Tomasz Paciorkowski*

Developing awareness of Global Englishes: questioning the native-speakerist paradigm of ELT at a Polish university

Abstract: English has become the primary medium for global communication, with most users being non-native speakers. However, the English Language Teaching industry has been slow to adapt to English's changing role and global importance. The traditional native-speakerist paradigm persists in many ELT contexts, where native speakers and their language proficiency are still regarded as ideal models and norms. Employing a mixed-methods approach, this study investigates the impact of a series of lectures on Global Englishes (GEs) on students' opinions and attitudes towards the concept of GEs. The findings of this preliminary research project suggest that students are receptive to revising their often outdated beliefs concerning native speakers' role and status, language teaching and learning objectives, and the position of English speakers from Outer Circle countries. This study contributes to the ongoing discussion on English Language Teaching and emphasizes the importance of embracing Global Englishes within educational settings.

Keywords: global Englishes language teaching; awareness; native speakerism; ELF; plurality

1 Introduction

English has become the most widely used language for international communication, and its role and status have undergone significant changes over the past few decades (Crystal 2012). While it used to be associated with the native-speaker communities of the Inner Circle countries (Kachru 1985), now it is a means of global multilingual and multicultural communication, where non-native speakers of English constitute most of its users (Crystal 2019). Nevertheless, the ELT (English Language Teaching) industry has been slow to adapt to these changes. Consequently, the traditional native-speakerist paradigm still dominates in many ELT contexts where native

*Corresponding author: Tomasz Paciorkowski, Kazimierz Wielki University, Bydgoszcz, Poland,
E-mail: tpacior@ukw.edu.pl. https://orcid.org/0000-0002-3564-9665

speakers and their language proficiency continue to be considered the ideal models and norms (Lowe and Kiczkowiak 2016). This resistance has been noted by many scholars who postulate that a more inclusive and pluralistic approach should be embraced to accommodate the global nature of English (e.g., Fox 2020; Kumaravadivelu 2012).

In response to the current and potentially outdated character of ELT, Rose and Galloway (2019) proposed the concept of Global Englishes Language Teaching (GELT), which aims to help emphasise the need to recognise, embrace, and cultivate the plurality of Englishes spoken around the world. Following Jenkins (2014) and Seidlhofer and Widdowson (2020), developing awareness of Global Englishes (GEs) among English language teachers and learners is a necessary endeavour, as it presents education with an opportunity to become more responsive to the exigencies of today's language learners. Additionally, a more inclusive approach to teaching English can help address such controversial issues as linguistic discrimination and social justice, as it recognises the value of all English varieties.

This study investigates the impact of GEs lectures on MA English-related students' attitudes towards English. The participants were enrolled in MA courses at a Polish university, where English is taught as a foreign language. Arguably, the students have a unique perspective on the teaching and learning of English, as they are training to become language experts and teachers themselves. As Prabjandee (2020) argues, teachers must be involved in the GELT curriculum innovation as they possess the ability to engage with students across various contexts. Notably, the intervention attempted to deepen students' practical understanding of GELT as it encouraged critical thinking and addressed the specificity of the Polish sociolinguistic context. Additionally, it frequently motivated students to consider the potential practical applications of the material discussed during the lectures. By doing so, it hoped to avoid being: "tokenistic and trivialized additions "about" and not "for" Global Englishes" (Selvi 2023: 1). Building on this foundation, this paper seeks to answer the following questions:

1. To what extent and how did the Global Englishes lectures influence the students' perceptions and attitudes towards English?
2. What is the participants' opinion of such lectures? Should such pedagogical interventions be continued?

Finally, the potential implications for teacher training programmes, together with further research suggestions, are also discussed as, despite Poland's rich tradition of teaching English, surprisingly, little research has been done on the awareness of GEs. Therefore, this study may prove valuable in providing insights into how ELT can adapt to better serve the needs of future language experts in Poland and beyond.

