Anna Sańczyk-Cruz
Uniwersytet w Białymstoku
e-mail: a.sanczyk@uwb.edu.pl
ORCID: 0000-0001-5819-2058

THE APPLICABILITY OF THE GELT FRAMEWORK
IN AN APPLIED LINGUISTICS COURSE

ABSTRACT

Ever since English became a widely used language worldwide, a plethora of teaching methods have been developed to cater to diverse educational requirements. Recently, some scholars stressed that the Global Englishes Language Teaching (GELT) framework provides a systematic approach to curriculum innovation, but there is a dearth of classroom research to understand GELT's applicability. This article aims to raise awareness about the GELT framework and demonstrate how it can be contextualized in higher education. Specifically, it will showcase graduate students' perceptions on how this teaching practice is incorporated into their applied linguistics course. The findings of this study emphasize the significance of critically analyzing the ELT curriculum and material design to better address global trends in English language education in Poland.

Keywords: applied linguistics, global Englishes language teaching, critical reflection

ABSTRAKT

WYKORZYSTANIE MODELU GELT
NA ZAJĘCIACH Z JĘZYKOZNAWSTWA STOSOWANEGO

Od czasu, gdy język angielski stał się powszechnie używanym językiem na całym świecie, powstało mnóstwo metod nauczania, które mają na celu zaspokojenie zróżnicowanych potrzeb edukacyjnych. Niektórzy naukowcy argumentują, że Global Englishes Language Teaching (GELT) zapewnia systematyczne podejście do innowacji w programie nauczania, ale brakuje badań, które pozwoliłyby zrozumieć to innowacyjne podejście w nauczaniu językowym. Celem tego artykułu jest podniesienie świadomości na temat wykorzystania GELT i pokazanie, w jaki sposób można ten model zastosować

w szkolnictwie wyższym. W szczególności będzie to prezentacja spostrzeżeń studentów na temat tego, w jaki sposób ta praktyka nauczania jest wykorzystywana na ich zajęciach z językoznawstwa stosowanego. Wyniki tego badania podkreślają znaczenie krytycznej analizy programu nauczania języka angielskiego i projektowania materiałów w celu uwzględnienia na większą skalę światowych trendów w edukacji językowej w Polsce.

Słowa kluczowe: językoznawstwo stosowane, nauczanie globalnego języka angielskiego, krytyczna refleksja

1. Introduction

Over time, globalization has significantly impacted the methods used in teaching English. Scholars in applied linguistics and TESOL have explored various teaching approaches to better prepare language learners to use English in global settings. They have examined key concepts in English language teaching, such as English as the International Language, English as a Lingua Franca, World Englishes, and Global Englishes (GE), which have been influenced by the real-world use of the English language in globalized environments. Recent research has emphasized the diversity of English users in a rapidly changing world, highlighting the need for a systematic approach to curriculum innovation in English Language Teaching (ELT), known as the Global Englishes Language Teaching (GELT) framework[1]. However, there is a lack of classroom research to understand the practical applications of GELT. This has led to a call to re-evaluate traditional concepts of English language instruction and assessment, challenge embedded language ideologies, promote intercultural communicative competence, critically reflect on the ownership of English, and address prejudices toward specific language varieties. As a result, there is a push to showcase GELT-informed innovative practices and course design[2]. This chapter seeks to raise awareness of the GELT framework and demonstrate how it can be applied in higher education. Specifically, it will focus on students' perceptions of integrating this framework into the applied linguistics course curriculum at a university in northeastern Poland, drawing on data collected from students' reflections on their course experience.

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[1] H. Rose, N. Galloway, *Global Englishes for Language Teaching*, Cambridge 2019.

[2] H. Rose, J. McKinley, N. Galloway, *Global Englishes and Language Teaching: A Review of Pedagogical Research*, "Language Teaching" 2021, 54 (2), p. 157.

