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WORLD ENGLISHES IN EFL CLASSROOMS: A SYSTEMATIC REVIEW

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Abstract

The status of English language in the world has changed dramatically in the past few decades. Scholars in World Englishes (WEs), English as a Lingua Franca (ELF), and English as an International Language (EIL) paradigms recommend that English Language Teaching (ELT) should move away from native speaker norms allowing for a more inclusive approach to acknowledge all individuals who own their own Englishes. However, there are still many obstacles to incorporating the elements of these paradigms into ELT classrooms such as students' viewing native accents superior as well as established curricula and content of textbooks favoring native speaker norms. In this regard, the present study seeks to elicit the ways in which WEs (including ELF and EIL) that have been integrated into courses as pedagogical interventions, and the perceptions of students regarding this new approach by identifying and analyzing the academic journal articles published in the past decade by searching various educational databases. Careful and extensive examination of the identified articles through systematic review approach suggests that the pedagogical interventions were twofold: (1) Theoretical discussions which introduced WEs as a concept and had students adopt a critical view of native speaker norms, and (2) some practical activities such as designing a poster and evaluating a textbook in the light of WEs principles. No matter which type of intervention was utilized, it was reported that the students developed awareness of issues surrounding WEs, ELF and EIL, and they had a positive perception of diverse Englishes in the world.

Keywords: World Englishes, English as a Lingua Franca, English as an International Language, pedagogical intervention, student perception

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1. Introduction

As the world is becoming more and more globalised each day, with the swift advancement of communication technologies, using English as a tool in the interaction between individuals from diverse backgrounds in multicultural contexts has become the new normal (Mrak, 2000; Friedman, 2005). This new normal is fuelled by the global mobility and migration, which has increased the communication taking place across national as well as cultural borders (Appiah, 2006; Dervin, 2014; MacKenzie, 2011). As a result of such interactions, gaining unprecedented importance in the global arena (Jenkins, 2014; Seidlhofer, 2011; Trudgill, 2002), English language has reached to its present status: A global language.

It is reported that there are 1,453,000,000 English speaker in the world today, and only 373,000,000 of them are considered as native speakers (Eberhard, Gary, Charles, 2022). This means that roughly %74,3 of all English speakers are non-native speakers. Against this backdrop, ever-increasing complexity of English language used in international communication today has lit the fuse of the urgent need and desire to steer away from the native-speaker ideology and towards a more embracive and inclusive view to accommodate and acknowledge all individuals who own their own Englishes. The worldwide expansion of English usage as a tool for international as well as intercultural communication has had a big impact on the conventional English language teaching (ELT), in non-native English-speaking countries, in particular. Thus, for the past four decades or so, the idea of considering English as a tool that individuals from diverse backgrounds use to communicate among each other has gained much attention in the research community (Smith 1976; Kachru, 1985; McKay, 2002; Matsuda, 2017).

Based on the new perception of English language, multiple concepts and terminologies have been coined and used: World Englishes (WEs)- informed English Language Teaching (i.e., Matsuda, 2017), English as a lingua franca (ELF) aware pedagogy (i.e., Bayyurt and Sifakis, 2015), and Teaching English as an International Language (EIL) (i.e., Marlina, 2018). Diverse they may be in name; they still have common theoretical underpinnings and implications. Since Kachru (1990) put forward the model of three concentric circles, these new frameworks have helped cast light on how English language has been institutionalised and immersed into native-speaker ideology (D'Angelo, 2005; Ma & Xu, 2017; Pingali, 2009).