2 Literature review

2.1 Defining global Englishes

While the traditional view of English as a homogenous and static entity remains prevalent in many ELT contexts, scholars have argued that it should be seen as fluid, dynamic, and shaped by its diverse users worldwide; thus, the notion of GEs developed. Pennycook (2007) defines it succinctly as: "the spread and use of diverse forms of English within processes of globalisation". In other words, the term refers to the many ways in which English is spoken worldwide, each with its unique features and characteristics. Nevertheless, Galloway and Rose elaborate on the definition further so that it is no longer only about varieties of English around the world but also the different cultural contexts and identities that shape the language use and users, i.e., it is: "an inclusive paradigm looking at the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and English users in a globalised world" (2019: 4).

Quite a relevant framework included within GEs that has sparked considerable debate is ELF, which, in its earlier conceptualisation (which Jenkins (2015) later referred to as ELF1), focused on establishing a separate and distinct variety of the language. Numerous researchers criticised or outright rejected the idea. For instance, Trudgill's (2005) main contention stemmed from his stance that ELT simply needs a model, and if one already exists, there is no need to establish a new one. Sobkowiak (2005) and O'Regan (2014) criticised ELF for what they perceived were its weak philosophical foundations. Sobkowiak (2005), in particular, argued that the fact that non-native speakers outnumber native speakers should not automatically dictate what variety should be used in ELT. Additionally, O'Regan (2014) accused ELF scholars, who mostly hailed from Inner Circle countries, of discouraging non-native speakers from choosing the varieties they wish to speak under the guise of advocating for linguistic liberation and inclusivity. Nevertheless, these criticisms only remain valid for the ELF 1 phase, the early stage of the framework's development, from which the field has long progressed. As Jenkins (2015: 51) notes, there has been "a change of emphasis" towards what is often referred to as ELF 3. In this more recent stage, the focus has shifted from defining a potentially emerging variety to understanding English as a flexible and malleable tool used in diverse, international, multilingual settings.

Nevertheless, despite this noticeable change in research focus, the ELF label seems unable to leave behind the perceptions of its early shortcomings. Consequently, GEs also serves as an umbrella term that encompasses various related concepts, such as World Englishes, English as a Lingua Franca (ELF), English as an

International Language, and translanguaging (Rose and Galloway 2019), while also aiming to break away from the negative perceptions the ELF label may bring in its wake. Simultaneously, it attempts to provide a more comprehensive framework for understanding the English language and its circumstances.

2.2 Global Englishes Language Teaching (GELT)

Researchers involved in the work devoted to GEs have faced considerable criticism for their apparent negligence in applying their theories to actual ELT practice (Rose et al. 2020). In an attempt to provide a more realistic foundation to build future ELT curricula, Galloway (2011) proposed a new framework, namely GELT. Rose et al. (2020: 3) list six proposals for GELT:

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

Understandably, such a far-reaching curricular innovation is a complex and challenging endeavour as to implement GELT successfully, several barriers must be addressed. Galloway and Rose (2015) identify some of the most prominent ones, e.g., attachment to standard language ideology, reliance on the idealised native speaker, teacher education, shortage of appropriate materials, and teacher recruitment practices. Consequently, as Prabjandee and Fang (2022) argue, it is vital to ensure that future teachers are equipped with the necessary knowledge and tools to integrate the GELT approach into their teaching practice. Furthermore, relatively few studies have explored the influence of GE-informed teaching on teachers' attitudes; therefore, it is a timely issue requiring extensive research.

2.3 GELT-awareness for language teachers

A comprehensive literature review reveals that several scholars have researched the inclusion of GEs-related training programs and their subsequent effects. Researchers such as Kaçar and Bayyurt (2018), Sifakis and Bayyurt (2015), and Snow et al. (2006) attempted to introduce ELF-aware teacher pedagogy. Similarly, courses related to World Englishes and ELF were also offered to pre-service teachers in studies by Ates et al. 2015, Chern and Curran 2017; Eslami et al. 2019. Wiese et al. (2017) conducted

anti-bias teacher training that focused on raising critical language awareness. Finally, Prabjandee (2020) and Prabjandee and Fang (2022) explored the influence of GELT in teacher training programmes. As Prabjandee and Fang (2022) argue, the results of this line of research to date indicate that teacher training programmes geared towards increasing the awareness of GELT and related phenomena can positively influence future teachers' attitudes and opinions. Notwithstanding such optimistic viewpoints, Crowther (2021) identifies a need for GEs pedagogical practices to become more aligned with Second Language Acquisition (SLA) research to empirically measure how such awareness-rising interventions impact students' future language development. Moreover, in his recent review of GEs course syllabi, Selvi (2023) advocates for more critical reflection to be incorporated into such courses as he rightly critiques overemphasis placed on lower-order thinking skills.

