

Global Englishes:
Variations of a Single Language in All English Classrooms

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Abstract

This study was conducted in order to develop a procedure for creating a globally recognized curriculum for teaching students and teachers about global variations of English. The study first sought to discover attitudes towards global variations of English of speakers in each of Kachru's three-circles model of World Englishes. Once there was an understanding of the negative attitudes that exist towards variations that fall within all three circles, the next goal was to determine what was being done to change this negative attitude. This meant analyzing curriculum and studies to determine how students and teachers are being educated on the topic of global variations of English. The conclusion was reached that only minimal efforts were made to accomplish the goal of educating students and teachers about global variations of English. The study was concluded with recommendations for implementation of a curriculum that teachers can use to make students aware of the existence of global variations of English and the types of attitudes that should be used when a variation is encountered.

Dedication

This paper is dedicated to all of the students, teachers, strangers, and friends that I have encountered in my life that helped me to realize that language is a gift from God and the variations that exist make it all the more special.

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Global Englishes: Variations of a Single Language in All English Classrooms

English is an ever-growing and changing language. As English has continued to grow and change, it has also continued to spread geographically into many countries where English does not have a long history. This spread of English to much of the world is called globalization. There are many factors that have played a role in the globalization of English, including but not limited to, technological advances, economic changes, and political arrangements.

English used to be considered “an external force which undermines national sovereignty” of countries where English is not natively or commonly spoke (Bizzell, 2017, p. 71). Though as English has become more globalized, countries where English is historically not present have begun adapting and embracing the spread of English. This change in mindset in many countries around the world has led to “English is no longer a language owned by any particular people or nation,” such as America or England (Bizzell, 2017, p. 71). This means that countries like South Korea, Japan, China, and India own “English in [their] own way just as much as any country where it is traditionally the native language” (Bizzell, 2017, p. 71). As more countries have begun to embrace English as their own, English has changed.

Throughout the post-colonial era, as English has become a more globally spoken language. English has evolved, and this evolution has created unexpected problems with a speaker’s ability to communicate. These problems exist for both native and non-native speakers. As English continues to grow and become a thriving global language, the number of non-native speakers has rapidly grown to outnumber native speakers. The larger number of non-native speakers, combined with cultural influences, educational backgrounds, and the further development of technology have all played roles in changing English from what most people would consider a single language to what it is today. English today is no longer a single language

or even a language that exists with only two variations: British and American. In fact, the exact number of variations is difficult to calculate.

It is not uncommon to hear terms such as Chinglish or Spanglish, which are used to refer to the English spoken by speakers of Chinese or Spanish. These terms are actually names that have been given to these global variations of the English language. Just like British and American English are two different variations, each country where English is spoken either as a native, second, or foreign language, has its own global variation of English. However, variations do not simply exist in different countries. Canagarajah explained that “The local [English] is not limited to a single variety anymore, the same way that the international [English] is not dominated by one elite variety” (2006, p. 236). In other words, not only do variations of English exist in different countries, but many variations exist in smaller environments such as cities and classrooms.

The development of such a large number of global variations of English has caused two primary problems, and the field of Global Englishes has been theorizing about solutions to these problems for at least three decades. The two primary problems exist mainly because of the idea of linguistic imperialism, or the idea that one language is better than another. In the case of global variations of English, native variations of English tend to be more highly sought after for jobs requiring English speakers. Native variations also tend to be the preferred variations in academic settings. The idea that English spoken by native English speakers is superior to all other global variations of English has created prejudices towards the other variations.

In some cases, these prejudices have cost people job and educational opportunities. For example, in a small town in China, a private school hired a man from India to be an English teacher. This particular Indian man was a citizen of India, but he was raised and educated in the

British education system from kindergarten to graduate school. When he spoke English, he spoke as a native British speaker would speak. Though when the parents of the students at this private school heard that the English teacher was Indian, they immediately associated him with not being a native English speaker, but rather a speaker of Indian English. The parents went to the school and complained that this man spoke terrible English and that they would remove their students from the school if he was not fired. In the end, the school fired him, and he was replaced by a young, blond-headed, American woman with less than a year of teaching experience. The parents were content because of what the woman represented; native English. Her experience, education and ability to educate their children were not as important as the native English variation that she learned because of where she was born.

The international schools seek teachers who are native English speakers because, the “Parental pressure on international schools to appoint native English teachers is a common phenomenon” (Van Werven, 2015, p. 300). The example of the Indian man and the American woman may seem like a bit of an extreme case, but this happens on a regular basis in countries like China and Japan where this phenomenon is most commonly present. This phenomenon is not only present in international schools, but local private and public schools that employ international teachers as well.

Though I am most familiar with instances of prejudices towards non-native English speakers in China, they exist all over the world in similar and different capacities. In one instance in South Korea, a Korean American man was interviewed and explained the “‘white men theory’ that ‘white people speak better English than Korean Americans’” in the eyes of many Koreans (Bizzell, 2017, p. 74). For this Korean American teacher, it became almost impossible to get a job in South Korea simply because he looked Asian. African Americans have a similar situation.

In many instances, though recruiters and schools are very impressed with the resumes of African American candidates, upon requesting a picture that most teaching job applications in Asian countries require, they would not contact African American teachers again (Bizzell, 2017). These are unfortunate situations that exist because of racism and prejudices that had developed because of a lack of knowledge about global variations of English and the world outside of countries like China and South Korea. In countries like this, where a large majority of the population looks similar, compared to countries like America and England where people from many nationalities can be found throughout the country these prejudices are more common, but the reality is that they exist everywhere.

Other examples can be found in countries like America, Canada, and England, where one may see prejudices towards global variations of English in job descriptions they are seeking “American English Only” or “Native English Speakers Only.” These exist, even in countries as diverse as America, England, and Canada. The preference towards one variation of English over another creates major disadvantages to people who did not grow up learning English as their first language and did not have the opportunity to study abroad or study under someone classified as being a qualified native English speaker.

The second problem caused by the development of global variations of English is the breakdown in communication between speakers of different variations of English. These breakdowns in communication can even happen between two speakers of different native variations of English. Primary causes of breakdowns in communication are unfamiliar vocabulary, different sentence structures, and cultural differences. Breakdowns in communication can cause a wide array of problems depending on where these breakdowns occur. Some situations may be more diverse than others.

A real-life example of this occurred in China, when a woman called a taxi to take her home from a visit to the veterinarian's office. When the taxi arrived, he began to tell the woman "no, no, no" as he waved her away from the taxi. She quickly understood that he did not want the dog in the car. She soon became frustrated with the situation and his unwillingness to allow her to take her still sedated dog home in his public taxi. As a general rule, dogs are allowed in taxis in China. The woman was so upset because of the stress of the situation that she looked at the taxi driver and explained to him in English how he was a bad man for refusing to take her and her sick dog home on an unusually hot day. The words that she used to express her feelings to the man were not understood by him as she had hoped. He got angry and called the police on her. He refused to let her get into another taxi until the police came and resolved the issue. In the end, it turned out that the taxi driver believed that the woman was threatening him. However, it was simply a breakdown in communication between two speakers of different variations of English. The problem was eventually resolved but had each of them been aware of the possibility of communication breakdowns, the situation could have been resolved a lot simpler and without involving the police.

Prejudices towards different variations of English and breakdowns in communication cannot be eliminated with a single academic paper. The goal of this paper is to explore what is being done to educate people on global variations of English, with the hope of finding a solution for how these prejudices and breakdowns can, one day, be eliminated.

Chapter 1: Introduction

1.1 Introduction to the Field of Global Englishes

To understand what is currently being done to educate people on global variations of English, one must first examine the field of Global Englishes. The field of Global Englishes is a

relatively new field of study which revolves around the study of global variations of English. Global Englishes focuses on three main areas: the globalization of English, linguistic imperialism, and global variations of English in curriculum (Galloway & Rose, 2015). Each of these focus areas is different, but they each address issues that primarily came into existence in the last 50 to 100 years. Many of these issues did not exist prior to the globalization of English, at least not on such an international scale.

Globalization of English addresses the rapid global spread of English, specifically during the post-colonial era. Political, economic, and academic forces are mostly credited for this push towards spreading English to all corners of the globe. Now, English is one of the most widely spoken languages in the world, and the majority of English speakers are not native English (L1) speakers. Evidence of English's globalized status includes the fact that English is used "to enable [people] to communicate with others for the purposes of academic advancement, career advancement, technology access, intercultural communication, and [many] other domains of communication" (Floris, 2014, Abstract).

Linguistic imperialism, which can also be referred to as linguicism, is a negative side effect of the globalization of English, because it revolves around the idea that one language is superior to all other languages (Phillipson, 2016). In this case, English or specific variations of English are considered better or are more desirable than other languages and variations. This leads to hatred towards and the unacceptance of other languages and speakers of those languages. Linguistic imperialism also leads to prejudices towards speakers of global variations of English, which is the third area on which the field of Global Englishes focuses.

