

Global Englishes and the Native Speaker Standard in EAL Classrooms

1. INTRODUCTION

According to recent estimations, of the approximately 1.5 billion speakers of English, more than seventy-five percent (around 1.1 billion people) have learned English as an additional language (EAL) (Stevens, 2019). This means that the vast majority of current English speakers would be referred to as ‘non-native’, while the minority would be considered ‘native’. While this might not come as a surprise to most people, it does beg the question: Does speaking English like a ‘native’ speaker really matter?

The modern English-speaking world seems to still widely adhere two main ideologies when it comes to language learning: linguistic prescriptivism (the belief that there are correct and incorrect ways to use language) and monolingual speaker biases (the idea that you must sound like a ‘native’ English speaker in order to truly be considered proficient in the language) (Kubota, 2015; Canagarajah, 2023). It is important to note that these notions hinge on one main assumption: that there is an ideal or standard variety of English to target – what many linguists refer to as the myth of perfect English. In the realm of EAL classrooms, this belief can oftentimes lead to the establishment of strict adherence to traditional prescriptivist grammar. This means that a language is presented as a set of rigid rules that an EAL learner must follow in order to speak English correctly (Straaijer, 2016).

Based on an ever-widening pool of research in some applied linguistic circles, there is hope that there will soon be a shift in ideologies in EAL classrooms (Muhaimin, 2023). One that shies away from prescriptivism in the classroom and towards an increased acceptance of Global Englishes, which strikes a balance between establishing intelligibility and maintaining speakers’ varieties of English. Embracing Global Englishes does not mean that the EAL teachers would be accepting that grammar has no place in their classroom (Rose, McKinley, & Galloway, 2021). Rather, Global Englishes emphasizes the importance of effective communication over impeccable grammar, and seeks to recognize the value of each individual’s variety of English. In

a nutshell Global Englishes says that if an EAL learner can communicate effectively with the L1 or EAL speakers around them, then the NESS should not be seen as the *minimum* that a person must achieve (Ammon, 2000). It is worth uncovering and analyzing the reasons that so many EAL learners and speakers feel pressure to sound like what can only be described as a *minority* of English speakers and how these factors impact the curricula of EAL programs.

Many linguists have pointed out over the years, that it is incredibly difficult if not impossible to clearly define what exactly a ‘native’ speaker of English actually is (Ammon, 2000; Widdowson & Norton, 2020; Canagarajah, 2023). This has led to the development of what is now known as *the ‘native’ speaker myth* (Ammon, 2000). However, for the purposes of this article, ‘native’ English speakers (NES), will be defined as those who have grown up speaking English as a first language (L1). The Native English Speaker Standard (NESS), that will be referred to regularly, is the grammar and pronunciation that NESs follow depending on their given area of residence.

2. METHODOLOGY

A review of the literature surrounding linguistic identity (how individuals understand their place in the world through the lens of language) and its impacts on motivation and investment reveals an array of different opinions and perceptions surrounding NESSs (defined here as ‘native’ or L1 accents). How these standards are received and implemented in different contexts is critical when exploring the push for Global Englishes and a broader acceptance of varieties in EAL classrooms.

2.1 DESIGN OF THE STUDY

The primary objective of this study was to better understand the perceptions of NESSs from the viewpoint of EAL learners in multilingual contexts. The main question that provided the foundation of this study was: What are the factors in EAL classrooms that introduce or

reinforce NESSs (e.g., teacher beliefs, learner goals, texts, assessments)? The process of learning another language can be negatively impacted by these NESSs that are established by both EAL teachers in the classroom and by learners' perceptions; the aim of this study was to identify what these NESSs are and to identify EAL learners' attitudes towards them.

RESEARCH METHODOLOGY

Due to the complex nature of the questions asked in this research, a mixed research methodology was selected with an online survey being the tool for data collection. While the variety of open-ended questions allowed for a qualitative approach to the participants' contributions to most of the questions, quantitative survey data was also important to find patterns. There were 15 questions given on an online questionnaire that consisted of a mixture of multiple-choice (i.e. at what age did you start to learn English?) and short answers (i.e. do you currently feel any pressure to 'sound like a native (English speaker)').

This study was designed to give the utmost privacy to its participants and, therefore, it required the use of anonymous surveys. To facilitate a clear discussion of the findings, no personal data was gathered (i.e., names, emails, phone numbers, etc.) and pseudonyms were given to each respondent. This research focused on the experiences and views of individuals using English as their additional language in a global context. Some of the qualitative information that was collected regarding the participants has been provided in Figure 1. Answers collected were then exported into an excel spreadsheet to be analyzed.