Considering this broader discourse, it becomes evident that a research vacuum exists in the Polish educational context. To the best of the author's knowledge, no such teacher training programme studies have been conducted in Poland, and the current study aims to fill this void.

However, several studies on ELF perceptions have been conducted whose results may shed some more light on the study's results. For example, Wach (2011) explored the attitudes of BA students' attitudes towards ELF and native-speaker pronunciation norms at two Polish universities. Her study revealed a general preference for native-speaker norms, especially among students who received more intensive pronunciation training. Similarly, Niżegorodcew (2014) found that despite her students' awareness of the ELF framework, their main goal remained to achieve native-speaker proficiency. Mystkowska-Wiertelak and Bielak's (2014) study also revealed a strong preference of English philology students towards native-speaker norms regardless of growing ELF awareness. Nevertheless, the authors suggest that such a state of affairs may be attributed to the lack of any appropriate ELF-oriented teaching materials.

More recently, Szymańska-Tworek's (2016) study conducted on pre-service teachers showed similarly ambivalent results. While the participants acknowledged that their future students are more likely to communicate with non-native speakers rather than native speakers, most of them continued perceiving native-speaker proficiency as their own and their students' goal. These results were also corroborated by Szymańska-Tworek and Sycz-Opoń's (2020) study, which found similar results among interpreting students from two Polish universities.

Additionally, Paciorkowski's (2022a) study on in-service teachers reinforced the previous findings. The participants demonstrated an awareness of the ELF framework, if superficial; nevertheless, they remained sceptical and continued prioritising native-speaker norms, especially in the areas of pronunciation and grammar. Importantly, teachers expressed contradictory attitudes – on the one hand, they

claimed to focus on preparing their students for the realities of international communication, while, on the other hand, they insisted on holding on to native-speaker norms as their benchmark for achievement in ELT.

Considering the gap in teacher training scholarship and continued ambivalent attitudes towards ELF-related concepts and ideas, this paper provides an ample opportunity to address this conspicuous gap in the research landscape.

3 Research methodology

The research project adopted a mixed-methods explanatory design, integrating quantitative data from pre- and post-course questionnaires with qualitative insights gained from semi-structured interviews to provide a comprehensive understanding of the results (Creswell and Plano Clark 2011). The choice of the mixed-methods approach was informed by the understanding that addressing any issue from multiple perspectives not only enhances the generalisability and applicability of the results (Mackey and Gass 2005) but also: "highlights "reality" in a different, yet complementary way" (Lazaraton 2005: 219). Consequently, this study is ontologically nested in pragmatism as triangulation "fits within a pragmatic perspective" (Riazi and Candlin 2014: 144).

3.1 Global Englishes lectures

The course, officially entitled: "Contemporary English and its varieties", has been taught to master-level students at the author's university for an extended period of time. Its primary objective was to equip students with an in-depth understanding of contemporary English and its varieties, with the focus centred on the Inner Circle, which they could apply in their future professional activities. Nevertheless, when the author of the present paper was assigned to teach the course, they decided to restructure it around the six principles of GELT outlined above. The main coursebook that also helped structure the course was Jenkins (2014). Although the aim of the lecture series remained relatively same, its focus shifted towards highlighting the present global nature of the English language by introducing topics such as ELF, Euro-English, native speakerism, and others (cf. Appendix 1 for an overview of the curriculum).

Regarding the nature of the lectures themselves, they were taught in a fairly traditional manner. Nevertheless, the teacher employed certain additional tools to enhance the effectiveness of the teaching process: multimedia presentations were used to outline key points, YouTube videos to provide more context together with

visual and audio examples, and selected excerpts from documentaries to offer a more in-depth analysis. All of these were used as springboards for further classroom discussions that allowed students, to a certain extent, to engage with the material more critically. Oftentimes, such discussions were centred around the practicality and potential applicability of the concepts in future classroom settings and professional practices. At times, the students were asked to discuss some of the issues that could be considered more controversial in pairs before an open classroom dialogue ensued. Finally, it should be noted that while attendance in the lectures was optional, students were required to receive a passing grade on the final test, which theoretically encouraged them to attend lectures voluntarily. Importantly, there were no other additional evaluation criteria; the reasoning behind such an approach was to allow students to critically engage with the material in a relaxed and open-minded manner, without evaluation-related anxiety throughout the semester.