English no longer exists as a single language (Canagarajah, 2006). English also does not exist with only two variations: British and American. The existence of multiple variations of

English is a topic that the field of Global Englishes addresses. Depending on how a global variation of English is classified, there are hundreds of global variations of English. Some examples of these variations include Chinglish (Chinese English), Spanglish (Spanish English), and Singlish (Singaporean English). Even British and American English are variations of the language that was originally classified as English. The aforementioned global variations of English focus on large geographic locations, primarily dividing English variations by country, which means an individual country has its own variation of English. If someone were to dig deeper into the English spoken in a single country, they would quickly discover that global variations of English can not only be broken down by country, but by state, district, city, and even neighborhood. By more closely examining the broad classification of American English, one would quickly discover different variations of English also called dialects or accents. In America, many of these major regional accents in cities like Boston, Charleston, and New Orleans are also connected to places where major areas where different groups of emigrants established themselves (Wolfram & Schilling, 2016). Similar groupings of accent variations can be found in most countries where English is widely spoken. Though American English or British English are broad categories of global variations of English, these categories can be broken down into even smaller groups of English speakers. Canagarajah explained that, “The local [English] is not limited to a single variety anymore, the same way that the international [English] is not dominated by one elite variety” (2006, p. 236). With so many variations of English, even within the two most commonly recognized variations, British and American English, it becomes easier to understand why problems have formed as more variations have developed.

For educators and learners of English, the question then arises of how to choose the academic variation of English so that English can continue to exist as a global language. In terms

of spoken English, asking students and teachers to be well versed in hundreds of variations of a single language does not seem very plausible. Some may argue that the answer is simple, British English because it came first. When closer examining England as a whole, one would discover that there are over 37 different variations of British English (Wil, 2019). These variations are often referred to as dialects. Kachru explains that early in the post-colonial period, Ida Ward recognized in 1929, that “a Cockney speaker would not be understood by a dialect speaker of Edinburgh or Leeds or Truro, and dialect speakers of much nearer districts than these would have difficulty in understanding each other” (Karchu, 1985, p. 23). As English continued to become more globalized thanks to the development of technology, among other driving forces, the situation in America, a significantly larger mass of land than that of England developed into an even more complex situation. For this reason, Kachru justifies, that “there is no reason to expect homogeneity in the multiethnic and multilingual societies of Africa, South Asia, Southeast Asia or the Philippines” or any other country or continent for that matter (Karchu, 1985, p. 23).

Finding a way to create a standard for English in a non-homogeneous English speaking world is likely an impossible task. Without a globally recognized Standard English, creating a globally recognized English curriculum seems to be impossible as well. Though it may seem challenging, the field of Global Englishes has presented a variety of theoretical solutions to this problem. Some include creating a standard for English and others do not. However, though multiple theories exist, very few pedagogical implementations have been made.

1.2 Influences on English

There are many things that influence English and cause it to be an ever-changing language. Some things include the development of new technology, texting language and social

media, differences in generations, and the ever-shrinking distance between people from different countries.

When new technology is invented, new words must be added to the dictionary to accommodate these things. Things like cyberspace, Bluetooth, and malware are all words that did not exist in English until they became necessary thanks to the creation of new technology. Texting and social media words like selfie and twerk have recently been added to the dictionary, and it would be nearly impossible to find an English-speaking teenager who does not understand LOL (laugh out loud) or YOLO (you only live once). There are major influencers on language. But one of the most significant influences on English is the millions of second or foreign language speakers.

The influence on English is non-native speakers, especially those living and speaking in communities where English is only recently become more prevalent. The influence that communities have on English is because “the variety of English which is [nativized], acculturated and [indigenized] is one that is affected by the local cultures in and around which it developed” (Tosuncuoğlu & Kırmızı, 2019, p. 161). In other words, if English is being taught in public school in Turkey by native Turkish teachers and is being learned by Turkish students, the Turkish culture that is present in the classroom will have an effect on the variation of English that the students learn to speak. Local vocabulary, syntax, and other features of the language will find their ways into the English spoken by both the students and the teacher. As English is adopted by non-native speakers in a non-native speaking community, English becomes more localized in the sense that it changes to meet the needs of the people and blends with that which is already familiar to the speakers; their native language and culture.

1.3 Potential Solutions

Researchers in the field of Global Englishes have long been theorizing about solutions to the problems that have been created by the development of so many global variations of English. Most of these theories revolve around academics. There have been a variety of recommended solutions, but after researching and looking at the current state of English, global variations of English and English curriculum, there are two viable solutions.

The first of the two potential solutions is to create a globally accepted standard for English. This would mean creating a curriculum that is not only globally recognized as Standard English, but also implementing it into all English classes on a global scale. This sounds challenging, but it does not sound impossible. Other languages have done it; Chinese for example. Standard Chinese, also known as Putonghua or common language, was established in 1955 and is based primarily on a variation of Chinese from northeastern Beijing (Zhang, 2017). When people want to communicate with people from other parts of China, they default to the Beijing variation, also referred to as Putonghua or the Beijing dialect. They do this because within the country of China, every province and most cities have their own variation of Chinese. This is especially true in southern China where many smaller cities spent decades and even centuries isolated from other parts of the country, and were therefore able to hold on to their more historical variations of Chinese, even after a standard was established. With over a billion Chinese speakers worldwide, an accepted standard not only exists but is widely used. Therefore, surely the same could be done for English.

There are some scholars who believe that standard English already exists. In *The Oxford Guide to World Englishes*, Tom McArthur explains that though scholars tend to disagree on the definition of Standard English, they can usually agree on three qualifications that make certain

aspects of English more standard than others. First, “the standard is most easily identified in print” which includes news media, literature, and academic writing standards (McArthur, 2002, p. 442). Second, “standard forms are used by most presenters of news on most English-language radio and television networks.” It is important to note that even McArthur notes that there are multiple variations, “notably in accent, because there is no uniform, worldwide, educated accent of English.” Finally, Standard English variations are “related to social class and love of education.” The reason for multiple standards of English is that there is “no world-recognized governing body that dictates what should and should not be included in such a standard” (Farrell & Martin, 2009, p. 2).

There are two primary issues with this solution, the first being that it only addresses one of the problems that has developed with global variations of English. This solution addresses the breakdowns in communication. If everyone learns a globally recognized standard for English, then everyone should be able to easily communicate with fewer breakdowns due to different vocabulary words, sentence structures, and cultural influences. This solution does not however address the issue of prejudices towards speakers of other variations. The same is true with standard Chinese. Speakers of the Beijing dialect (Standard Chinese) tend to look down upon anyone who chooses to speak other dialects, especially people from southern China. Even if there could be an agreement on what is Standard English, for example, British English or American English, the prejudices would still exist.

The second potential solution would be to make English students and teachers aware of the existence of global variations of English. This solution would involve the creation of an additional curriculum that can be added to the pre-existing English curriculum. This addition would mean that English teachers in Australia, Canada, China, and Egypt could continue to use

the English curriculum that they have been teaching for years, while still allowing the students in these classrooms to become aware that global variations of English exist. In creating an add-in curriculum, the academic and non-academic world of English would not be forced to choose a single variation of English as standard. With the knowledge of global variations of English being offered to students in an academic setting, students would be more likely to be accepting of different variations that they encounter. The acceptance of these variations of English will help to eliminate prejudices towards global variations of English.

The biggest problem with these solutions is that after roughly three decades of researching these theories, none have been implemented into the mainstream curriculum for the purpose of testing. With the lack of pedagogical implementation, little progress can be made in changing attitudes towards global variations of English.

1.4 Global Variations of English in Curriculum

Global variations of English exist in every English classroom on the planet. Whether it is a classroom in a small town in America where everyone was born and raised speaking the same way or an international school in China where every student in the class is from a different country, there is at least one global variation of English in each classroom. Though students and teachers encounter these variations on a daily basis through the internet, television, and even their own schools and classrooms, most people tend to be unaware of the existence of global variations of English. This is because many people have been taught that there are certain standards and expectations for learning what many people would classify as proper English. With the standards set by the academic, economic, and even political communities around the world, students, especially those learning English as a foreign language, tend to learn from a

young age that there is a difference between British or American English and the variation that is most common where they are learning English.