2. Literature review

In many academic environments, particularly in English as a Foreign Language (EFL) settings, instructional methods still predominantly cater to native-speaker preferences[3]. English Language Teaching (ELT) has supported the concept of "standard English ideology"[4], which elevates native-speaker norms over language diversity. To address this, Galloway and Rose introduced Global Englishes Language Teaching (GELT) as a practical framework to guide the development of English language curricula and raise awareness about the diversity of English. GELT aims to challenge native-speaker-oriented ELT, redress power imbalances, and promote respect for diverse cultures and multilingualism[5].

> Learner agency is central, and learners are encouraged to draw on all the languages they have at their disposal and to be creative with the language, given that they are likely to adapt it to suit their purposes of communication in the future. The aims are to prepare learners for multilingual and multicultural communication and empower them by validating their entire linguistic repertoire[6].

Recently, an increasing number of studies have focused on promoting Global Englishes in language education. Some research studies reveal that students are not familiar with the Global Englishes concept and stated that the concept of Global Englishes should become more integrated into ELT practices[7]. After Global Englishes was introduced into a course, students showed a better understanding of linguistic and cultural diversity, and learned not to judge local accents and usage[8]. Some scholars also emphasize the need to raise students' criticality through such

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[3]   R.A. Giri, J.M.S. Foo, *On Teaching EIL in a Japanese Context: The Power Within and Power Without*, "The pedagogy of English as an international language: Perspectives from scholars, teachers, and students" 2014, p. 239; R.J. Lowe, R. Pinner, *Finding the Connections Between Native-Speakerism and Authenticity*, "Applied Linguistics Review" 2016, 7 (1), p. 27.

[4]   F.G. Fang, *Native-Speakerism Revisited: Global Englishes, ELT and Intercultural Communication*, "Indonesian JELT: Indonesian Journal of English Language Teaching" 2018, 13 (2), p. 117.

[5]   N. Galloway, H. Rose, *Incorporating Global Englishes Into the ELT Classroom*, "ELT Journal" 2018, 72 (1), pp. 3–14.

[6]   N. Galloway, T. Numajiri, *Global Englishes Language Teaching: Bottom-Up Curriculum Implementation*, "TESOL Quarterly" 2020, 54 (1), p. 122.

[7]   C.M. Tardy, K. Reed, J.R. Slinkard, R. LaMance, *Exploring Global Englishes Content and Language Variation in an Academic Writing Course*, "TESOL Journal" 2021, 12 (1), e00520.

[8]   F. Fang, W. Ren, *Developing Students' Awareness of Global Englishes*, "ELT Journal" 2018, 72 (4), pp. 384–394; N. Galloway, *Global Englishes and English Language Teaching (ELT) – Bridging the Gap Between Theory and Practice in a Japanese Context*, "System" 2013, 41 (3), pp. 786–803.

an approach as it "encourages critical discussions of dominant discourses and challenging homogenizing discourses on language, culture, and identity"[9]. Furthermore, research indicates that the use of learner-led research, engaging students in online projects, and having them critically reflect on Global Englishes changes their perceptions and attitudes. Sanczyk-Cruz compiled a set of activities that promote Global Englishes, including listening journals, documentaries and films, advertisements and news reports, songs and poetry, and linguistic landscape analysis[10]. Some scholars affirm that such activities engage students in critical analysis and thought[11]. However, even though some language teachers report positive feedback toward the activities that incorporate Global Englishes, they show resistance in implementing GELT in their instruction[12]. Hence, this article serves as an inspiration to those who still hesitate and are uncertain about how to implement Global Englishes in academic courses. It demonstrates how such a framework was promoted in an applied linguistics course.

3. The Study

This article centers on understanding how the GELT (Global Englishes Language Teaching) framework is integrated into an applied linguistics course at a university in northeastern Poland. The research aimed to explore this integration through an exploratory case study[13]. By examining the experiences and reflections of the participants, the research sought to gain a deeper understanding of the practical implementation of the GELT framework in the context of applied linguistics teaching in English Philology.