3.2 Participants and research design

The study's pre-course sample comprised 38 postgraduate students pursuing a master's degree in English philology, English–German linguistics, and English–Russian linguistics who completed the questionnaire. The post-course sample was smaller, with 33 students completing the survey. The participants consisted of both full-time and extramural students. Full-time students had to attend 30 h of lectures, while extramural students had to attend 15 h. Despite following the same curriculum, the extramural students had to complete a more compact version of the course due to time limitations. Additionally, a total of 12 participants expressed interest in participating in the interviews, and 5 of them finally took part in it.

3.3 Research instruments

The pre- and post-course surveys were designed with a similar structure, albeit with minor variations, and were based on the questionnaire employed by Paciorkowski (2022a) to examine Polish teachers' attitudes towards ELF. Both questionnaires were divided into three sections, namely the demographic section, followed by two research ones. The first research section consisted of questions concerning attitudes to Inner and Outer Circle Englishes. In addition, participants were requested to provide a list of adjectives they associated with both Polish and native-like accents. The second research section comprised 25 Likert-type statements (see Appendix 2 for their translated list) and questions aimed at assessing the degree of agreement of participants with each item on a scale of 1–5, where 1 indicated strong disagreement

and 5 indicated strong agreement. As mentioned before, the pre- and post-course questionnaires exhibited some minor differences. In particular, the pre-course questionnaire had an additional contact section where students could provide their email addresses if they were interested in participating in the interview phase of the research. Moreover, the post-course questionnaire had an exclusive section devoted to the number of lectures that students had attended, with the available options being dependent on whether they were full-time or extramural students. Additionally, in the post-course questionnaire, students could openly answer two open-ended questions pertaining to the quality of the lectures, i.e., whether the lectures influenced their opinions on any of the discussed topics and whether there was anything that surprised them about the lectures.

Semi-structured interviews were employed as an integral component of the mixed methods design, aimed at facilitating a more nuanced and in-depth understanding of the participants' attitudes and beliefs pertaining to native-speaker and GE-oriented ELT. The interviews were also envisioned to provide more insight into the potential shifts in participants' attitudes over the course of the lectures. Semi-structured interviews were selected as an appropriate qualitative methodology because we live in "interview societies" (Atkinson and Silverman 1997: 309), where most individuals in Western societies are accustomed to participating in or observing interviews.

Additionally, prior to the study proper, both instruments were piloted on a group of students in the previous academic year, which resulted in several changes introduced, especially to the structure of the questionnaire; most importantly, Likert-scale type questions were redesigned to measure two separate orientations among students, i.e., the native-speaker model orientation and the GEs orientation.

3.4 Data collection and analysis

The survey utilised in the research was developed and distributed through Google Forms to students who enrolled in the course. The choice of this platform was based on the author's belief in its reliability and recognisability among Internet users. Students were encouraged to complete both questionnaires; nevertheless, it must be underscored that the completion of any of the two surveys was fully optional.

The interviews were conducted online using Teams and were recorded with the participants' written consent. The questions were developed based on the results of the quantitative phase of the study. The interviews were transcribed verbatim and later analysed. The results of the interviews were used to supplement and enrich the findings from the preceding phase.

Table 1: Reliability coefficients.

Reliability statistics	Native-speaker orientation		Global Englishes orientation	
	Cronbach's alpha	N of items	Cronbach's alpha	N of items
Pre-questionnaire	0.766	12	0.722	13
Post-questionnaire	0.847	12	0.799	13
Overall	0.806	12	0.762	13

The quantitative data analysis was conducted using the SPSS Statistics 29 software through non-parametric tests. A statistically significant result was considered to be present if p < 0.05. On the other hand, qualitative data was analysed using Thematic Analysis, which involves breaking the data into smaller units, identifying and naming themes, and drawing conclusions from them (Cohen et al. 2018). All data were also subjected to mixed-methods analysis, which according to Creswell and Plano Clark (2011: 250): "consists of analytic techniques applied to both the quantitative and the qualitative data as well as the integration of the two forms of data".