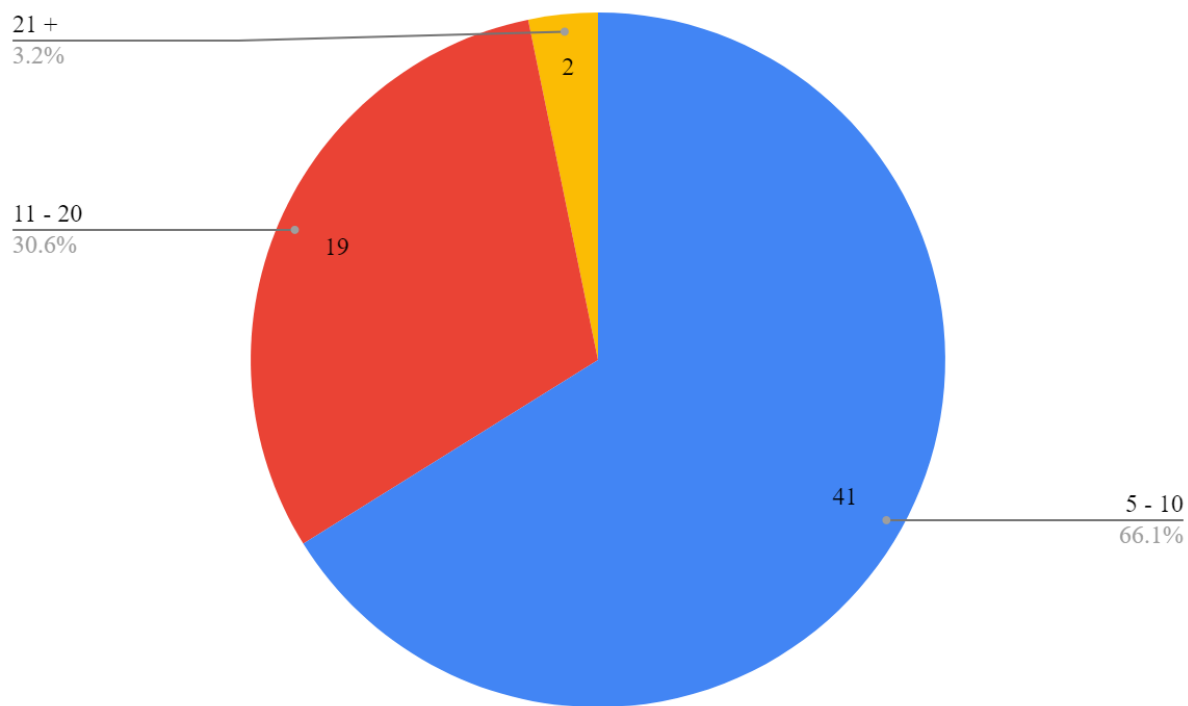


FIGURE 1. Age ranges of participants at the start of their EAL journey

3. FINDINGS AND DISCUSSIONS

Participants provided a wide range of perspectives regarding their opinions, perspectives on NESSs, and experiences with learning EAL. They were also asked specifically about if they felt that they had an ‘accent’ in English (not sounding like a NES – whatever they defined that to be). Their insights are presented in the following sections based upon different contexts where these standards are experienced, how individual perceptions impact EAL learners’ experiences, and how these standards impact the socio-emotional aspects of learners' lives.

3.1 STANDARDS IN DIFFERENT CONTEXTS

The first finding that stood out was that 33% of participants who initially stated that they felt no pressure to conform to NESSs while learning EAL, indicated that they were currently

feeling pressure - with regard to their accents - while speaking English. Half of these participants (50%) specified that they learned English both in school and through total immersion in an English-speaking country (i.e. Australia or the United States). This is important because a vast majority of these individuals (92%) indicated that they began to feel NESSs pressure during and after traveling to an English-speaking country. One of these participants, Poppy, stated “I wanted to fit in and be seen as American instead of a tourist or immigrant. I remember I consciously started to change my pronunciation to mimic the locals to prevent them from thinking that I was different.” Similarly, Russel wrote, “...people [in English-speaking countries] are always like: Hey where are you from? And I don’t always want that foreigner stamp.” This data shows that there is a correlation between traveling or living in English-speaking countries and an increase in pressure from NESSs (see Figure 2). Several participants also remarked that they felt incredibly pressured to achieve NESSs in their EAL classrooms. Lea reported, “Teachers pressured us to get rid of our German accent....” Similarly, Candice wrote, “during university – yes, I felt pressure from my phonetics teacher and from myself. The teacher said we should [speak] clearly and [similarly] to native speakers.” Russell even commented that his desire to minimize his accent was driven by the desire to get good grades.