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[9] W. Baker, S. Morán Panero, J.A. Álvarez Valencia, S. Alhasnawi, Y. Boonsuk, P.L.H. Ngo, M.M. Martínez-Sánchez, N. Miranda, G.J. Ronzón-Montiel, *Decolonizing English in Higher Education: Global Englishes and TESOL as Opportunities or Barriers (SI on Global Englishes and TESOL),* "TESOL Quarterly" 2024, p. 25.

[10] A. Sańczyk-Cruz, *Global Englishes in Language Teaching: A Reflection on Current Trends in Higher Education,* "Linguodidactica" 2023, 27, pp. 222–225.

[11] Z. Eslami, S. Moody, R. Pashmforoosh, *Educating Pre-Service Teachers about World Englishes: Instructional Activities and Teachers' Perceptions,* "Tesl-Ej" 2019, 22 (4), p. 8; P. Schildhauer, M. Schulte, C. Zehne, *Global Englishes in the Classroom,* "PFLB" 2020, 2 (4), p. 37.

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[13] R.K. Yin, *Case Study Research: Design and Methods,* Sage 2009.

3.1. The Context

The setting of this study was a graduate applied linguistics course at a university in northeastern Poland.

3.2. Participants

The participants in the study were 15 graduate students, comprising 10 females and 5 males. This group of students was enrolled in the applied linguistics course in English Philology in 2022.

3.3. Course Design

In the applied linguistics course, students were exposed to a wide range of English varieties from the inner, outer, and expanding circles as outlined by Kachru[14]. The course curriculum involved reading various chapters and scholarly articles, completing practical exercises aimed at enhancing language skills, watching short clips depicting different language varieties, analyzing authentic materials, such as songs or advertisements, and engaging in thoughtful discussions to delve into the nuances of language diversity. As the culmination of the course, students collaborated on a comprehensive group project that allowed them to apply their knowledge and skills in a real-world context. Finally, they completed a critical reflection paper.

3.4. Global Englishes Group Project

The students engaged in a group project where they analyzed different English varieties. The purpose of the discourse analysis was to showcase linguistic features in diverse communities. Students based their analysis on the following materials: an advertisement, a social media post, a sign, a lyric, a poem, and a video clip, and selected the following English varieties: Indian English, Singaporean English, Hawaiian Pidgin, African American Vernacular English, Scottish English, and Geordie. Students could select any English variety from the inner, outer, and expanding circles[15].

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[14] B.B. Kachru, *World Englishes and Applied Linguistics*, "World Englishes" 1990, 9 (1), pp. 3–20.

[15] Ibidem, pp. 3–20.

4. Data Collection

Data collection methods included course reflections. This method provided insights into how the GELT framework was applied within the course context. The purpose of the course reflection assignment was to describe the benefits, challenges, and applications of the knowledge gained in the course. The class activities the students reflected on included linguistic analysis of online images, short dialogues or videos, class discussions of the assigned readings, and group projects.

5. Data Analysis

Drawing on Clarke and Braun[16], thematic analysis was a method of analyzing qualitative data in which the researcher identified and analyzed patterns within the data. It involved systematically identifying phrases within data and interpreting the deeper meaning of these patterns. The process involved coding the data, identifying themes, reviewing and refining the themes, and then defining and naming the themes. Thematic analysis allowed the researcher to gain insight into the participants' experiences, perspectives, and attitudes.

6. Findings

The study findings are organized into five themes that demonstrate the attitudes and knowledge gained by students about Global Englishes during the course: 1) Valuable Project-based Learning; 2) Critical Engagement; 3) Relevance to Future Careers; 4) Acknowledgment of Linguistic Bias; and 5) Increased Awareness of Variety Stigmatization.