Note finally that the Likert-type items in the study were shown to be internally consistent for the native-speaker model orientation and Global Englishes orientation in both pre-course and post-course questionnaires (cf. Table 1).

4 Findings

The study's findings are presented in the following sections by separately addressing the research questions that guided this research.

4.1 Areas of change in attitudes and opinions

The analysis of the survey findings revealed notable shifts in certain opinions and attitudes throughout the course of the lecture series (cf. Table 2). Firstly, the general awareness of what ELF is has changed, with post-course students being more aware of it (U = 511.5; p = 0.01). The participants who completed the course were also more likely to believe that Englishes from countries such as Singapore, Nigeria, or India, should be considered native varieties (U = 327.5; p = 0.01). Comments in the post-course questionnaire further corroborated this observation., i.e., "I no longer consider the English used by native speakers from the Inner Circle to be the model and the only legitimate variety. I have begun to respect more the English used by

Table 2: Items with statistically significant changes.

	Pre-course results					Post-course results				
	N	Minimum	Maximum	Mean	Std. deviation	N	Minimum	Maximum	Mean	Std. deviation
Indicate if you are familiar with ELF (English as a Lingua Franca)	38	1	2	1.18	0.393	33	1	1	1.00	0.000
Varieties of English from countries like Nigeria, India, or Singapore should be considered native varieties of English.	38	1	3	2.03	0.753	33	1	3	1.36	0.549
English pronunciation teaching should focus primarily on the norms of native speakers of English	38	2	5	3.74	0.795	33	1	5	3.18	0.950
Learning English as an international language is useful	38	3	5	4.47	0.762	33	4	5	4.85	0.364
Native speakers of English should adapt the language they use for international communication	38	1	4	2.47	0.893	33	1	5	2.97	1.104
Valid N (listwise)	38					33				

people from Africa and also consider them native speakers on par with those from the UK and the US". The lectures also influenced the attitudes towards teaching pronunciation, i.e., post-course students were less likely to claim that it should focus on native-provided norms (U = 426; p = 0.01). One student commented:

> Now, I believe that it is possible to have a pronunciation characterised by traces of one's own native language while still being a more advanced speaker of a foreign language than a native speaker. So, I now know that pronunciation is only one of many aspects of a language (which, by the way, can be worked out) that in no way determines overall language skills.

It was also observed that individuals who had completed the course exhibited a higher inclination towards asserting the utility of instructing English as an international language (U = 476.0; p = 0.025), e.g., one participant remarked that:

> I have certainly started to analyse more what communication and English teaching should look like. I'm also paying more attention to who and how I talk to at work and adjusting myself and my skills relative to communication and the perception of native and non-native speakers. It's certainly helped me understand a lot of aspects of language for sure.

Significantly, the individuals who completed the course were also more inclined to advocate for the adaptation of English by native speakers to facilitate international interactions (U = 462.0; p = 0.047).

Furthermore, the results suggest a noteworthy relationship between the extent of students' attendance at lectures and their opinions and attitudes. Specifically, a higher frequency of lecture attendance was positively associated with the inclination to perceive Englishes originating from Outer Circle nations as native varieties (r = −0.375; p = 0.01). Conversely, an increased number of lectures attended corresponded to a decreased likelihood among participants to endorse the notion that English pronunciation instruction should adhere strictly to a native-speaker model (r = −0.296; p = 0.012) and the necessity of teaching English based on such a model.

4.1.1 Delving deeper: insights from semi-structured interviews

The interview data yielded promising results that aligned with the quantitative findings, indicating that pedagogical interventions of this nature merit further investigation. Overall, all interviewees were fully aware of what ELF is and believed it was necessary to talk about it: "I think this is important that people realise that there is such a phenomenon" (S2). Moreover, they also all positively evaluated the concept, e.g., "I, for one, think this is generally a good thing. I didn't expect that in the course of really these 10–15 years, the mental change among people will be so big that this will be paid attention to" (S1).