Today, a growing number of researchers and educators believe that English language is neither owned by its native speakers nor inner circle countries (Widdowson, 1994); instead, it is being used as a tool in global communication with its diverse local varieties. That is why, the word Englishes is replacing its singular counterpart to be able to represent all the different varieties that are used around the world. Now that the number of people who speak English as a second or foreign language has surpassed that of people who speak it as their native language (Crystal, 2012; Kirkpatrick & Sussex, 2012), researchers in WEs, ELF, and EIL claim that it is also necessary to revisit and discuss the issue of motivation of learning English language in this new context (Fang, 2020; Galloway, 2017; Jenkins, 2006), which would

ultimately lead to the re-evaluation of the current status of English and English language teaching pedagogy. However, not all researchers, teachers, and students are necessarily on board with this new perspective. In the current linguistic landscape, there are still many who believe that English language belongs to its native speakers, which is ideologically in favour of native-speakerism.

There are many studies tackling with the issues discussed above; however, the majority deals with the sociolinguistic theoretical underpinnings of the matter. The ones that focus on classroom practices, on the other hand, seem only to be able to report on their own specific context through case studies. It seems that there is a lack of research that brings together all the studies that report on how WEs, ELF and EIL are integrated into the classroom, and how this integration is perceived by teachers and students. In an effort to fill this gap in the literature, the current study analyses the studies published in the past decade to identify in what ways WEs (including ELF and EIL) have been implemented in the classroom as pedagogical intervention, and the perceptions of students regarding this new approach.

This study is significant in the sense that as these frameworks are shaping how English is being taught today, a general and wider perspective on this phenomenon can help researchers, teachers, and curriculum designers to learn from each other's experiences and make better informed decisions regarding how to integrate these new approaches into the classroom rather than undergoing a trial-and-error process on their own. To achieve these goals, the current study seeks answers to the following questions:

In research reported on implementation of WEs (including ELF and EIL) in the classroom between January 2011 and December 2021:

1. What are the ways in which WEs (including ELF and EIL) was integrated into EFL classes as a pedagogical intervention?
2. How were these interventions perceived by students?

2. Literature Review

a. WEs, ELF, and EIL in a Nutshell

As the English language has spread and claimed its present status as a global language, the function and use of English in diverse contexts have become a topic of high interest. Post-colonial varieties of English, or New Englishes as they are often referred (Plat, et al., 1984), and the early research on them regarding their functions, place, and acceptance led to the emergence of World Englishes (WEs) concept (Kachru, 1985, 1990). Scholar such as Kachru and Nelson (2006) posit that WEs concern with the varieties of Englishes in the outer circle contexts such as India and Singapore and these Englishes constitute the identities of individuals and communities who use them. That means WEs has given rise to new

opportunities for both linguistic pedagogical studies to delve into multilingual contexts across the globe to gain a much deeper understanding of the realities of Englishes (Kachru, 1996).

Similarly, as the globalisation is accelerating day by day with the communication technologies connecting people across the world, the interaction among people from different parts of the world has become a standard practice in today's world. People's lives are very much interwoven with technology, which creates a space where individuals across the globe collaborate on various tasks including research (Friedman, 2005). As English is widely used in such interactions, it is now seen as a lingua franca. Seidlhofer (2011) explains English as a Lingua Franca (ELF) as the preferred, and sometimes the only, tool for communication practises among people who have different mother tongues. Therefore, in an ELF context, it is quite common to see crosslinguistic interactions such as code-switching (MacKenzie, 2014), and success of communication is no longer bound to the native speaker standards (Jenkins, 2006; Seidlhofer, 2011).

Lastly, as Matsuda (2012) suggests, English has now a global role in multilingual contexts across the world, and McKay (2002) asserts that English is used internationally to allow speakers of various first languages to share their ideas and cultures. As a result of such discussions, many scholars refer to English also as English as an International Language (EIL) (i.e., McKay, 2002; Marlina, 2018). EIL research mainly focuses on the use of English in intercultural communication between countries. Especially the widespread use of Internet, along with various advanced communication tools, has enabled people from different countries and diverse cultural backgrounds work together creating collaborative business ventures and research communities. The use of English in such contexts, similar to the case discussed in ELF, is different from that of the interactions of native speakers. Hence, linguistic norms and standards have been reconceptualised in this perspective (Cogo & Dewey, 2012; Jenkins, 2006) to reflect the functional use of English in international context.