6.1. Valuable Project-based Learning

The collaborative project that students engaged in with their peers proved to be an invaluable learning opportunity. During the project, they delved into the complexities of Global Englishes language analysis, honing their ability to discern the diverse variations of English present in authentic texts. This experience enabled them to gain a deep understanding of the differences in syntax, pronunciation, and

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[16] V. Clarke, V. Braun, *Thematic Analysis,* "The Journal of Positive Psychology" 2017, 12 (3), pp. 297–298.

vocabulary, guiding them to appreciate these nuances as part of the rich tapestry of the English language. For instance, one student mentioned that learning about Hawaiian Pidgin during the project was a rewarding experience:

> The project that I conducted with my colleagues was a very valuable lesson. Pidgin language analysis has taught us to recognize the varieties of English in natural texts and understand the differences in syntax, pronunciation, and vocabulary so as not to perceive them as mistakes.

6.2. Critical Engagement

The exploration of various examples of natural usage of Global Englishes was an incredibly stimulating and enlightening exercise within this course. The in-depth analysis of these language variations provided rich insights into the diversity and complexity of English around the world. One student mentioned that authentic materials were helpful in developing students' critical thinking skills:

> I think that the analysis of several samples of the natural use of Global Englishes, including Creole, Ebonics, and Singlish, was the most thought-provoking exercise in this course.

Students engaged with the readings critically. Especially, the chapter authored by Mooney and Evans[17] not only captivated the students' attention but also broadened their perspective on power and politics in language education significantly. Readings shed light on crucial aspects of Global Englishes, prompting the students to reconsider the way they perceive and engage with language diversity, as students are often exposed to native-speaker-oriented English in their English Philology classes. To illustrate this, one student stated that:

> The chapter from Mooney & Evans was fascinating and, more importantly, eye opening. As students, we are accustomed to standard English, not only in grammar or vocabulary but also in pronunciation. Learning about the differences in the varieties of English and their origins helped me understand that, in reality, no variant of English is superior. Moreover, which variant of English is considered to be superior depends solely on politics and power.

6.3. Relevance to Future Career

The concept of Global Englishes has proved to be highly valuable for students pursuing future careers as translators, teachers, or other language professionals.

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[17]   A. Mooney, B. Evans, *Language, Society and Power: An Introduction*, Routledge 2018.

For instance, many explained that if they were not familiar with this concept as a translator or interpreter, they might inadvertently misinterpret lesser-known English varieties as poor forms of English. For instance, one student mentioned:

> The concept of Global Englishes can prove to be helpful in my future career as a translator. If I was not aware of the complexity of the idea, I could have easily mistaken Creole and Pidgin languages for an uneducated English, and translating it in such a way could be offensive to the source culture.

Furthermore, some students admitted that embracing different English varieties when teaching can greatly enhance students' comprehension, communication skills, and tolerance for difference. Therefore, understanding and appreciating Global Englishes is essential for anyone working in the field of language education. For instance, one student emphasized the importance of educating Polish students about the differences between standard English and the English they encounter on the Internet to promote understanding and curtail prejudice:

> What I have learned about Global Englishes is that it can be applied in teaching to raise students' awareness about varieties of English in order to curb racism and xenophobia. Although Polish students are exposed to standard English at school, the content they consume via the Internet is varied and usually does not adhere to the rules of standard English. Therefore, it is essential that they be aware of the differences and understand the authentic English language.

6.4. Acknowledgement of Linguistic Bias

The data revealed that some students showed a tendency of linguistic bias, favoring standard English over other English varieties. Such attitudes may reflect prejudices or stereotypes. More specifically, some individuals have perceived Ebonics solely as a dialect associated with impoverished African American youth and hip-hop artists, rather than recognizing it as a unique form of English worthy of inclusion in educational curricula and linguistic analysis. For example, one student frankly exclaimed:

> I have always thought of Ebonics as a dialect of poor Afro-American youth and rappers, not as a distinct variety of English that could be taught in schools, let alone analyzed from a linguistic perspective.