The vague awareness of the differences between local variations of English and those which dominate the academic world presents a new challenge for teachers on a local level. This challenge is more specifically seen when it comes to teaching writing. “The pervasive attitude underlying writing instruction [often] appeals to the standardized written English as if it is a monolithic entity,” and unfortunately leads to the discreditation of forms of writing that do not adhere to the recognized standard (Matsuda & Matsuda, 2010, p. 371-372). These standards in writing also do not line up with what is considered normal in local spoken Englishes. Teachers are then faced with a choice, teach the dominant monolithic entity that is standardized writing, teach what the students would encounter locally or teach a combination of the two. In chapter 5 of this paper, these options will be further discussed and explained why it is important for teachers to teach both the academically standardized and local variations of English in the classroom.

Chapter 2: Review of Literature

The field of Global Englishes is still relatively new and has only been around since the mid-1990s. The term “Global Englishes” is a hypernym that combines several pre-existing ideas into a single field. The two main ideas that fall under Global Englishes are World Englishes (WE) and English as a Lingua Franca (ELF) (Galloway & Rose, 2015).

In combining these different ideas into one field, Global Englishes consists of three primary areas of focus: the globalization of English, linguistic imperialism, and global variations of English in curriculum (Galloway & Rose, 2015). Though this literature review will touch on each of these areas of the theory, the main focus will be placed on global variations of English in

curriculum. This focus is based on the goal of determining the status of acceptance of global variations of English within the academic community.

The literature that has been selected for this review was chosen based on three criteria: publication date, topic, and peer-reviewed. The primary sources for this review were published between 1985 and 2020. Though it is more important to focus on sources published in the last ten to fifteen years, the primary reason for using older, as well as newer sources, is to show the changes in the acceptance of global variations of English in curriculum since the theory was first developed. This review focuses on two specific topics: Global Englishes and global variations of English in curriculum. In order to understand why global variations of English should have a role in curriculum, one must first understand the basics of this theory. This is why sources that are not specific to global variations of English in curriculum will also be included in this literature review. All

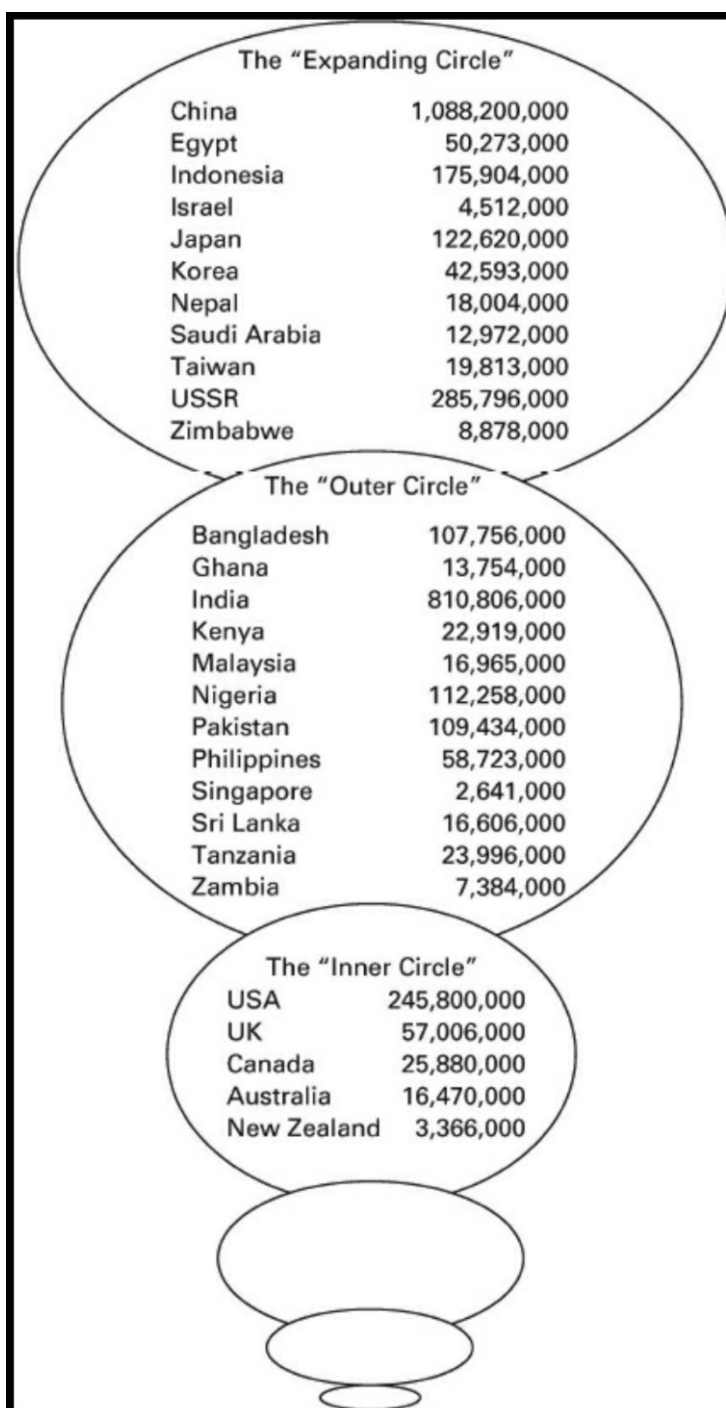


Figure 1 – Figure A3.3, Kachru, 1992 as cited in Jenkins 2015

journal articles and case studies have been peer-reviewed. This is important to maintain academic excellence and verified facts in each of the sources.

2.1 English as a Global Language

The English language dates back to the Anglo-Saxon era and first entered England in the 5th century (Crystal, 2003). Since its birth, English has continued to rapidly spread across the globe at an astonishing rate. Colonization and foreign trade are two of the primary causes of the spread of English. Though there have not been many reliable sources to get the exact number of English speakers worldwide, most sources estimate that between L1, L2, and English as a foreign language (EFL) speakers, there are approximately 1,500 million English speakers worldwide (Braine, 2014).

According to Braj B. Kachru, in his book *The Other Tongue: English Across Cultures*, English can be divided into three distinct circles, which is known as Kachru's three-circle model of World Englishes (1992). The model has also been referred to as Kachru's three concentric circles model of the English language. Though the numbers have changed a bit since 1992, the model pictured in Figure 1 is still widely accepted as a means of codifying World Englishes, and will therefore be referenced multiple times throughout the course of this paper.

The inner circle includes the countries and cultures where English is the primary language spoken and taught in schools, like England, Canada, the United States of America, New Zealand and Australia. The outer circle includes countries that were once colonized by one of the countries in the inner circle for an extended period of time, and therefore, have adopted English as a second language or one of the nationally recognized languages. The final circle is called the expanding circle, and this circle is where it becomes clear that English is a global language. This circle includes the countries that do not have a history that includes English, but English has

been included in the country's school curriculum. This is where many speakers of English as a Lingua Franca (ELF) come from, as they learn English to be able to communicate with people outside of their country. The model tends to be inclusive in the sense that it includes all countries where English is spoken, though "Kachru's three concentric circles [offers] a useful categorization for English in the world, [it fails] to present the rise of English as a Lingua Franca among the speakers of the Outer Circle and the Expanding Circle" (Al-Mutairi, 2019, p. 85).

The biggest issue with Kachru's model is that it is based purely on the geography and history of how English has been present in specific countries, which does not take into account how "speakers currently identify with and use English" (Jenkins, 2015, p. 15). Without recognizing a speaker's identification with and use of English, a speaker from a country in the outer circle who speaks English as his or her first language is still not recognized as being at the same level of proficiency as a speaker in the inner circle. Examples of this would include countries like Taiwan, Korea, and Japan which are in the expanding circle because their history doesn't overlap with colonization by an inner circle country, but these countries are considering making English an official second language because it is so widely spoken within the country (Jenkins, 2015).

The reason that acronyms like WE, ELF, EFL, and EIL have come into existence is an attempt to account for various situations where people speak English as something other than a native or second language. Before one can see how Global Englishes are different, one must first understand what each of these acronyms mean. Many of them were previously mentioned, but a deeper understanding is needed. In the book, *An A-Z of ELT*, author Scott Thornbury does an excellent job of explaining the meanings of and differences between each of these classifications of English variations.

WE – Which stands for World Englishes, “are varieties of English that are spoken in countries such as India, Nigeria, and Singapore, where, for historical reasons, English plays an important second language role” (Thornbury, 2006, p. 248). Based on Kachru’s three circle model, *WE* is included as Englishes in the outer circle.

EFL – English as a foreign language is when “English is a foreign language for learners in whose community English is not the usual language of communication. They may be learning English as a school subject or for travel, business, or academic purposes” (Thornbury, 2006, p. 74). This definition means that English as a foreign language includes speakers of English from countries in Kachru’s expanding circle.

ELF/EIL – English as a Lingua Franca and English as an International Language are often interchangeable terms that recognize “the fact that, for many learners, their most likely context for using English will not be with native-speakers but with other non-native speakers” (Thornbury, 2006, p. 74).