b. Teaching English from WEs, ELF, and EIL Perspectives

The global spread of English language and its impact on business and education has resulted in growing research into WEs, ELF, and EIL. Considering the global use of English, such research has raised some concern regarding ELT pedagogy. Beginning with Kachru's (1985) once predominant explication of circles of English that situates English usage at the country level, with the increased globalisation and the advancement of technology, World Englishes paradigm today has grown out of this limited view situating itself at a global scale. This new perspective on WEs, ELF, and EIL has led to much reconsideration of native speaker norms and standards, and intelligibility in global communication has gained more attention; thus, decreasing the overdependence on the grammatical accuracy and native-like accent (Haberland, 2011), which naturally has had an effect on how English is being taught globally today.

The present status of English as a global language, influenced by WEs, EFL, and EIL paradigms, has altered the linguistic needs and goals of learners, too. Today, the ultimate goal of English language learning is neither acquiring a native accent nor communicating with only native speakers of English from the inner circle countries. Instead, individuals who learn English today aim to successfully communicate with other speakers, native or non-native, from different linguistic and cultural contexts (Jenkins, 1998). Therefore, many scholars (i.e., Cook, 1997) criticise native speaker ideology in ELT and urge to move towards a pedagogy that takes into consideration the theories of foreign/second language learning as well as models that factor in learners' first language.

Much as WEs, ELF, and EIL have offered many pedagogical implications for ELT, supported by recommendations from many scholars and researchers (i.e., Kirkpatrick & Zhichang, 2002; Alsagoff et. al., 2012; Matsuda, 2012; McKay & Brown, 2016) to extricate itself from native speaker standards, common practice of ELT in the world is still limited by a monolingual and stagnant view of English and ELT teachers (Sharifian 2009; Matsuda, 2012; McKay & Brown 2016). For example, McKay and Brown (2016) asserts that American and British English standards are still considered as absolute benchmarks against which the learners' success is assessed. Shin et al. (2011) draw attention to ELT materials putting forward that the majority of textbooks do not accommodate the diverse cultures across the world; rather, they mostly centre upon British and American culture. And lastly, Oda (2017) suggests that in many countries where English is spoken as a second or a foreign language, native speaker ELT teachers are still viewed as the ideal English teachers irrespective of their qualifications.

3. Method

The present study aims to assemble the results of various studies on the implementation of WEs in classrooms and the perceptions of students regarding this new intervention through a systematic review approach. The rationale behind opting for this approach is that on subject matters with too many individualities, thus dissimilarities, a systematic review can yield more precise and well-organised information on the consistency and generalisability of previous studies to other contexts and settings (Mulrow, 1994). Therefore, on account of the peculiarity of implementation of WEs in each classroom setting reported in the analysed studies, a systematic review is considered as an effective tool to elicit the sufficient information.

3.1. Data Collection & Analysis

During the identification of the studies to be analysed, a number of systematic procedures were followed.

1. A group of keywords were determined to be used while searching for the studies including World Englishes (WEs), English as a Lingua Franca (ELF), English as an

International Language (EIL), Global Englishes (GE), classroom implementation, classroom integration, classroom practice, pedagogical intervention, student perception, student belief, student view.

2. Each keyword was searched on different educational databases in various combinations.

3. The results were filtered to be peer-reviewed academic journals written in English between January 2011 and December 2021, resulting in approximately 1800 articles.

4. The ones with no discussion regarding their methodologies and data collection processes; hence, not providing a high degree of reliability, were eliminated.

5. In order to make sure the remaining studies were of relevance with regards to the purpose of the present study, they were screened through their abstracts and findings sections. Majority of these studies did not report any WEs, ELF or EIL-oriented course content as a pedagogical intervention; thus, they were eliminated.