Interviewees showed that accepting Outer Circle Englishes as legitimate varieties is a complex endeavour, suggesting that much prejudice must be tackled and undone. When asked whether Outer Circle Englishes should be regarded as equal to Inner Circle varieties, S2 expressed the following perspective: "Now, from this new perspective, I think so. But before, it was just so hard for me to comprehend (…) but all in all, when you think about it, well, they kind of have a right to that English, like someone from the United States, for example". It must be underscored that four interviewees claimed to have changed their minds in regard to this matter after attending the lecture series, and one stated that they had always believed the varieties were equal.

The interview participants also commented on teaching and learning pronunciation. S1, who boasted extensive teaching experience compared to other interviewees, asserted that the lectures played a significant role in enabling them to embrace the notion that it is not essential to adhere to either a British or American model strictly:

> And this is what I used to think, and now I am not correcting them. Only someone who, let's say, aspires to a professional level I think that this is what they should think about. And I think that if we are going to use English simply to communicate, then as much as possible leave it and do not stigmatise it, do not say anything, yes?

Despite the shift in the attitude observed in S1, an intriguing remark was made by S4. They acknowledged attending the lectures yet still confessed to unconsciously associating native-based accents with elevated language proficiency. However, S4 indicated a growing inclination to question the underlying reasons for this perception and potentially attributed it to national insecurities:

> I'll say it this way, maybe it's not something I'm intentionally doing, although I think subconsciously, such a thing is encoded a bit. Maybe it's not good, maybe it's right, I'm not convinced, but it seems to me that this is such a subconscious little bit of a thing that is at play here. Maybe it's also a little bit due to the psyche of such a typical Pole, who usually tends to be insecure about certain issues a little bit.

As suggested that it might be the case by quantitative data, the interviewees unanimously expressed the belief that native speakers should make more accommodations for international communication. This viewpoint was exemplified by participant S5 and echoed throughout the interviews.: "[i]n my opinion, it is that sometimes one and the other should adjust a little bit, but more so those natives when they are in another country and are agitated by the fact that people who are foreigners (…) are less able to speak English".

Therefore, it appears that the interview data corroborated the quantitative findings, thus, highlighting the efficacy of such pedagogical intervention. It is also crucial to delve into the students' opinions concerning the practicality and satisfaction derived from the course.

4.2 Students' perceptions of the lecture series

Although no quantitative questions were asked in the survey about the students' overall impressions after completing the course, they were provided with an opportunity to offer comments. In this section, some students expressed their satisfaction with the course. Some of the opinions include: "[t]he classes were very interesting, and learning about the different varieties of one language was very useful", "[a]ll the topics were interesting", "[t]he modern approach to classes motivates me to go to optional classes". Some students also pointed out that they were happy about learning about native speakerism because, e.g., "I didn't realise that inferior treatment from native speakers as an English teacher is discrimination and you can fight against it and even win a case in court for it. I'm glad I found out about it".

On the other hand, the interviewees were explicitly questioned about their opinions on the value of attending these lectures and if they would recommend the course to their peers. All five of them believed that it was a course that all English university students should take and that they would recommend it. S4 suggested: "I'm glad that there was this kind of lecture, and I hope for more such creativity at this university because it was cool. And in my opinion, it was a lecture that you attended with so much curiosity (…) we could have room for our own thinking also. I think it was so cool".

It seems important to underscore that, despite the course's optional nature, it was diligently attended by the majority, with 65 % ($n = 11$) of full-time and 94 % ($n = 15$) of extramural participants attending either all or missing only one lecture. Moreover, S2 suggested that not only had the course changed their opinions and attitudes, but that it also started influencing colleagues around them: "in addition, I personally share this knowledge that I have learned also with my friends. And this also changes their perspective, and they are often surprised by it".

The interviewees were also asked about the most surprising and thought-provoking topics addressed in the lecture series. In this case, the participants were also like-minded, as they all mentioned the issues of native speakerism and ELF as a new approach to teaching and learning English. They believed they were vital to discuss as they affected their lives personally: "[w]ell, certainly as I say, it's the approach to a native speaker versus a regular teacher, because I'm a teacher myself, so it's a very close issue" (S3).