There is another less commonly used classification of English which is English as an additional language. The reason why some scholars feel it is important to include this classification is due to the lack of distinction between a foreign language and a second language. In adding the classification of an additional language, it includes “many learners of English [who] may already be multilingual in their home environment,” thus “English may well be a third or even fourth language, not necessarily a second” (Thornbury, 2006, p. 74).

The field of Global Englishes is trying to break the model that English has been placed in for decades by combining many of these classifications and recognizing that English no longer exists as a single language. For this reason, the field of Global English focuses on combining World Englishes and *ELF/EIL*. It is important to note that the reason *WE* is “plural (World

Englishes) deliberately challenges the notion that English is still ‘owned’ by its native speakers, or that there is a uniform *World Standard English*, [i.e.,] a single model whose standards are universally accepted and adopted” hence the reason Global Englishes has embraced this classification (Thornbury, 2006, p. 248). Kachru’s model places emphasis on native English speakers (NES) being the center of the circle and this is the model that most English classrooms follow. English classrooms tend to focus solely on NES and disregard or only vaguely mention other global variations of English. The field of Global Englishes seeks to shift the focus of English classrooms from NES to the plethora of global variations of English that exist (Galloway, 2013). In order to begin shifting the focus from native English to global variations of English, the attitude towards global variations must first be examined and understood.

2.2 Attitudes Towards Global Variations of English

With Kachru’s model comes a certain attitude of superiority of those countries in the inner circle. This attitude does not come from the inner circle alone. Studies have shown that this attitude stretches across every circle in Kachru’s three-circle model of World Englishes. In a survey of 107 people from Hong Kong or Mainland China, when asked their preferred choice of English accent, 84.1% said they preferred a native speaker-based pronunciation over Chinese English or Hong Kong English (Sharifian, 2010). Some of their reasons included: it is “more professional,” it “sounds more fluent,” it is “good English,” it is “pure,” and it is “real English” (Sharifian, 2010, p. 88). As a general rule, the reasons for why they preferred a native speaker-based pronunciation were positive.

However, the attitudes of English speakers in all three circles towards different variations of English tend to be negative. One example included that was in the introduction, where the public school in China hired an American English teacher with less experience over a British

Educated Indian teacher with years of experience, is evidence of attitude towards English in the expanding circle. Though after speaking to both teachers, it became very clear to me that the Indian teacher was not only the more qualified for the job, but also the candidate with clearer and more easily understood English. Many native English speakers hear variations of English from the outer and expanding circles and because this English does not adhere to the same rules, vocabulary, and pronunciation as native English speakers, these speakers are stigmatized as being incorrect or speaking bad English (Henry, 2010, p. 671).

In one study, 169 Japanese university students were asked to complete two questionnaires (Chiba, Matsuura & Yamamoto, 1995). The first involved listening to sound clips of people speaking English. The students were then asked to describe the speakers' English from a list of both positive and negative adjectives and to guess which country each speaker was from. The second questionnaire consisted of 21 questions with a seven-point scale for what level the students agreed or disagreed with each statement. One of the primary conclusions of this study was that the majority of the students who took part in the questionnaires had more positive attitudes towards native English speakers and more negative attitudes towards non-native English speakers.

Many studies revolving around the attitudes towards global variations of English are conducted with non-native speakers. It is not uncommon for non-native speakers to seek out opportunities to improve their English. However, "the Inner Circle native English speakers rarely receive training to develop the awareness and communicative skills needed for interacting with speakers of Englishes that are different from their own variety" (Kubota, 2001, p. 47). Due to non-native speakers being the primary group of people in many studies, it makes it appear that the negative attitudes towards variations of English only come from non-native speakers. If one

were to examine the past, one would discover that history argues otherwise. In the book, *Language Diversity in the Classroom*, Gail Y. Okawa explains:

“In U.S. history, positive and negative feelings about one’s own and other people’s ways of speaking have justified discrimination, segregated school children, privileged others, and served as a reason for social advancement or degradation, a point of solidarity or divisiveness, a basis for economic assimilation or exclusion” (2003, p. 109).

Prejudices towards other variations of English, though are more commonly assumed to revolve around second language learners and non-native speakers, exist even amongst speakers of the same national variation. For example, in America, a person from New York and a person from Alabama are from the same country, though their variations of English are quite different.

Historically speaking, schools were segregated based on ethnicity, though language and education level were often cited as justification of segregation. The field of Global Englishes seeks to break the stigma towards different variations of English. The desire to break the stigma applies to speakers of native and non-native variations.

2.3 Current Role in Curriculum

One of the first places to begin taking steps to break the trend of negative attitudes towards variations of English is in the classroom. As English has become more globalized, many have called for changes in English language teaching (ELT) practices (Rose & Galloway, 2017). At this time, the dominant choice for English in curriculum is what has been classified as ‘standard’ or ‘native’ English, and in most cases, it is based on some neutral form of British or American variations of English. The problem is that though many have tried to argue that one variation or another is the standard, this ‘standard’ does not officially exist. The lack of a true standard has caused a push for change. Even within the definition of standard or native English,

each country within the inner circle of Kachru's three-circle model has its own rules and vocabulary that makes its way into English classrooms.

In the last 20 years, academic scholars and educators have begun taking measures to change ELT, though most of these efforts have been superficial at best (Galloway & Numajiri, 2019). For example, *The Routledge Handbook of English Language Teaching* mentioned the concept of World Englishes (WE) and English as a Lingua Franca, but eventually concludes that teachers have to "tailor their professional practice to the particular circumstances of their students and to the contexts in which those students will be using the language" (Hall, 2016, p. 24). Though chapters like this one that is slipped into an ELT textbook bring awareness to the dilemma that ELT educators will potentially face in their classrooms, they do not help to change the curriculum or make it more inclusive in the long run. Based on this idea, it is up to each individual teacher to determine, based on the students' needs and teaching environment, what should and should not be included in their curriculum in terms of global variations of English. However, if teachers have not been educated on global variations beyond these brief snippets, it is not possible for teachers to be able to adequately teach their students about global variations of English.

It is challenging to find textbooks with ample amounts of information that involve explanations of how different variations of English may affect communication, though there are books that mention useful tips for teachers of non-native English speakers. For example, the textbook, *The Grammar Book: Form, Meaning, and Use for English Language Teachers*, is a textbook that is designed to help teach teachers how to better explain grammar to their students. In the preface of the book, it explains that the reason that the publishers have published three different editions of this book is that "a significant number of changes have taken place since [it

was first published in 1983]” and one of those primary changes is that “English is seen as an international lingua franca” (Larsen-Freeman & Celce-Murcia, 2016, Preface). The preface of this textbook goes on to explain that the title of the third edition was changed from *An ESL/EFL Teacher’s Course* to its current title, because of the various classifications of English language speakers, including English as a lingua franca and English as an additional language. Though this textbook does not appear to specifically mention global variations of English or World Englishes, it does provide information specifically for students who would fall into Kachru’s outer and expanding circles.

The third edition added two new features, which would both be helpful in helping students of any global variation to understand the currently accepted standardized grammatical rules and acceptable application of those rules. The first feature is “contrastive information that alerts teachers to possible cross-linguistic influence and helps teachers to identify and the learning challenges of their students” (Larsen-Freeman & Celce-Murcia, 2016, Preface). The second feature is “increased accessibility of the grammatical descriptions to guide teachers to address their students’ learning challenges” (Larsen-Freeman & Celce-Murcia, 2016, Preface). Teachers can use these features to help students better understand the differences between variations of English and errors in English. Though that is not specifically noted in this textbook as the reason for including these additional features, the information is applicable for helping students to understand the differences in variations of English.

English language teaching textbooks have minimal content and instructions for teachers on how to teach their students about global variations of English. The combination of teachers who have not been educated on how to teach about variations of English and the lack of a globally recognized standard for English leads to the seemingly impossible task of creating a

curriculum. If the teachers and academic scholars do not have a firm grasp on the subject, they cannot create a curriculum or teach global variations of English in their classrooms. After several decades of scholars theorizing about global variations of English in curriculum, from a pedagogical stance, this field is still severely lacking in educational materials for students and teachers (Galloway & Rose, 2015). For changes to occur, steps must be taken to start putting this theory into practice in English classrooms around the world.

2.4 Conclusion

Brandie Bohney summed up the ideas that I have presented in this literature review perfectly when she said, “By providing students in primarily mainstream-English-speaking schools exposure to and understanding of the differences among several varieties of English, teachers can help head off linguisticism and prejudice before they take a stronger hold as students get older” (2016, p. 68). The problem is simple. Global variations of English are not being addressed in the classroom. This includes classrooms consisting mostly of native English speakers as one would find in a public high school in America. It also includes the small village school in the mountains of China with a single international teacher and 60 students in a classroom. These prejudices exist because the students have not been taught otherwise. In adding global variations of English to English and English as a second language (ESL) classrooms, the hope of eliminating these prejudices and making English a truly global language can become a reality.