6. In the end, 15 studies, which reported the use of WEs (including ELF and EIL) as a pedagogical intervention in a classroom setting and also included student perceptions regarding this new pedagogical intervention, were chosen to be reviewed.

When the appropriate research articles were identified, they were put through a careful and extensive examination in order to distil the relevant data. Owing to the disparity and diversity of the extracted data, a thorough analysis was conducted to create a coherent and cohesive account that reports on the ways in which WEs (including ELF and EIL) was integrated into the classroom as well as the perceptions of students on this new implementation.

4. Results

After the selected articles were examined in detail, it was observed that the ways in which WEs-informed pedagogical interventions were implemented into EFL classes comprised of two approaches: (1) Introducing WEs, ELF and EIL as theoretical concepts supported by relevant research and (2) combining such theoretical discussions with practical WEs-oriented classroom activities. It was reported that implementing either approach was useful in helping the students develop a critical view of WEs, ELF and EIL and having a positive perception of diverse Englishes in the world.

a. Introducing WEs, ELF and EIL as Theoretical Concepts

Teixeira & Pozzi (2014) offered a course called Exploring World Englishes at a university in California, US, in 2013. 7 international students who came from different corners of the globe took the course. The course aimed to develop comprehension, writing, and speaking skills of the students. In addition, thanks to the course content, the researchers were able to explore students' opinions regarding WEs. The course content involved weekly exploration of the concentric circles of English (Kachru, 1985) in which each week's two-hour class session

focused on a different regional variety including local, inner circle, outer circle, and expanding circle emphasising phonology, positioning, and the expansion of English within these contexts. The course content was supported by video clips from various regions in the world, and at the end of the course, the students gave a presentation about the use and status of English in their home countries. The researchers conducted an eight-week action research adopting a mixed-methods approach. Quantitative data involved pre- and post- accent-recognition quizzes designed to explore if accent recognition improved over the duration of the course. Qualitative data consisted of a background questionnaire, student writing reflections, recordings of group discussions, an exit questionnaire, and course evaluations. Findings revealed that the students displayed a positive change in their opinions concerning non-native accents, and they were able to problematize the notion of one correct way to speak a language.

Offering an alternative to a full-fledged WEs course, Tanghe (2014) integrated aspects of WEs into a speaking class at university level in South Korea. The activities in this speaking class were aimed to improve the students' speaking skills while also creating an atmosphere where the students could reflect on and critique the dominant English language ideologies in Korea. Thanks to the wide variety of activities, the study made use of many data collection tools. The students were engaged in whole class discussions surrounding the current issues about WEs such as legitimacy of English varieties and native vs non-native dichotomy. Also, the students had the opportunity to continue such discussions outside the classroom by posting blogs both in written and verbal format. In addition, they were involved in various in-class activities such as re-designing Kachru's concentric circle model and reflecting on the diversity of English speakers in and outside Korea after watching YouTube videos. Lastly, the students created a five-minute video related to WEs at the end of the course. The findings revealed that although the researcher (aka the teacher) encountered some resistance at the beginning of the course, as time progressed, the students' level of participation in the course activities increased, and they showed a genuine interest in the course content. The students were able to raise their awareness of WEs while problematising the native speaker norms.

Similarly, Kang & Ahn (2019) carried out a classroom-based study that aimed to investigate the students' perceptions of different English varieties, and their perspectives on the learning of different English varieties, as well as their beliefs about English learning at a university in Korea. The participants of the study were 127 university students who enrolled two different sections of a compulsory English language course. While the original course content had been heavily based on American English and its associated culture, the researchers added new components that deal with WEs to the course content. Throughout the course, the students engaged in discussions and critical reflections about the global spread of English, native speaker norms, and the legitimacy of English varieties. Also, the students watched various films, commercial ads, and video clips showcasing speakers of various Englishes, which aimed to create discussions about and raise students' awareness of WEs, including various local accents within the USA and how people judge them. The data were collected

through pre- and post-instruction questionnaires. The findings revealed that although students still favoured American and Korean English accents over the other varieties, their initial negative beliefs and perceptions of other non-native accents shifted towards a considerably more positive attitude.