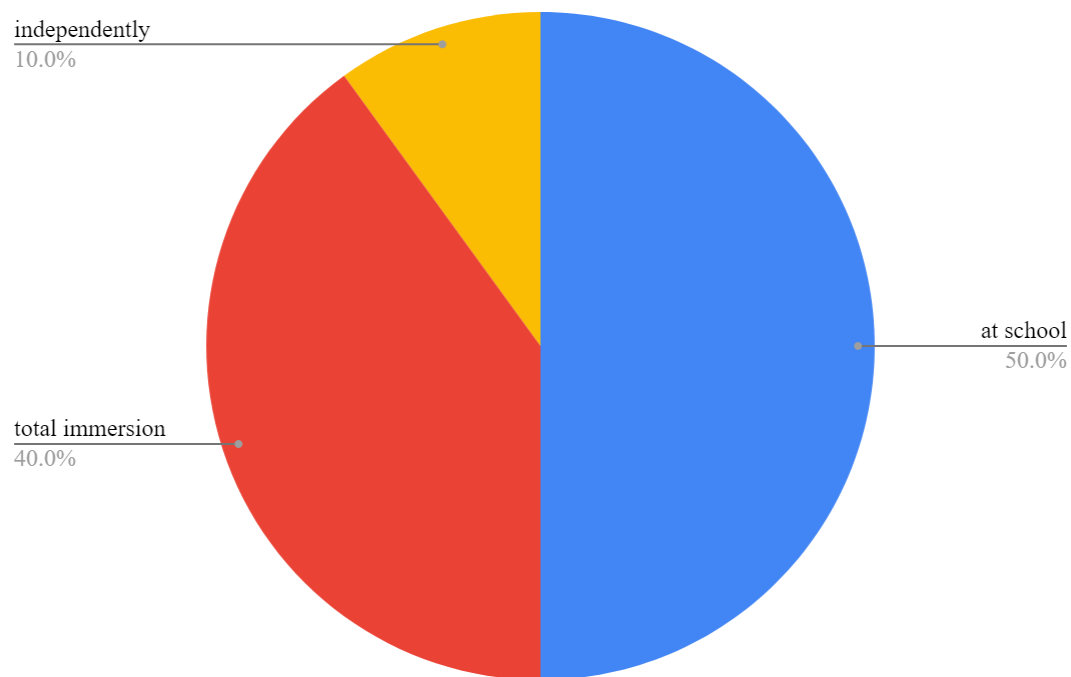


FIGURE 2. How participants learned EAL

THE ROLE THAT MOTIVATION PLAYS

While every EAL learner's perception of NESSs and their effects are different, there were certain similarities between how a participant addressed perceptions of NESSs and why they had learned English in the first place. Those who learned EAL as a required subject in school for the purpose of traveling and consuming media tended to answer that they did not feel the need to change their accent when talking with NNEs (see Figure 3). Common answers from participants in this category ranged from those who "accept [their] accent as part of [their] identity" (Stella) to those who "want to impress others with [their] British accent" (Henry). In general, however, these participants reported having felt the most amount of pressure from NESSs while in the classroom or when talking with EAL peers. Some even reported that changing their accent was not a goal or something that they even deemed necessary. For instance, Hannah commented, "I somehow wish to improve my accent, but it is not a high priority, especially as an American friend ... called my accent 'exotic-erotic'."

Conversely, those who learned EAL, either independently or in school, for the purpose of business opportunities had largely different perceptions, with 100% reporting feeling pressured by NESSs when talking with anyone in English (see Figure 2 & 3). The main reasons that were given in their answers revolved around how their English would be perceived in a workplace. Stacey commented, "For a job interview, not sound[ing] like a native [English speaker] may affect the decision." In a similar form, Candice wrote, "...I try to sound good so they perceive me as well educated and professional. Unfortunately, language proficiency can be perceived as a level of intelligence." This relates closely to the prescriptivist nature of NESSs.

L1 ACCENTS IN THE CONTEXT OF JOKES

As shown in Figure 3, around 21% of participants indicated that they preferred to default to the use of an L1 accent when telling a joke. While none of the participants suggested what exactly the jokes they would tell in their L1 accent would be, Poppy commented, "Sometimes I want to exaggerate things or tell a joke and I start to speak with [a] Russian accent on purpose,

just to make fun of stereotypes”. In a similar way, Sam noted, “As a joke, I’ll sometimes ‘switch on’ my French accent”.