Chapter 3: Methodology

The research for this paper began with Galloway and Rose’s book *Introduction to Global Englishes*. After being introduced to Global Englishes, initially, I believed it to be a theory. Further research into the topic revealed that it was not a theory, but rather it was a field of study

that revolved around the global variations of English. When this study first began, the primary research question was, “Why is Global Englishes important?” though this single question quickly morphed into the research questions that were the foundation of this study. The primary questions revolved around global variations of English in curriculum. The research questions are as follows:

- Are global variations of English currently present in native (L1) and non-native (L2) English curriculum?
- If global variations of English are included in an English classroom, what does the curriculum include and what is its purpose?
- What are the current attitudes of L1 and L2 English speakers towards variations of English?
- What should the standard curriculum for English and ESL classes look like if global variations of English are added?

Once these research questions were established, the hypothesis was formed based on personal experiences with global variations of English and the initial research. It was hypothesized that aside from the global variations of English that are naturally found in an English classroom because of the diverse English backgrounds of students and teachers, global variations of English are generally not included in curriculum. It was also hypothesized that due to the lack of presence of global variations of English in curriculum, certain prejudices exist towards global variations of English, specifically those found in countries where English is not the primary language spoken.

After the hypotheses were reached, the research continued, primarily focusing on Galloway and Rose in the beginning, before branching out to others like Matsuda, Jenkins, and Crystal. There were three primary focuses for research throughout this process.

The first step was to better understand what a global variation of English is. In order to know whether global variations of English are being included in curriculum, one must first know how global variations of English are classified. Global variations of English are examples of linguistic variations. Linguistic variations are recognized and established by studying the sociolinguistic aspects of language variations. In other words, “phonological and syntactic (and possibly lexical) variations [of a language] are correlated against such social variables as age, sex, social class [and] social network” in order to distinguish between different linguistic variations (Bolton, n.d., p. 10). These linguistic variations are also classified by geographical locations such as countries or historical locations like Boston. Global variations are broad-scale linguistic variations that can be found on an international level. In the case of English, global variations are found in any country where English is spoken as a first or second language, foreign language, or lingua franca. Historically speaking, global variations of English would predominately be found in countries that have a history of English either through colonization or economic encounters. However, as English has become a more globalized language, global variations of English can be found in almost every country, even those without a historical connection to English.

Once there was a clear understanding of global variations of English, it was important to understand how people viewed different global variations of English. In order to create an inclusive curriculum which contains all major aspects of global variations of English, it is not only important to understand what a global variation of English is, but also how different

variations of English are viewed. Questions that were researched during this step of the research include:

- Do most people prefer to speak their own variation or a different variation?
- Do people consider British English and American English to be global variations of English?
- Is the general attitude towards global variations of English positive or negative?

The final step in this part of the research phase was to determine how global variations of English are currently being included in curriculum for English and English as a Second Language (ESL) classes. With so many different variations of English curriculum around the world, it seemed difficult to determine who was and who was not implementing global variations of English in their classroom. Though upon closer examination of English textbooks for students and for teachers, it became easier to identify what kinds of pedagogical implementations were being made. Unfortunately, textbooks that included such implementations were difficult to find without having access to an unlimited number of textbook publications. Therefore, other means of collecting information became necessary in order to complete a thorough study on this topic.

In order to collect first-hand data from the environments that I am most familiar with, the United States of America and China, I decided to conduct a survey for both native and non-native English speakers. The main goal of the survey was to determine the differences in attitudes towards different variations of English between native and non-native speakers.

The survey was short. It consisted of the following six questions that were either yes or no questions or single response questions:

1. Is English your native language? Yes or no.

2. How many years have you spoken English? Less than 1 year, 1-5 years, 6-10 years, more than ten years.
3. Do you consider yourself to be fluent in English? Yes or no.
4. When you speak, do you think you speak like a native English speaker? Yes or no.
5. When you talk to people in English, do you find it easier to understand native speakers or speakers of your own variations of English (i.e., Chinglish, Spanglish)? Native speakers, my own variations, other variations, I can understand them all the same.
6. Do you prefer to listen to native English or the variation you hear most often (i.e., Chinese English, Korean English, other variations of English)? Native English (British/American), Other native Englishes (Canadian/Australian/New Zealand/Etc.), The variations I hear most often (Chinese English/Korean English/Indian English), I don't have a preference. They are all English to me.

The survey was created using a website called Survey Hero. A link to the survey was sent out via three different social media apps including Facebook, WeChat, and an international writing community called Writing.com. The goal was to survey 100 people from around the world with various levels of experience with English. The only requirement for participation was that participants were able to read and understand the survey questions in English.

The survey was set to be open for 24 hours. Once the survey window had closed, 151 participants had viewed the survey, 109 participants had submitted the survey. Of the 109 submitted surveys, 11 were incomplete with one or more questions being left unanswered by the participants. In the end, 98 survey responses were fully completed and were deemed useable. The results of this survey will be further discussed in chapter 4: Results.

After the main focuses for this study had been thoroughly researched, the data was compiled into the literature review that is included in this study. Using the literature review, the first goal was to answer the primary research questions so that conclusions could be reached about the status of global variations of English in curriculum in order to begin planning a discussion on how to create a curriculum for students and teachers to help them become aware of the global status of English and its many global variations. The literature review combined with the survey results led to the results and conclusions reached in the next chapter.

Chapter 4: Results

4.1 Presence of Global Variations in Curriculum

The first book that I read that talked about global variations of English in curriculum was Galloway and Rose's *Introducing Global Englishes*. In the introductory chapters, they express concerns about how little progress has been made to change the many theories about global variations of English into practices with tangible and measurable results of progress. This book was published in 2015, and in the last five years, very little has changed.

In minimal attempts to educate people on the existence of global variations of English, some textbooks for teachers started adding chapters about global variations of English like *The Routledge Handbook of English Language Teaching*. There are two problems with textbooks like these. The primary problem is that these textbooks are written for teachers, not for students. With teachers being the target of these textbooks, the problem still exists. Unless teachers actively choose to incorporate global variations of English in the classroom, students are still unaware of their existence outside of the general knowledge from being an English language learner. The second problem with textbooks for teachers that include chapters about global variations of English is the content that is covered in such textbooks. For example, in *The Routledge*

Handbook of English Language Teaching the primary reason global variations of English are mentioned is to make teachers aware of their existence so that teachers will know challenges that they may face in a classroom where multiple variations are present.

Based on the research conducted in this study, the only classrooms where global variations of English may be addressed are classrooms that are used for experiments for developing theories and the rare chance that an English teaching textbook contains a chapter on it. Even after nearly three decades of research and theories, there is very little presence of global variations of English in curriculum for teachers or students.

When looking for examples of textbooks for students or teachers learning to teach English, *The Routledge Handbook of English Language Teaching* was one of the only textbooks that I was able to gain access to that contained any mention of global variations of English. While searching for textbooks, I was able to gain access to the Ministry of Education, Fiji's textbook series, *English Communications*, for year 1 to year 13 for elementary and secondary levels of English. Though searching for keywords such as global, international, world, Englishes and attitude, I was unable to find anything that mentioned global variations of English. The closest I could find was a brief mention of how language can be lost in the *English Communications Year 12* textbook. One of the example sentences stated that, "I should spend all my time learning English. It is the global language of communication," which addresses the fact that English is a global language, but it does not address the different global variations (2016, p. 144).

4.2 Reasons for Learning English

The reality that exists is that having a working knowledge of English can benefit the speaker in many ways, more specifically in terms of employability, international mobility, access

to information, and the ability to use English as an impartial link language (Bolton, Graddol & Meierkord, 2011, p. 462). Employability means that people who speak English can have more job opportunities, that may otherwise not be available to them. International mobility revolves around the ease in which a person can travel and move from country to country. Since English is recognized as an international language, it is likely that hotels, airlines, and travel agencies will employ people with English language abilities to assist customers who may not speak the local language. In the age of technology, access to information is easy for most people if they have access to a phone, computer, or tablet with internet access; access to information seems unlimited. For people who speak English, one of the benefits to this access is that an estimated 50% of all content on the internet is written in English, thus making access to information faster and easier since English speakers are less likely to have a need for a translator online (Baeza-Yates, 2018). The final advantage of learning English is that because English is so widely spoken, it can be used by speakers who share English as a common language. Though English may not be the native language of either speaker, it acts as a *lingua franca*, allowing for communication that would otherwise not be possible without a translator. As English has grown to the status of being a global language, the number of non-native English speakers has greatly increased. However, the English that is spoken by non-native speakers is often not viewed the same as the English of their native-speaking counterparts. For that reason, I spent a lot of time focusing on the attitudes of both native and non-native English speakers towards global variations of English.