All in all, it seems that the students' comments and feedback regarding the course were overwhelmingly positive. The participants expressed their satisfaction, interest and considered the course valuable and useful. Furthermore, indications were given of a potentially transformative force that extended beyond the individual interviewees as they shared their new knowledge with peers.

5 Discussion

The present research investigated the shifts in attitudes and beliefs among English MA-level students at a public university in Poland after they participated in a series of lectures focusing on GEs. Additionally, the study aimed to ascertain the participants' level of satisfaction with the courses and their perceptions regarding its practicality and effectiveness.

Similar to the findings reported by Vettorel and Corrizzato (2016), students who participated in a course focused on raising awareness about GEs exhibited greater familiarity with the concept of ELF. This development holds significant importance, especially considering that as early as two decades ago, Seidlhofer stated that English as a Lingua Franca (ELF) was "the most extensive contemporary use of English worldwide" (2001: 133). Consequently, the limited awareness and mixed attitudes towards ELF among Polish teachers (Paciorkowski 2022a; Rzońca 2019; Szymańska-Tworek 2016) and translators (Szymańska-Tworek and Sycz-Opoń 2020) still highlight a noticeable gap in teacher training programs. This gap seems to be especially striking in light of Poesová and Lanková's (2021) findings from the neighbouring Czech Republic, where the awareness of the ELF concept was overall high. Addressing this discrepancy through similar courses could be a potential solution.

Other studies conducted in Poland, such as Paciorkowski (2022a, 2022b), indicate that Polish teachers' general understanding of Outer Circle Englishes is low, and they are unlikely to treat them as legitimate language varieties. The lack of recognition granted to these varieties is suggestive of linguistic discrimination that reflects broader social inequalities (Lippi-Green 2012). The results of this and other studies (Atkes et al. 2015) suggest that this can be rectified as post-course students were more likely to recognise their legitimacy, indicating the potential for positive change in attitudes and perceptions.

Similar to the findings in studies conducted by Ates et al. (2015), Vettorel and Corrizzato (2016), and Prabjandee (2020), students who participated in the GEs course displayed a greater inclination to challenge the prevailing native-speaker-centred paradigm. Specifically, the participants were more inclined to question the notion that teaching pronunciation should primarily focus on attaining native-like accents. Additionally, such students were also more likely to claim that native speakers should accommodate their English for the purposes of international communication. These results seem to be both significant and positive for several reasons. Firstly, they align with the intelligibility principle which advocates for prioritising mutual understanding over native speaker norms (Levis 2005). As demonstrated by Deterding's research (2013), relying on native speaker pronunciation norms may lead to more comprehension difficulties than adopting a pronunciation approach based

on the intelligibility-oriented Lingua Franca Core (Jenkins 2000). Secondly, they may signal a potential for a change in students' attitudes regarding their non-native identity where self-doubt and anxiety arising from divergence from native speaker norms is supplanted by: "a more uninhibited and positive mindset" (Poesová and Lanková 2021: 106). Consequently, such results may send a message of hope to pre- and in-service English language teachers. They suggest that validity and credibility can eventually extend beyond only native-like accents (Lippi-Green 2012) and that an important change in perceptions and attitudes is possible, bringing more inclusivity of accent diversity.

Furthermore, it seems that the study's results show that such interventions may help bridge the gap between GEs and ELT as they may lead future educators to have a more realistic and balanced attitude towards teaching that recognises the plurality of today's English uses in global contexts. As teachers become more tolerant of the variation and dynamism of the language, they may espouse similar views on their students, potentially initiating a more far-reaching transformation of ELT practices.

Finally, students, in general, were satisfied with the course, as suggested by questionnaire comments and interview answers. It seems that being confronted with information on GEs provided: "an opportunity to receive new information about fascinating issues concerning the English language and a springboard for growing professionally as reflective teachers" (Bayyurt and Sifakis 2015: 131).

6 Conclusions and suggestions for further research

The study indicates that the GEs lectures positively impacted the participants' perceptions and attitudes, with the most notable ones including increased awareness of ELF and recognition of Englishes from non-traditional English-speaking countries. The participants also expressed a change in their attitudes towards teaching pronunciation, shifting from the emphasis on native-provided norms.