Similarly, there has been a tendency to dismiss Indian English as merely an inaccurate form of English. For instance, one student mentioned that *he or she thought that Indian English was simply broken English.*

6.5. Increased Awareness of Variety Stigmatization

After exploring various in-class activities and materials, students became cognizant of the prevailing perspective that positions Global Englishes as inferior forms of English while elevating standard English, resulting in the stigmatization of those who use non-standard varieties of English. For example, one student elucidated:

> I became aware of the view that distinguishes Global Englishes as the lower-tier English varieties and glorifies standard English, and that leads to stigmatization and negative attitudes directed at people who use them.

In addition, through the screening of films and engaging with supplementary reading materials, students deepened their understanding of the historical and cultural contexts that have shaped Global Englishes. The experience also led them to recognize lesser-known varieties of English as valid and legitimate forms of the language, challenging their preconceived notions. For instance, one student explained:

> Thanks to watching a film called "The Indian Accent" and the reading materials, I have become much more aware of the historical and cultural background of Indian English. I didn't know it was a legitimate variety of English.

7. Discussion and Implications

Based on the findings, it is important to acknowledge the value of authentic materials and project-based learning in enhancing students' understanding of language diversity. The engagement with various examples of Global Englishes has not only broadened students' perspectives but also highlighted the need for critical thinking when it comes to linguistic biases and stigmatization. Furthermore, the findings of this study emphasize the significance of incorporating Global Englishes into teacher education and translation studies to promote a more inclusive and respectful approach towards linguistic diversity in the future careers of language professionals. Additionally, addressing linguistic biases and raising awareness about the historical and cultural contexts of non-standard varieties of English are essential steps in combating linguistic prejudice. Overall, the study's implications underline the importance of recognizing and appreciating the richness and legitimacy of Global Englishes in educational and professional settings.

Therefore, in response to recent calls for curriculum transformation[18], this research proves that Global Englishes Language Teaching (GELT) is an innovative teaching practice that should be incorporated into higher education, especially in applied linguistics courses. By incorporating authentic materials that reflect different English varieties, academic teachers can create a more inclusive learning environment that caters to the communicative needs of English speakers from various backgrounds. Additionally, embracing transformative learning that challenges dominant linguistic ideologies can encourage critical thinking and a deeper understanding of the cultural and social factors that shape language use. This approach can also foster greater awareness of linguistic diversity and promote respect for different language varieties. Moreover, the development of intercultural communicative competence is essential in enabling effective communication across cultures. By equipping students with the skills to navigate intercultural interactions, academic teachers can prepare them to engage meaningfully in a globalized world. In conclusion, incorporating these implications into English teaching practices in higher education can pave the way for more inclusive, culturally sensitive, and communicatively adept individuals.

To recapitulate, below are a few suggestions for academic teachers:

– Reflect the linguistic diversity of English speakers and their communicative needs in your teaching. This involves acknowledging the various English dialects, accents, and regional variations spoken around the world. Rather than focusing solely on one "standard" or "correct" form of English, academic teachers should recognize and respect the linguistic richness and diversity within the English language. This approach helps students appreciate the global nature of English and prepares them to engage with diverse English-speaking communities in their future endeavors. Therefore, such activities will "empower" students to tap into "the entire linguistic repertoire"[19].

– Despite "the lack of suitable materials that provide authentic samples of language in global contexts"[20], incorporate authentic materials that represent different English varieties. This can include using literature, media, and other online resources that showcase different dialects, accents, and cultural nuances of English. By exposing students to a wide range of authentic materials, academic teachers can broaden their understanding of English as a dynamic,

[18] N. Galloway, H. Rose, *Incorporating Global…*, pp. 3–14; N. Galloway, T. Numajiri, *Global Englishes…*, pp. 118–145; H. Rose, J. McKinley, N. Galloway, *Global Englishes and Language Teaching: A Review of Pedagogical Research*, "Language Teaching" 2021, 54 (2), pp. 157–189.

[19] N. Galloway, T. Numajiri, *Global Englishes…*, p. 122.

[20] N. Galloway, H. Rose, *Incorporating Global…*, p. 5.

evolving language with rich cultural and regional variations. This exposure not only enhances language skills but also promotes cultural awareness and appreciation.

