore current innovative pedagogical materials. It is vital to promote joint efforts in gathering a collection of classroom activities and equipping libraries with more books at local universities.
– Academic teachers' GELT efforts should not go unnoticed but should be acknowledged, reinforced and rewarded. Therefore, universities should increase funding for research and innovative GELT practices.

5. Conclusions

The research in sociolinguistics has highlighted the plurality of English for over three decades. In the early 1980s, Lewis revealed English language teachers' resistance to fostering teaching from a global perspective and called for ELT curriculum changes[63]. Even though more scholars call for a radical transformation of ELT as the world becomes more diverse, English teachers rarely understand or foster GELT in their daily instruction[64]. Therefore, this paper is crucial in inspiring academic teachers to become agents of change who intentionally promote GELT in their academic courses. This paper presented selected studies on the promotion of GELT, identified practical teaching strategies and activities, and included recommendations. Hence, academic teachers can see the connection between theory and practice in incorporating Global Englishes in their classrooms. Also, by providing detailed and helpful information, I hope to inspire novice and experienced researchers to further research GELT's benefits in English language teaching and learning in higher education in Poland.

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[63] E. G. Lewis, *Bilingualism and bilingual education*, Oxford 1981.

[64] C. J. Hall, A. Gruber, Y. Qian, *Modeling Plurilithic Orientations...*, pp. 1–30; A. Mahboob, *Beyond global Englishes...*, pp. 36–57; D. Prabjandee, *Teacher professional development...*, pp. 52–67.

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