An EAL learner’s relationship to their L1, in terms of linguistic identity, can be, and is, complex. An individual who chooses to use an accent to communicate with their home community can have a much different, perhaps closer, connection to their L1, than those who choose to use an accent to add another layer to jokes. These EAL learners might be trying to distance themselves more from their L1 community or show that their linguistic identity has shifted.

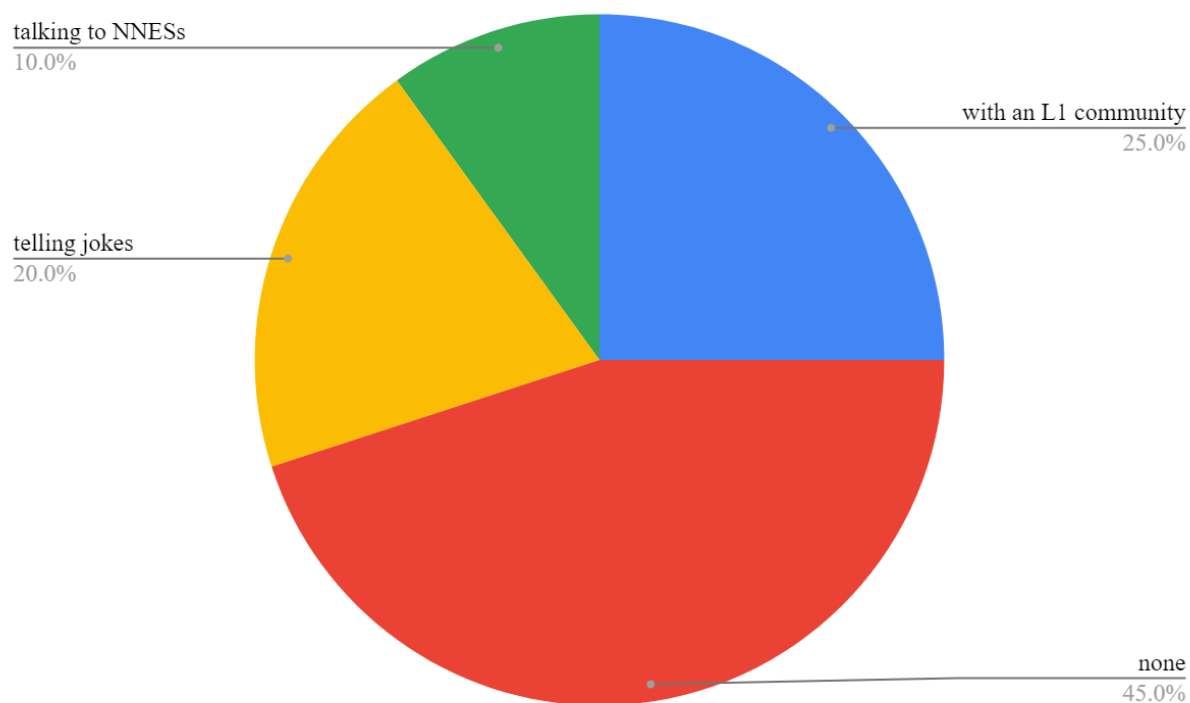


FIGURE 3. When participants choose to use an L1 accent

3.2 THE INFLUENCE OF INDIVIDUALS’ PERCEPTIONS OF STANDARDS

Context is not the only aspect where participants indicated pressure to conform to NESSs. For example, several individuals expressed feeling a degree of prejudice against them based upon their L1 accent - including those that originated inside of the classroom. When an EAL

learner is experiencing a feeling of judgment or prejudice, this can affect their ability in the classroom by greatly increasing the amount of time needed to target a perceived ideal standard of English (Krashen, 1985). More research is needed into this area as these feelings are not uncommon and their effects on EAL learners are not well researched; but as previously discussed, linguicism (linguistic prejudice) can have direct impacts on a learner's motivation and investment in the classroom.

THE ROLE OF PREJUDICES ON EAL LEARNERS

While not every participant in the study reported feeling prejudice against them for using an L1 accent, around a quarter of them (23%) did. There was no distinct correlation that could be drawn between age or perception of NESs and feelings of prejudice. However, a majority of participants (84%) who reported experiencing prejudices towards their L1 accent also indicated that they had learned EAL with at least some amount of time spent living in English-speaking countries (total immersion). These feelings were evident in the survey results; for example, Helena commented, "I feel like when speaking with an accent [it] will make an impression [that] I'm a beginner and didn't put any effort into learning the pronunciation." Similarly, Ava wrote, "I notice that native English speakers speak fast, but slow down and change their language when they notice that your English isn't great – it makes me feel like a baby." In these two comments, no explicit remarks about prejudices were made to the participants; but they could show a certain degree of linguicism that these EAL learners believe that native English speakers (NESs) have against them.