This research project contributes to the literature on the effectiveness of introducing GE-s related concepts into ELT curricula. It highlights the importance of raising awareness of today's diversity and plurality of the English language. By being exposed to the native-speaker paradigm and explicitly challenging it, educators can foster a more inclusive approach to teaching and learning that recognises the value in all varieties of English; therefore, teacher training programmes should include a GEs component.

Even though the study successfully answered its research questions, it was not free of shortcomings. Most importantly, one cannot be expected to permanently

change students' attitudes over a single semester (Maio and Haddock 2010). Nevertheless, with their interests piqued, students may enter their future professional lives with a more accepting and open mindset as: "[l]inguistic awareness breeds linguistic responsibility" (Friedrich 2009: 413). Furthermore, it is essential to consider that the course was optional, and although it had a high overall attendance, it would be beneficial to carry out similar research during practical classes rather than lectures. This would allow the researcher to incorporate more interactive techniques to effectively influence potential participants' perceptions. Additionally, as Llurda and Calvet-Terré (2022) suggested, it is necessary to conduct additional research to examine how these modified opinions and perceptions manifest in future teaching practices, ideally through classroom observations. In a similar vein, it cannot be overlooked that such awareness-raising interventions should only be considered an initial stage in the struggle towards more inclusive and realistic ELT. A more holistic approach also necessitates coupling them with empirical investigations into their efficacy in tangible language development and deeply integrating them with SLA theories (Crowther 2021).

Appendices

Appendix 1: An overview of the global Englishes lecture curriculum

1. Course Introduction
2. Historical, social, and political overview of the spread of English
3. The legacy of colonialism
4. Who speaks English today? The models of the spread of English
5. Standard and non-standard Englishes
6. The New Englishes debate between Kachru and Quirk
7. Overview of selected varieties of English (AAVE, MLE, Singapore English, and more)
8. Pidgins and Creoles
9. English as a Lingua Franca and the potential emergence of Euro English
10. Who is a "native speaker" of English?
11. Native Speakerism in the world and Poland
12. The future of English

Appendix 2 Likert-type scale questions from pre- and post-course questionnaires

1. English pronunciation teaching should focus primarily on the norms of native speakers of English.
2. English pronunciation teaching should focus primarily on preparing for international communication rather than imitating native speakers.
3. English grammar and lexis teaching should focus on the norms of native speakers of English.
4. English grammar and lexis teaching should focus on preparing for international communication, not imitating native speakers – for example, no 3rd person singular/no prepositions (a, an, the), etc.
5. The grammar and lexis of the English language I learned were intended to prepare me primarily for communication with native speakers.
6. The grammar and lexis of the English language I learned were intended to prepare me primarily for international communication, rather than imitating native speakers.
7. The pronunciation of the English language I learned was intended to teach me the pronunciation of native speakers of English.
8. The pronunciation of the English language I learned was intended to prepare me for international communication, not to imitate native speakers.
9. It is important that I use the standard pronunciation of English based on the native variant of English.
10. It is important that I use pronunciation that allows me to deal effectively with international communication, and not imitate native speakers.
11. It is important that I use standard English grammar and lexis based on the native variant of English.
12. It is important for me to use grammar and lexis to deal effectively with international communication, not to imitate native speakers.
13. Mostly students want to learn English pronunciation based on the norms of native speakers of English
14. Mostly students want to learn English pronunciation that will help them cope with international communication, rather than imitate native speakers.
15. Mostly students want to learn English grammar and lexis based on the norms of native speakers of English
16. Mostly students want to learn the grammar and lexis of English that will help them communicate internationally, rather than imitate native speakers.
17. Learning English based on the native speaker model is needed.

18. Learning English as an international language is needed
19. Learning English as an international language is useful
20. Learning English based on the native user model is useful.
21. Only native speakers of English have the right to decide what is correct and what is not
22. Native speakers of English should adapt the language they use for international communication
23. I prepare mainly to communicate with native speakers of English
24. I prepare mainly to communicate with non-native speakers of English
25. I prepare to communicate with both native and non-native speakers of English

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