Adopting a more critical sociolinguistic stance, Chang (2014) examined whether the discussions about power, politics, and the spread of Englishes have an effect on the students' perception of English language. The researcher offered a course on WEs at a university in Taiwan, and the data were collected through the written reflections of 22 Taiwanese university students enrolled in this course. The course content comprised discussions about varieties of English, native vs non-native dichotomy, ELF, standard language ideology and so on. The students were engaged in whole class discussions, presentations, and reflections in written form. The course reflection papers submitted by the students revealed that incorporating WEs into EFL courses help students become aware about the global spread of English, learn about the variety and legitimacy of Englishes. In addition, the students were able to notice the power relations created by the dominant language ideologies and native speakerism. The students reported that they had a deeper understanding of learning English that went beyond American or British varieties.

Conducting action research, Ören et. al. (2017) aimed to determine whether the adapted EFL materials in view of WEs could help students become aware of WEs and adopt a critical view of native speaker norms. The participants were 13 university English preparatory year students. In addition to their usual EFL instruction, the students were also exposed to some adapted instructional materials including videos, dialogues, reading and listening texts. The data were collected through pre- and post-questionnaires and reflective essays. The results suggested that the students were able to understand the concept of WEs, and they became aware of the fact that there existed various Englishes in addition to American and British varieties. Also, the students adopted a positive perception towards non-native varieties of English and displayed sympathy towards WEs.

Orikasa (2017) suggests that although teaching English as an international language is recommended, the impact of integrating EIL into an existing EFL curricula has not been fully explored. In order to examine how effective such an intervention would be, the researcher included elements of EIL into the English language course she offered. The participants were 48 undergraduate students at a university in Japan. The EIL-integrated course included activities in which the students were exposed to media materials featuring various speakers of English from different countries. Web-based news from NHK World and talks/presentations from TED Ed were among the most frequently used materials. The study lasted for 13 weeks. After each EIL activity, the students were asked written comprehension questions throughout the course, and at the end of the study, the students completed a 5-point Likert type survey. The findings revealed that although the students did not have much exposure to the variety of Englishes except those the course provided, they still had positive attitude towards EIL-based

activities and were able to deepen their understanding of Englishes currently in use across the globe.

Boonsuk et al. (2021) examined the undergraduate students' perception of WEs at a university in Thailand. In order to help students raise their awareness of the linguistic diversification and widespread use of English language by various speakers from diverse cultures, a new elective course called Global Englishes was offered at a Thai university. The course content involved theoretical discussions about WEs complemented by scholarly articles on the global spread of English, WEs, ELF, linguistic imperialism, legitimacy of Englishes and so on. The researchers chose 20 EFL students among those who took the course as the participants of the study. The students were asked to keep weekly reflective journals for the duration of the course, and they were interviewed at the end of the study. Analysis of the weekly journals as well as the interview showed a big positive change in the participants' perception of the course and its content. Before and during the initial stages of the course, the students considered American and British English as the only legitimate varieties of English language. They also displayed intolerance and discontentment towards non-native English varieties. However, after the course, the weekly journals and the interview revealed that the participants changed their perception of other English varieties and recognised that American and British English are not the only legitimate varieties. In addition, they also appreciated Thai English more, and no longer considered it as inferior or illegitimate.

Lastly, Xu (2018) reports on the EIL framework and investigates the pedagogical implications of teaching EIL at a university in Australia. To achieve this, the researcher focused on a course called Exploring English as an International Language and analysed its course content and materials. Approximately 660 students took the course in 2017, and they had the chance to learn about current issues and research in EIL. Also, at the end of the course, the students carried out a small project on an EIL-related topic. The course content involved topics such as the definition of core concepts, the relationship between EIL and WEs, critiquing the notion of native speakerism and so on. The research project was a narrative inquiry in which the students were asked to collect and present anecdotes or stories regarding the experiences of speakers of English in EIL context. Weekly classroom discussions as well as online discussion forums provided the data for the study. The findings revealed that the students considered EIL as a realistic endeavour and also as an essential component for students' education especially those involved in communication in international contexts in today's global world.