But some comments regarding linguicism did expressly point to a feeling of prejudice against them because of their L1 accent. "I know that I don't have to sound like a native [English speaker] in communication, but I still feel that not sounding [like] one gives the impression that I am less qualified to speak out or inferior when communication with English" (Amy). Thomas stated, "I want to be treated equal[ly] without any prejudice based on accents. I think that there are still those prejudices working." Unfortunately, this feeling of being underqualified or judged by NESs is not rare. In a different study conducted in 2005, more than 50% of EAL learners

reported this feeling of judgment on a regular basis when interacting with L1 speakers in English-speaking countries (LaBelle, 2005).

THE IMPACTS OF TEACHERS' OWN PERCEPTIONS AND PREJUDICES

One of the most important correlations that were made was the importance of an EAL teacher's opinion on NESSs and L1 accents. Those participants in the study who learned EAL in a classroom setting recorded lower amounts of pressure from NESSs when talking with non-native speakers (NNESSs). A large majority of them (87%) reported pressure while learning English and while speaking with NESs. This could correlate with them feeling on the same English language level as other NNESSs and hearing a variety of L1 accents in the classroom. Regarding this parallel, Nathaniel said, "One teacher helped me with my accent which was very good and helpful but it did also make me more aware of that [the accent] and a little bit more uncomfortable." Eva also commented, "I had a really bad ESL teacher when I studied in America who held back anyone with an accent, even if they were born in the country [America]".

These comments go to highlight a sad trend in EAL classrooms with regard to learners' L1 accents. These perspectives shine a light on EAL teachers' conscious actions in a classroom, but several other comments, in particular, highlighted an entirely different issue: EAL teachers' unconsciously expressed opinions and prejudices. These attitudes may not be explicitly acted upon in the classroom, but it does not mean that an EAL learner will not pick up on their teacher's undertone. "I felt bad about [my accent] in school because teacher[s] would talk about being annoyed by other language learners' accents [which] made me want to get rid of my own" (Helena). In Amy's EAL classroom "[the] teacher would not make fun of our accents but would casually remark how society makes fun of people speaking with a too strong accent and I am worried about mine." These experiences are important to consider because they emphasize how an EAL teacher's casual comments can betray an underlying prejudice that can undermine a learner's confidence.

THE IMPACT OF STANDARDS WHEN TALKING WITH ‘NATIVE’ ENGLISH SPEAKERS

Another finding occurred when learners answered the questions indicating with whom they feel pressure to minimize their L1 accent – either when interacting with a ‘native’ English speaker or a ‘non-native’ speaker. Around half of the participants (52%) feel pressured to try to speak with an L1 English speaker accent when talking with NNEs (‘non-native’ English speakers). This data was then compared to the vast majority (78%) who indicated feeling pressure when talking with NESs. This is an approximately 50% increase in participants who felt pressured when talking with NESs as compared to conversations with fellow EAL learners (see Figure 4).

The data still shows a clear 50% increase in pressure from NESs regarding changing their accent when talking with NESs. Trevor wrote that the reason he felt this way towards NESs was that, “...[NESs] are the ones who sometimes have trouble understanding my accent or other people’s accents in general. If a native [English speaker] does not understand what I am saying it makes me feel very bad about my English and that makes me less willing to talk to native speakers later.” This comment about NESs having trouble understanding accents was a perspective that was not limited to just one answer. Nicholas commented, “I remember consciously start[ing] to change my pronunciation to mimic the locals to prevent them from thinking that I was different and to help them understand what I was saying.”

This would explain the 50% increase in pressure from NESs among participants to minimize an accent when talking with NESs, but this was not the only reason given. Jacob, for example, wrote, “Sometimes I feel I am being judged by them [NESs]”, an experience that Stacey seconded, “I do not want to feel inferior to those natives [English speakers] in terms of [the] language I am using.” Participants also commonly reported feeling that nervousness got in their way when talking with NESs. Anastacia said, “...I sometimes feel ‘stupid’ and ‘clumsy’, [and don’t] speak as well as I intend to.” And yet another reason for this pressure from NESs was regarding the perception that L1 English speakers had ‘ownership’ over their language. Izik

reported, "...English speakers seem to have an entitlement over every conversation and make some interactions uncomfortable."