4.3 Attitudes Towards Global Variations of English

Over the last several decades, numerous studies have been conducted on the attitudes towards native and non-native English speakers. The real focus of these studies is on the attitudes

towards different global variations of English, not necessarily the speakers themselves. The results were almost always the same; people had negative attitudes towards variations of English that were considered non-native, such as, Chinese, Indian, and Honduran English. While they generally preferred variations that were classified as native, such as, British, Canadian, or American English. Due to the overall negative attitudes towards non-native variations of English, it is easy to understand why prejudices exist and have caused problems for speakers of these different variations.

Several of these studies were mentioned in the literature review section of this paper, though it is important to address specific cases as part of the final results of the overall research conducted to complete this paper. In 2001, a particularly interesting study was published in which a curriculum was in fact created, not just theorized about, in which high school students were part of an English class with two primary objectives: to raise awareness of World Englishes and to help them be more prepared for situations when communicating with speakers of global variations of English (Kutoba, 2001). In the beginning, students had relatively negative and even racist attitudes towards different languages, cultures, and variations of English found within those cultures. The implications of this study concluded that the effect on “students’ attitudes toward and comprehension of WE, measured by pre- and post-questionnaires and dictation tests, was positive overall” (Kubota, 2001, p. 59-60).

The primary reason that this study stands out is that it goes beyond asking students to fill out questionnaires and actually puts students into a classroom environment where they learn, discuss, and think critically about the existence of global variations of English. Though certain areas like “perceived quality of speech samples, perceived personal traits of WE speakers, and desire to communicate, did not demonstrate statistically significant improvements,” the

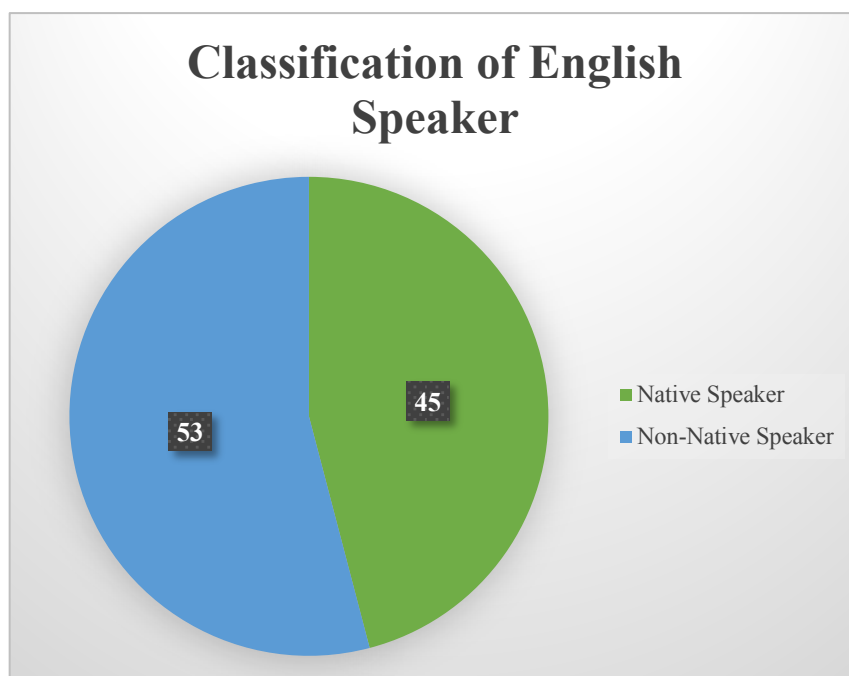
pedagogical implementation of a curriculum into a test classroom reveals a desire in the academic community to take the theories that exist about teaching global variations of English, and make them a reality (Kubota, 2001, p. 60).

4.4 Survey Results

In order to gather more recent statistics that support the statements in the previous section, I conducted a survey of 151 people. As was explained in the methodology section of this paper, only 98 surveys were deemed viable to be included in the data that follows. Based on research conducted prior to administering the survey, the expected results were that most participants would be non-native English speakers with 5-10 years of English studies. It was also expected that most participants would not consider themselves to speak like native English speakers. It was expected that most participants would prefer British or American variations of English, though they would feel comfortable listening to any variation of English. Some results were as predicted, though some results were rather surprising.

4.4.1 Question 1

The first question was asked to establish general demographic information about the participant. Participants



were asked: “Is English your native language?” This question was general and did not address speakers who may have grown

Figure 2 – Response results to question 1 survey results.

up in a bilingual household. Due to the primary participants being people currently living in China, it was expected that a large majority of the participants would not classify themselves as native English speakers. The pie chart in Figure 2 shows that only slightly more participants were non-native speakers. Though this was not the expected audience for the survey, with the balance between native and non-native, it provides a more accurate picture of attitudes towards different variations of English for all speakers of English.

4.4.2 Question 2

The second question of the survey asked participants about their years of experience in studying English. For many native speakers, they sent survey feedback explaining how this was a really complicated question to answer, because many of them had not studied English since they finished high school English classes. The question asked was, “how

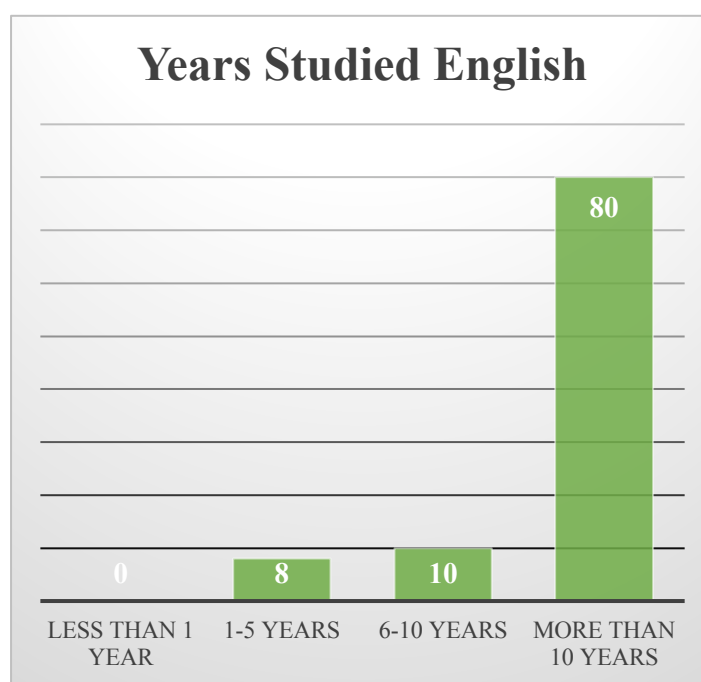


Figure 3 – Response results to question 2 survey results.

many years have you studied English?” It was later realized that a better question would have been, how long have you been speaking English? Based on the results, it can be assumed that most survey participants had at least a high school level of education, as the majority of them have been studying English for at least ten years. Though there was an option for people to respond that they had been studying English for less than one year, it was expected that no one would fall into this category. It would be unlikely that they could read and respond to the survey

questions, unless they had assistance or had been part of an intensive English immersion program, if they had so little experience with English.

4.4.3 Question 3

The results for the responses to question three were probably the most surprising, because it was expected that most of the non-native English speakers who participated would be Chinese

English speakers. Participants were asked whether they considered themselves to be fluent in English. As a general rule in China, it is never acceptable to brag about one's abilities. In fact, when someone is paid a compliment, it is expected that they will respond by saying the opposite is true of themselves.

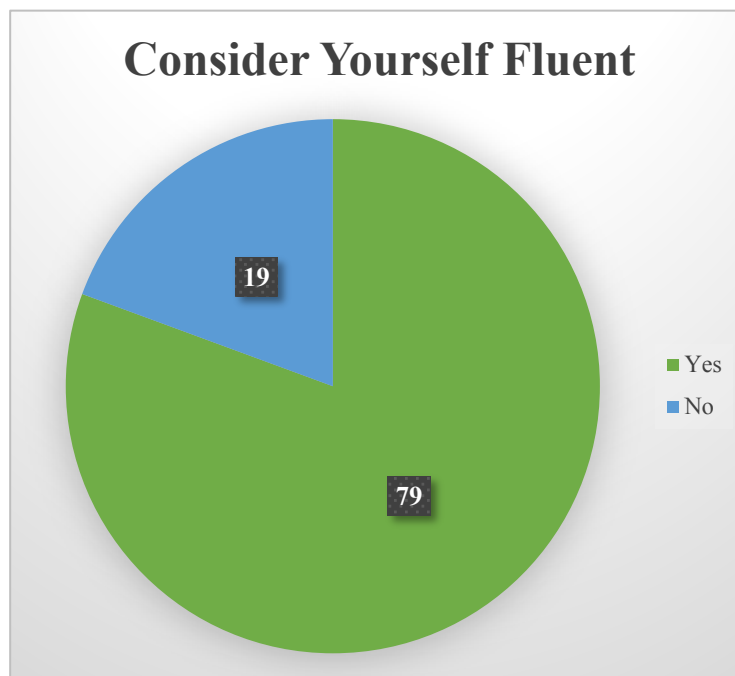


Figure 4 – Response results to question 3 survey results.