The studies reviewed in this part lean more towards a theory based WEs-oriented instruction. WEs, ELF and EIL were mostly introduced as a critical sociolinguistic concept. Some of the instructions were supported by audio-visual media materials illustrating various English speakers around the world to help students have a clearer image regarding the nature of the theories discussed in the classrooms. Nonetheless, whether it is purely theoretical discussion or supported by media samples, all the studies reported that WEs-informed

classroom discussions helped students improve awareness and adopt positive values towards English diversity and varieties across contexts.

b. Combining Theory with Practice

Finding a good balance between theory and practice, Vettorel & Corrizato (2016) investigated to what extent teacher trainees' perspective on WEs-informed teaching practices underwent a change after they attended two courses offered by the Department of Foreign Languages and Literatures at the University of Verona in Italy. The aim of the courses was to raise awareness of the pre-service teachers about WEs and ELF-informed teaching practices and to encourage the trainees to employ these practices in their future classes. The courses mainly dealt with the historical and socio-cultural factors that led to the spread of English including sample language variations, in-depth discussions on ELF, and finally methodological hands-on practices such as evaluation of ELT coursebooks in light of WEs and ELF paradigms as well as creating WEs and ELF-aware lesson plans and activities. Therefore, the students were not only introduced to WEs and ELF as sociolinguistic concepts, but they were also exposed to pedagogical classroom interventions involving these new concepts. The data were collected through questionnaires, reflections in e-learning discussion forums, interviews, and final reports. The findings revealed that the courses helped raise the teacher trainees' awareness concerning WEs and ELF, and that the trainees considered WEs and ELF to be key elements in their trainings in terms of understanding linguistic variation and cultural sensitivity.

In a similar manner, Solmaz (2020) conducted a qualitative study in which he examined the effects of WEs-oriented instruction on the education of pre-service EFL teachers. The participants of the study were 27 undergraduate students studying in ELT program at a university in Turkey. They took an elective course titled World Englishes and Culture which aimed to deepen students' understanding of WEs and possibly integrate WEs-informed activities into their lessons in the future. The course content consisted of theoretical discussions including the spread of English, ownership of English language, native speaker norms and so on. In addition, the students were involved in practical activities such as textbook evaluation in light of WEs-related theories and presentations of English varieties across the globe by the students. The data for the study were collected through self-reflection papers that the students wrote weekly as well as semi-structured interviews. The findings revealed that the pre-service teachers had a deeper understanding of WEs concept as well as WEs-informed EFL practices. They displayed a positive attitude towards including WEs into ELT and stated they planned to use WEs-oriented activities in their future classes. Lastly, the majority of the students thought that such courses should be compulsory in ELT programs instead of being elective.

Offering a different perspective on WEs by relating it to anxiety, Ayuthaya & Sitthitikul (2016) asserts that foreign language classroom anxiety is common among Thai students, and

the main reason is the EFL pedagogy mostly informed by native speaker norms in Thailand. Unable to reach up to the standards of native speakerism, the students develop low self-esteem as well as fear of speaking in English. In their study, by incorporating WEs into a compulsory EFL course at a university in Bangkok, Thailand, the researchers aimed to help the students build confidence in their language skills, decrease their anxiety, and ultimately improve their English. 92 undergraduate students took the EFL course. 47 students were placed in the control group whereas 45 in the experimental group. The study lasted over 17 weeks. While the control group was exposed to the original course content in which American and British English varieties and their associated cultural elements were emphasised, the experimental group was exposed to many additional interventions related to WEs from whole class discussions on the global spread of English, native speaker norms, legitimacy of English varieties and so on to some creative in-class tasks such as creating a poster for a language course that promoted WEs. Pre- and post-foreign language classroom anxiety tests as well as English achievement tests were comprised of the quantitative data while focus group interviews provided the qualitative data. The findings revealed that the students found components of WEs and the related activities helped them become aware of the current issues and discussions on WEs, legitimacy of English varieties and so on. Also, the comparison of pre- and post-tests revealed that the experimental group who was exposed to WEs throughout the course showed a significant decrease in anxiety and a significant increase in achievement in English language test.