PERCEPTIONS OF STANDARDS WHEN TALKING WITH FELLOW EALs

The other 48% who indicated that they did not feel pressure to change their accent when talking with NNEs also provided a wide range of reasons behind their answers. For example, Russell stated that "No, [I do not feel this because] we are both learners". This was a sentiment that Lea's response agreed with, "If someone is not a native speaker I do not feel insecure because I suppose that they have an accent, too". However, even in this half of the participants, the pressure when speaking to an EAL learner with a high level of English was brought to the forefront. Mariam summarized this point when she wrote, "... when I am talking to someone with my level of English or lower I can naturally communicate well and I don't think about any accents. But if the person is [a] native [English speaker] or just significantly better than me then I try to imitate them [so that I do] not feel dumb about not being able to pronounce things correctly."

This reveals a noticeable and, even, expected increase in pressure that participants felt when talking with NESs. However, still, more than half of these individuals (50%) reported feeling the same pressure when talking with fellow EAL learners. While this might seem surprising at first, the reasons that these participants gave for their answers make their comments much clearer to understand. For example, Stacey commented, "They [NNEs] might not understand well enough with my accent, so I need to improve mutual intelligibility". Similarly, Vladimir wrote, "Non-native speakers with a higher English level to me make me feel uncomfortable as they appear to be smarter." This is an interesting point that many EAL teachers tend to forget or simply overlook as this pressure may not be as visible or apparent to them (see Figure 4).

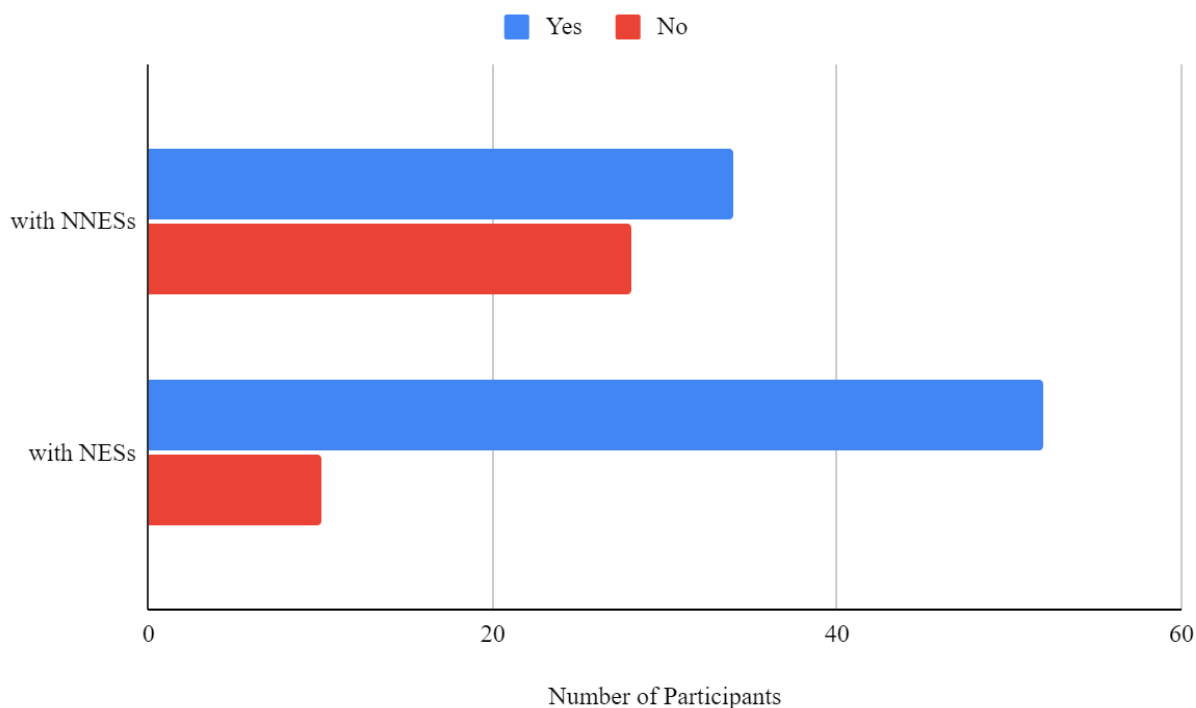


FIGURE 4. Differences of pressure among participants to conform to NESs

3.3 THE SOCIO-EMOTIONAL IMPACTS OF ENGLISH LANGUAGE STANDARDS

While embracing a standard of English can help a learner have improved confidence when speaking, it is also important to note that there are sometimes reasons that they might want to keep an L1 accent - especially one that they deem as important to their linguistic identity. But not only this, it is also critical to also consider the emotional role that L1 accents can have on learners and the reasons why some seek to distance themselves from their L1 by readily embracing NESs.