– Include transformative learning[21] that challenges dominant linguistic ideologies. Innovative English teaching practices should promote transformative learning by critically examining and challenging deficit views of outer and expanding circles of English varieties. This involves encouraging students to analyze and question established norms and power dynamics within English language education. By exploring topics such as language discrimination, linguistic hegemony, and social justice issues related to language, academic teachers can encourage students to become critical and socially conscious users of English. This approach inspires them to "challenge homogenizing discourses on language, culture, and identity"[22]; thus, it fosters a deeper understanding of language as a reflection of societal structures and encourages students to advocate for inclusive and equitable linguistic practices.

– Develop intercultural communicative competence[23] that enables effective communication across cultures. English teaching practices in higher education should prioritize the development of intercultural communicative competence, especially in applied linguistics courses. This involves going beyond language proficiency and fostering the ability to effectively communicate and interact across culturally and linguistically diverse contexts. Academic teachers can achieve this by incorporating linguistic analysis that promotes opportunities for real-world intercultural experiences. Through "intercultural citizenship development"[24], students are better prepared to navigate global communication situations and engage in meaningful interactions with people from diverse cultural backgrounds.

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[21] J. Mezirow, *Transformative Learning as Discourse*, "Journal of Transformative Education" 2003, 1 (1), pp. 58–63.

[22] W. Baker, S. Morán Panero, J.A. Álvarez Valencia, S. Alhasnawi, Y. Boonsuk, P.L.H. Ngo, M.M. Martínez-Sánchez, N. Miranda, G.J. Ronzón-Montiel, *Decolonizing English in Higher Education: Global Englishes and TESOL as Opportunities or Barriers (SI on Global Englishes and TESOL)*, "TESOL Quarterly" 2024, p. 25.

[23] M. Byram, P. Holmes, N. Savvides, *Intercultural Communicative Competence in Foreign Language Education: Questions of Theory, Practice and Research*, "The Language Learning Journal" 2013, 41 (3), pp. 251–253.

[24] F. Fang, W. Baker, *Implementing a Critical Pedagogy of Global Englishes in ELT from the Lens of EMI and Intercultural Citizenship*, "Bloomsbury World Englishes" 2021, 3 (177), p. 181.

8. Conclusion

In conclusion, this article highlights the emergence of the Global Englishes Language Teaching (GELT) framework in language education. It emphasizes the importance of understanding and incorporating GELT-informed innovative practices into higher education English language courses, specifically in applied linguistics courses. A body of literature[25] suggests that there is a need for further classroom research to comprehensively understand the GELT curriculum innovation and its implications for English language education. Thus, this article aimed to raise awareness about the GELT framework and illustrate its potential for contextualization in higher education settings, providing valuable insights for educators and scholars in the field of English Language Teaching. In the face of evident barriers to GELT's implementation explained in previous research, such as "attachment to standard English, lack of awareness, language assessment, and lack of materials"[26], the findings from the project-based learning experience and critical engagement with Global Englishes in this study highlight its invaluable nature for students. Student reflections demonstrated the importance of understanding and appreciating the diversity and complexity of English around the world, especially in areas such as teaching and translation. Furthermore, the awareness raised about linguistic bias and variety stigmatization underscores the need to challenge preconceived notions and promote the inclusivity of all English varieties. Moving forward, it is essential to continue promoting a more open-minded approach towards Global Englishes, recognizing them as legitimate forms of the language and integrating them into educational curricula and linguistic analyses. Overall, the findings of this study emphasize the importance of critically analyzing ELT curriculum and material design to better reflect global trends in English language education.

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[25] N. Galloway, H. Rose, *Incorporating Global…*, pp. 3–14; H. Rose, N. Galloway, *Global Englishes…*; H. Rose, J. McKinley, N. Galloway, *Global Englishes…*, pp. 157–189.

[26] N. Galloway, T. Numajiri, *Global Englishes…*, p. 132.

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