By working with a large number of participants, Ateş et al. (2015) investigated the effect of incorporating WEs into undergraduate ESL education courses at a university in the USA. The study involved a total of 215 pre-service teachers from five ESL methodology courses in spring 2011. Throughout the course, the students engaged in six activities that were designed to raise their awareness of WEs. The first activity involved playing and listening several audio clips of English speakers from European and Asian descent with accents different from those associated with the inner circle countries. The purpose of this activity was to introduce the concept of WEs via a whole class discussion focusing on non-native accents and the stereotypical judgements they evoke. The second activity was an online assignment that required the students to watch cartoons or animated movies. The aim of this task to help the students realise that the villains in such movies usually have a non-native accent. After watching the movies, students were asked to write a paragraph explaining why they thought a specific accent was chosen for a particular character. In the third activity, the participants were shown video clips of speakers with an Indian accent. Then they watched other clips showing Indian workers changing their accents to sound more American to be able to work in their job. The reasons behind this activity were firstly to raise awareness of the pre-service teachers that different variety of Englishes existed. and secondly to have a whole class discussion concerning the ownership of English language. In the fourth activity, several international graduate students coming from different cultures were invited to the classroom to interact with the pre-service teachers. The purpose of this activity was to expose the participants to different

Englishes in real life so that they could have discussions with the international students regarding WEs and culture. In the fifth activity, the participants were shown some spoken and written samples of miscommunication between WEs speakers from different locations. The reason for this activity was to help pre-service teachers to find solutions to such possible scenarios that they might encounter in their future careers. The last activity involved listening to several local American accents. The rationale behind this activity was to help the pre-service teachers become critical of the concept of standard English. In addition to the various activities, the researchers carried out pre- and post-intervention questionnaires to examine the change in students' perception of WEs. The findings revealed that the students found the instructional activities helpful in improving their understanding of WEs, and there was a positive shift in their perception of speakers of English with different varieties.

Similarly, Eslami et al. (2019) report six different activities intended to foster understanding of WEs and EIL that pre-service teachers completed during the undergraduate course Language Acquisition and Development offered at a university in the USA. The activities were almost the same as the ones in Ateş et al. (2015). They also involved whole class discussions on English varieties after watching YouTube videos showing speakers of English with different accents. Also, in an activity, international students were invited to the class to talk about the English they use in their local contexts. In addition to the various activities, the researchers carried out pre- and post-intervention questionnaires to examine the change in students' perception of WEs. The findings showed that all activities were useful for creating awareness, tolerance, and respect of WEs, and that the participants had a more positive perception of the various WEs.

Drawing attention to the fact that although there have been attempts to develop WEs-informed pedagogical principles for language teaching, Raiprasit (2021) states that such endeavours are still scarce in under-researched contexts like Thailand. Thus, with this study, the researcher aimed to fill this gap by incorporating WEs into an EFL course and sharing this experience. The participants were 75 undergraduate students at a Thai university. In addition to the original course content, the students were also exposed to WEs-oriented learning activities. These activities were comprised of theoretical discussions such as the diversity of English as introduced in Kachru's (1982) three concentric circles model of English as well as practical activities such as watching YouTube videos about how to participate in a debate presented by non-native speakers then actually conducting a classroom debate on a given topic. The data for the study were collected through the written reflections of students reacting to the WEs-oriented discussions and activities. The findings revealed that students found WEs-informed EFL course activities useful in helping them understand the concept of WEs, and they developed a respectful view towards various speakers of English language across the globe.