THE ROLE OF EMOTIONS & LINGUISTIC IDENTITY

While it is essential to encourage an EAL learner to embrace their L1 accent, teachers must also be aware when this encouragement could be unhealthy or damaging. One comment, in particular, came out of this study that brings this issue to light: “Despite my numerous years of

learning English my speech is still marked by [an] accent which I occasionally try to suppress for the purpose of avoiding painful questions about my home [country] or the events occurring there” (Trevor).

Minimizing an accent to avoid painful emotions or questions is a topic that is not heavily researched or often discussed among TESOL professionals. This issue, namely accents and emotions, could be easily mistaken by an EAL teacher as a learner who is simply eager to perfect their accent in English and embrace NESs. In this case, encouragement against changing an accent - apart from what is necessary for communication – might be met with resistance from the learner. This comment serves as an important reminder that an EAL learner may feel the need to change their accent and this choice can stem from something deeper.

THE IMPACTS OF THE L1 COMMUNITY ON ACCENT USE

While pressure from NESs is almost expected, participants indicated that they also felt they would be judged when talking with other EAL learners in their home community while using their L1 accent (see Figure 3). This was a topic that generated a variety of different remarks. For example, Joshua commented, “People in my country make fun of others who speak with a good accent saying we show off,” a viewpoint that was also seconded by Aubrey, “I think people are always making fun of other people’s accent[s]. Either because it is bad, [or] when it’s good they say people are trying to show off.” Meanwhile, Tanya remarked that “I want to have a native English accent because where I live speaking with a bad accent [in English] makes people make fun of you.”

These comments show an interesting dichotomy that seems to depend on the individual’s L1 community. The data pointed to the fact that it is not just NESs or EAL teachers that put pressure on learners regarding L1 accents, but rather this feeling could be coming from inside of the EAL community itself. The desire to change an accent may be accentuated by the learner’s L1 community. Related to this issue, participants seemed to express one common opinion: if you speak with an NES accent in your L1 community you are viewed differently, whether positively

or negatively. As Trevor stated, “When I go back to my country of origin. I notice that people treat me differently if my English has a local accent instead of an American one.”

EMBRACING VS REJECTING LINGUISTIC DIFFERENCES

The second interesting correlation pertains to participants’ opinions regarding situations where they would prefer to speak with their L1 accent (see Figure 3). While the largest percentage (42%) indicated that there were no situations where they would choose to use an accent, 26% said that they would prefer to use an accent when speaking with EAL learners in their L1 communities. “In my country of origin, I would prefer to speak English with an accent in order to preserve my linguistic identity and national pride” (Trevor). “I don’t want to feel like I lost any connection with my family and friend[s] back home. I don’t want them to feel bad about their accent” (Hannah). While 26% is by no means the majority of participants, it does go to show that preserving an L1 accent in English can be extremely important to some learners. Not every EAL learner wants or needs to eliminate or even minimize an L1 accent while speaking English.

Despite the impact and roles that different contexts, cultural backgrounds, and teacher influence have on EAL learners, 21% of participants still reported that they accepted and/or embraced their L1 accent while speaking English. As Joshua put it, “My accent doesn’t spoil my speech so why would I want to change it?” And similarly, Anastacia wrote, “...I think it is quite normal that a non-native speaker would have an accent.” These are powerful responses that emphasize the fact that not every EAL learner feels the exact same way about NESSs. Some might feel pressure to change their L1 accent for one reason or another, but there will always be those who embrace it. As Emma stated, “I don’t want to change my accent. I accept my accent.”

3.4 FURTHER DISCUSSIONS AND IMPLICATIONS

The goal of this study was to help shed light on the experiences and perceptions of EAL learners of NESSs and the factors that affect them. While the results of this research cover a wide range of opinions and perspectives on the same issue, they warrant consideration among TESOL professionals. It also lays bare an interesting issue that is oftentimes overlooked in the TESOL community and in English-speaking countries' societies: NESs are often the ones who struggle with understanding L1 accents and, therefore, a push to embrace Global Englishes could lead to issues among the L1 English-speaking population (Hannah and Trudgill, 2017).

EAL LEARNERS & TEACHER BELIEFS

As the study showed, another issue that can impact EAL learners are their own teacher's beliefs and actions in the classroom regarding L1 accents and linguistic identity. Several participants shared their own experiences of how classroom interactions with teachers impacted their confidence and own opinions of their L1 accents. While every EAL teacher has their own opinions about NESSs and L1 accents, they should be cognizant of how their actions and words impact their learners (Sung, 2013). But with the push among TESOL professionals to have EAL classrooms embrace Global Englishes, one of the biggest impacts that a teacher can make is simply through their material selection (Galloway and Numajiri, 2020). To avoid similar challenges with comprehension faced by L1 English speakers who lack of exposure to different accents, EAL learners should be introduced to multiple varieties representative of what they will encounter in our globalized society. Exposure to different accents during classroom activities can help EAL learners realize that L1 accents do not need to be minimized in order to reach a proficient level of English (Rose, McKinley, & Galloway, 2021). Careful and considerate material selection could help these learners improve their confidence, motivation, and, therefore, investment inside and outside of the EAL classroom.