Keeping in mind that more than half of the participants were not native English speakers, combined with an expected larger number of Chinese English speakers, the fact that more than three-fourths of all participants considered themselves to be fluent in English is an unexpected result. Looking at figure 3, one can see that only 19 of the 98 valid survey responses did not consider themselves to be fluent in English, even though the majority of the participants have been studying English for more than ten years.

4.4.4 Question 4

Question four asked participants about the variation of English they speak. This question specifically focused on whether they believed they sounded like a native speaker or not. Question four, represented in Figure 5, was “When you speak, do you think you speak like a native English speaker?” The responses to question four were particularly interesting, because though the majority of the participants were not native English

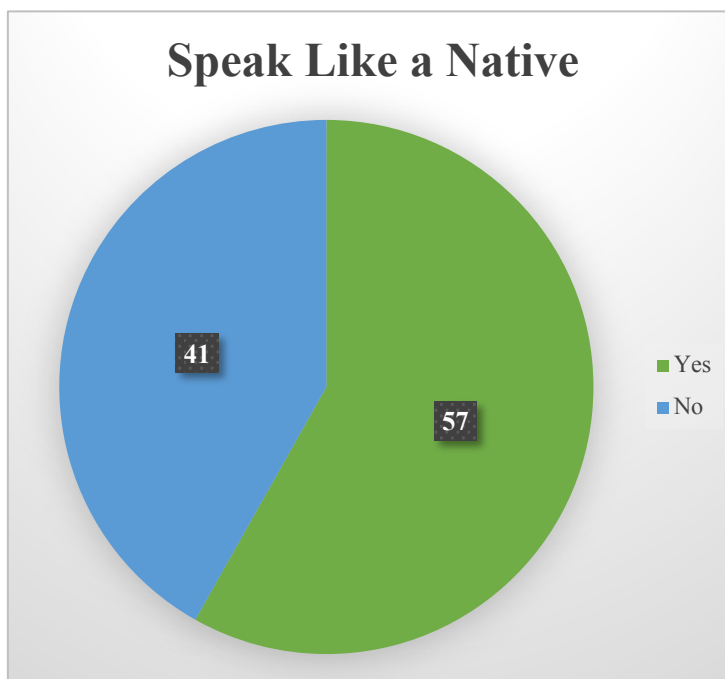


Figure 5 – Response results to question 4 survey results.

speakers, the majority still considered themselves to speak like native speakers.

When comparing the responses to question three and four, though about 81% of participants considered themselves to be fluent in English, only about 58% considered themselves to speak like native English speakers. Based on this set of data, it can be concluded that fluency and native-speaking are not necessarily equivalent. The analysis of these two questions does not specifically give information of attitudes towards global variations of English, but fluency and native-speaking do not seem to correlate. In future studies, a good question to ask would be, “why do you prefer a native variation over a fluent non-native variation?” Going back to the story I mentioned about the Indian man and the American woman. Though she was native, his fluency level in English was high from an education stance, but she was the preferred candidate for the job. Thus, demonstrating the preference for native over fluency, which the

survey results may suggest.

4.4.5 Question 5

The fifth question is where participants' attitudes towards variations of English were truly addressed. Question five asked, "When you talk to people in English, do you find it easier to understand native speakers or speakers of your own variations of English (i.e., Chinglish,

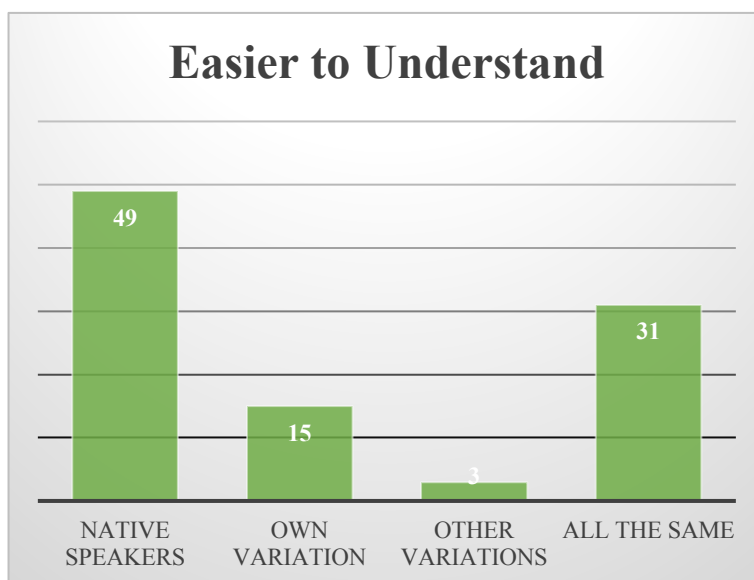


Figure 6 – Response results to question 5 survey results.

Spanglish)?" Based on the expected results before the survey was conducted, the fact that the majority of the participants considered native speakers to be easier to understand is what had been the predicted results. It is interesting to see that three participants consider variations that are not native and that are not the same as their own variation to be easier to understand, which is unexpected. The 31 people who said that they could easily understand any variation of English is unusual, but it is also the desired mindset for all English speakers. The hope is that in educating people on the existence of global variations of English, that they will learn to approach conversations where multiple variations are present with the mindset that all variations can be understood equally. The results of this survey show that some speakers of English already have this positive mindset towards global variations of English, even if they aren't specifically aware

of the existence of different variations.

4.4.6 Question 6

Question six asked participants, “Do you prefer to listen to native English or the variation you hear most often (i.e., Chinese English, Korean English, other variations of English)?”

Question six produced the exact results that were expected when this survey was created. The idea behind this paper is that because people have not been taught about global variations of

English, they do not understand them and they do not prefer them. This question was asked in order to establish the general attitude of a broad spectrum of English

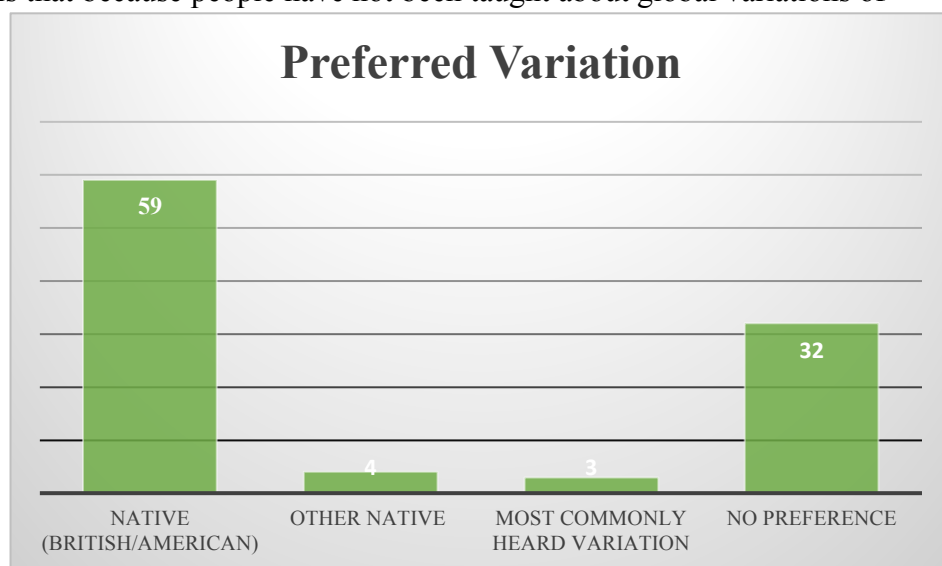


Figure 7 – Response results to question 6 survey results.

speakers. With a 50/50 split between native and non-native speakers and speakers from all over the world who speak a mix of different variations, it can be assumed that the results of this survey are an accurate representation of the general mindset towards global variations of English. That is to say that the majority of English speakers, whether they are native speakers or not, tend to prefer to listen to native variations of English. The survey specifically classified native English as being related to British or American English. The survey also classified Canadian, Australian, New Zealand, and South African English as being other native variations of English. The reason that the survey divided native English into two different categories is because in my personal experiences with non-native speakers in China, many of them do not consider

Australian or New Zealand English to be of equal status as British and American, because they argue that Australian and New Zealand English are more difficult for them to understand. With that in mind, more than 50% of the participants indicated that they preferred listening to native English variations, specifically, British or American. It is also important to note, though the survey does not provide specifics on who selected the option of “no preference,” there was a large number of people who said they did not have a specific preference as to which variation they preferred listening to. This may represent the group of English speakers who have many exposures to a large number of global variations of English so their attitudes towards the different variations are the same. Unfortunately, based on this survey, this conclusion can only be speculated.