Adopting a critical stance and focusing on writing in English, Wetzl (2013) puts forward that although communication in general has turned into a multicultural experience, writing in

particular has resisted this change, and many still think that there is only one way of writing in English, which leaves students unprepared for written interactions with users of WEs. By adopting an experimental study design, the researcher, at a university in the USA, included element of WEs in composition courses in 6 classes while the other 6 classes continued with their regular syllabi without touching upon anything related to WEs. The intervention applied to the experimental group were mostly comprised of exposing the students to various texts written by WEs users. It was intended to introduce the concept of WEs in general to the participants and raise their awareness of the variety of language usage specifically in written form. The students in the experimental group also had the opportunity to apply the knowledge they had gained during the intervention by interacting with one another, writing texts that are not bound by the American English rules as well as reflecting on linguistic diversity. Data were collected in the form of pre- and post- intervention surveys, interviews, and essays from the experimental group, and in the form of surveys from the control group. Findings revealed that the participants in the experimental group had a more positive perception of WEs texts after they had engaged in discussions about linguistic diversity and WEs, which also led to an increased awareness of linguistic bias and a positive change in the participants' language attitudes towards WEs texts.

The studies reviewed in this part highlights the importance of combining theories of WEs with WEs-informed classroom activities that go beyond theoretical and conceptual discussions. Promoting culturally and linguistically diverse pedagogy and instructional activities while allowing students to experience WEs helps them become aware of the current status of English language in the global world. The students in the studies above all reported that they had positive perceptions of WEs and WEs-informed classroom activities they were engaged in. Such transformative interventions can be considered as approaches to teaching English that promote multilingual appreciation as well as a critical view of native speaker norms.

5. Discussion & Conclusions

The traditional view of learning English language assumes the purpose of learners is to attain the characteristics of native speakers such as accent and fluency in order to be able to communicate with those from inner circle countries. It was also widely accepted that the key to fully mastering a foreign language is to learn its associated culture (Brown & Peterson, 1997). However, as the number of people who learn English as a foreign or a second language has outnumbered the ones who speak English as their first language (Matsuda, 2003), it has been realised that learners of English language usually aim to use English to communicate with people from not only with those from inner circle countries, but also with those from other languages and cultures across the globe (McKay, 2012). Therefore, the current view of English language pedagogy is more and more emphasising the need for a reconceptualization (i.e., Leung & Brian, 2012; Xu, 2017) that fosters a realistic view of how English is used in

intercultural relationships (McKay, 2018) and views English as a tool used for intercultural communication in various contexts.

In view of the current issues surrounding WEs, ELF and EIL, language teachers are no longer viewed as the imitators of the native speakers of target language (Dewey & Patsko, 2017; McKay, 2003); hence, their role has shifted from being the agents of the target language (Llurda, 2004) to advocates of intercultural communication. That means, teachers play an important role in the implementation of WEs-oriented language teaching pedagogy in the classroom (i.e., Renandya, 2012), and they should be aware of WEs, ELF, and EIL paradigms and the current status of English language in the world.

Paralleling the views discussed above, the studies reviewed in this paper showcase researchers and teachers advocating for WEs-oriented ELT pedagogy aiming to help their students develop an awareness of some key concepts in WEs and obtain a critical view of native speaker norms. The pedagogical interventions they utilised vary from some very creative practical hands-on activities such as designing a poster advertising a language course to inviting international students to the class to allow students to interact with speakers of WEs. Also, all studies included interventions that involved theoretical discussions on WEs-related issues such as the global spread of English, native speaker norms, ownership of English, legitimacy of English varieties and so on. Whether they included practical activities or solely theoretical discussions, all studies report that the students developed awareness of WEs-related issues and had a positive view of English varieties.

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