This data also shows that it is critical that EAL teachers put emphasis on learning the linguistic background of their learners and why they might need or want to keep their L1 accent. As displayed in these comments, encouraging the reduction of an accent, beyond the point of what is necessary for communication, can harm an EAL learner's relationship with their L1

community, as well as their linguistic identity. An EAL teacher's priority should always be their learners and how they can help them achieve their goals with English (Galloway & Numajiri, 2020). If they want to embrace their L1 accent, then an EAL teacher should help support them and if they desire to step away from their L1, that should be equally respected. But the price for learning EAL should never come at the cost of a learner's relationship to their L1 or force a shift in their linguistic identity, but rather embrace and celebrate linguistic diversity through a Global Englishes approach (Jenkins, 2006).

STUDY LIMITATIONS

No research is ever perfect and this study also came with its fair share of limitations. The biggest of which is the anonymity of the participants. While it would not have been necessary to have direct contact with these individuals (i.e. collecting their emails), it would have been beneficial to be able to expand upon the knowledge that was collected from them (i.e. region/country of residence). There was also a limitation in that there was only one source of data collection: online surveys. It would have been useful to include additional sources of qualitative data. In a future study it would be good to expand upon the questions asked in order to make more conclusive comparisons between the impacts of certain regions or cultures on these perceptions. It would also be beneficial to expand beyond just one data source so that more concrete conclusions and generalizations can be made.

FUTURE DIRECTIONS

As the study showed, another issue that can impact EAL learners are their own teacher's beliefs and actions in the classroom regarding L1 accents and linguistic identity. Several participants shared their own experiences of how classroom interactions with teachers impacted their confidence and own opinions of their L1 accents. While every EAL teacher has their own opinions about NESSs and L1 accents, they should be cognizant of how their actions and words impact their learners (Sung, 2013). But with the push among TESOL professionals to have EAL classrooms embrace Global Englishes, one of the biggest impacts that a teacher can make is simply through their material selection (Galloway & Numajiri, 2020). Just as native English

speakers may not encounter a wide range of accents, all learners should be given equal chances to experience this Global Englishes. Engaging with different accents in classroom activities can help EAL learners recognize that their L1 accents don't have to be altered down to become proficient in English. (Rose, McKinley, & Galloway, 2021). Careful and considerate material selection (i.e. audiovisual materials such as TED Talks, podcasts, interviews, etc. that depict speakers of World Englishes) could help these learners improve their confidence, motivation, and, therefore, investment inside and outside of the EAL classroom.

This data also shows that it is critical that EAL teachers put emphasis on learning the linguistic background of their learners and why they might need or want to keep their L1 accent. As displayed in these comments, encouraging the erosion of an accent, beyond the point of what is necessary for communication, can harm an EAL learner's relationship with their L1 community, as well as their linguistic identity. An EAL teacher's primary focus should always be their learners and how best to support them in reaching their English language goals, whether they wish to maintain their L1 accents or not (Galloway & Numajiri, 2020). Learning any language, including English, should never come at the expense of a learner's connection to their L1(s) or result in a forced change to their linguistic identity - this is where Global Englishes steps in (Jenkins, 2006).

4. CONCLUSION

Based on research already started by TESOL professionals and linguistics alike, implementation of Global Englishes into EAL classrooms shows huge potential to positively impact learners across the globe (Kubota, 2015; Canagarajah, 2023; Muhalim, 2023). It is often regarded as the next step in recognizing the global reach of English. With the majority of English speakers no longer speaking the language as an L1, it is important to move on from the assumption that the L1 speakers of a language 'own' it (Rose & Galloway, 2019). NESSs and maintaining strict prescriptivist grammar in EAL classrooms should be reassessed in favor of embracing a more global alternative – one that does not exile any speaker simply for not attaining 'native' speaker standards. EAL teachers strive to do what's best for their learners by

identifying their needs and goals; however, we can take that a step further and explore the important connections that impact our learners' sense of linguistic identity and belonging in an English-speaking world. This simply means that the TESOL community should weigh the outcomes of embracing Global Englishes and how it could affect all EAL learners in all contexts.

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