4.4.7 Survey Conclusion

Though all of the predicted outcomes of the survey were not met, the general assumption that most people prefer native English to any other variation, was made clear by the results of the survey. This survey focused on a small sample of the global population of English speakers. It is an inclusive sample in the sense that it includes speakers from around the world, native and non-native speakers, and speakers with different levels of English. Based on personal experience, schools in China treat English lessons very differently than schools in the United States, and yet the opinions of global variations still tend to be similar.

4.5 Current Implementations

Though this paper has primarily focused on what is not being done to educate students and teachers on global variations of English, it is important to note that there have been small scale studies where curriculum has been implemented into a classroom to measure student responses. One of the best examples of this that was found during the research process was a

1998 study conducted at a public high school in North Carolina. There were five primary goals for the students who participated in this study:

1. “To understand that there are many varieties of English used in the United States and in the world.
2. To understand a brief history of English.
3. To understand the difficulty of acquiring native-like proficiency in a second language.
4. To explore ways to communicate effectively with [World English]
5. To critically investigate implications of the global spread of English” (Kubota, 2001, p. 50-51).

The design of this program varies a bit from what I am recommending in terms of implementing a part of a curriculum, though the goals are similar. This study was conducted in a classroom of English 4 students, which would be mostly juniors and seniors, in a rural public school in North Carolina. It appears that the idea was to work primarily with students with very little exposure to global variations of English in order to gauge their changes in opinions after being exposed to different variations regularly. This is different from the type of classroom that I propose, because I believe that a class with multiple variations present will give students first-hand exposure and help them to be more aware of the variations that exist around them.

The study was designed to be taught over the course of eight weeks, where students would have one class with a teacher who was not their normal English teacher once a week for 55 minutes a week. This design is also different from what I am recommending because I believe that global variations of English and what is considered the norm in English curriculum should be taught simultaneously. If the curriculum is designed like the one in this study where students only have one out of five classes per week dedicated to global variations of English, in a way, it

could risk the students developing further prejudices. The prejudices could be formed based on the assumption that because the class only focuses on global variations of English one-fifth of the time, that it is not as important as the standard English that they learn during the other four-fifths of the classes.

The researchers had originally designed the classes to be “inquiry-oriented and collaborative” where students and the teacher would work together to learn more about global variations of English (Kubota, 2001, p. 51). However, the classes tended to be more teacher-centered because of factors such as the class norm being more “passive and teacher-directed learning” and the classroom was arranged in rows, so “the students apparently had not been used to class discussion” (Kubota, 2001, p. 55).

Throughout the 8-week study, students had multiple opportunities to interact with guest speakers of different variations of English, conduct research of their own, complete class projects, and have a variety of exposure to global variations of English through the use of technology. The results of the study were measures through the use of two surveys conducted at the beginning and the end of the time that the students took part in the weekly classes. The measured results of the change in students’ attitudes towards global variations of English were generally positive and changes could be seen in the survey results. The most progress was seen with “improvements in students’ understanding of the difficulty of second language acquisition and perceived understanding of speech samples” used throughout the 8-week study (Kubota, 2001, p. 60). Unfortunately, other areas that were monitored throughout the study did not show signs of positive changes. Though this study was conducted primarily to act as a starting point for more educators to begin researching and implementing global variations of English into their classroom, there is definitely room for improvement in the methods of research. Kubota was

aware of the need for improvements and concluded the write up of this study by explaining that, though the study did not produce all of the desired results, “the results underscore the necessity of affirming linguistic diversity at all educational levels and creating a pedagogical environment conducive to developing critical consciousness on the global spread of English” (2001, p. 62).

Kubota shares a similar ideology as I do in the sense that the education of students on the existence of global variations of English should be present at all levels of education, from the youngest students to the highest levels of post-graduate studies. This emphasis of an all-inclusive pedagogical environment will be key to the acceptance of the linguistic diversity that exists on an international level in the world today.

In 2019, a study was published from a Korean university (Kang & Ahn). The participants in the study were 120 Korean university students with prior experience in English being only instruction based on the American variation of English. Unlike the study conducted at the public high school in North Carolina, this course was designed as the primary English class for these students, instead of adding one additional weekly class that focused on global variations of English. The study also lasted for 16 weeks instead of 8 weeks.

Though this class was still considered to be top-down in terms of curriculum, the “instructor incorporated into her teaching such issues as the global spread of English, the consequent diversity within the language and its use, and its social implications for EFL speakers, including the participants” (Kang & Ahn, 2019, p. 272). Through the incorporation of such topics, there was room for discussion, elaboration, and diving deeper into the field of global Englishes. The study even cites that textbooks such as some that were used in this study, like *World Englishes* (Jenkins, 2003) were implemented into the classroom to provide students with more materials to better understand the status of English as a globalized language.

Throughout the 16-week course, students were given “opportunities to engage in critical reflection and discussion activities with respect to the different varieties existing in the English language used by speakers, native and non-native, around the world and possible interactions they might have with these speakers” (Kang & Ahn, 2019, p. 272). Students also participated in other activities within the class time, such as the “evaluation of speakers with different English accents and perception of the learning of English and its varieties” (Kang & Ahn, 2019, p. 273). The types of tasks performed by students in this study were similar to those of the study at the high school in North Carolina (Kubota, 2001). The study at the Korean university addressed both of the primary problems that started with the rapid globalization of English.

First, students were exposed to the existence of different variations of English. Keeping in mind that all students in this study reported before the study began, that all prior English instruction they had received had been purely based on the American English variation. Therefore, this course, though still focused on the American English variation, did not necessarily deem this variation to be superior. In fact, with the opportunities for critical reflection, class discussion, and activities where they were exposed to multiple variations of English, this study allowed room for students to form their own opinions of global variations of English.

The second issue that this study addressed was the breakdowns in communication when speakers of English encounter different or unfamiliar variations of English. The study specifically stated that the activities and discussion were approached with respect for different variations of English. That attitude of respect for other variations that one may encounter in one’s daily life is the second step to facing and ideally, preventing breakdowns in

communication due to the presence of different global variations of English. The first step would be to be aware that different variations exist.

One of the primary ways that results were measured for this study was a questionnaire that was given to students during weeks 3 and 14 of the 16-week study. One of the questions asked on the survey focused on which variation of English students aspired to learn. When the first questionnaire was administered, 75% of the students said that they aspired to speak a British or American variation of English (Kang & Ahn, 2019). After 14 weeks there was a major shift in the statistic for this particular part of the questionnaire. Where originally only 18% of the students said that they wanted to learn other or a non-standard variation of English as their goal, by week 14, the percentage had “increased from 18% to 42%” (Kang & Ahn, 2019, p. 277).

By the end of the study, researchers concluded that a more positive attitude toward variations of English existed. Though the majority (53%) still set British or American English as their desired goal for learning to speak English, there was a major shift in the overall attitudes toward different variations of English. Though native variations were more desirable, “by the end of the course, many students strove to obtain a broader understanding of different regional accents and varieties of English” (Kang & Ahn, 2019, p. 280). The conclusion of this study provides evidence that when students are educated on the existence of global variations of English, they are more likely to be accepting of those variations. Though after a single 16-week study, only about a quarter of the students changed their desired learning variation, most of the participants had realized that global variations exist and they could accept them with a positive mindset, rather than the more commonly found, negative mindset. The conclusion that can be reached is that people can change and the acceptance of global variations of English can become

normal, if steps are taken to continue to educate teachers and students on their existence from a positive point of view.

Chapter 5: Discussion

Though it is impossible for a single paper to solve these problems that have been presented, it does not mean that it is a wasted paper. The goal of this paper was never to fix the lack of global variations of English in curriculum. However, the goal of this paper is to act as a segue into more real-world applications of the many theories which have been discussed in academic papers over the last three decades. In order to apply theories about global variations of English to real classrooms, the first step is to create a curriculum in which teachers educate students on two primary things: the existence of global variations of English and the acceptance of global variations of English.

Curriculum is a commonly used educational term, but before creating a curriculum, it helps to understand this term. “The curriculum of an education organization refers to the whole complex of ideological, social and administrative factors which contribute to the planning of its teaching programmes” (Thornbury, 2006, p. 60). That is to say that a curriculum is the general rules for deciding the specifics that are taught in a classroom. The decisions that are made for classroom lesson content based on the curriculum can be divided into four types:

- “Decisions about the objectives or goals of the programme
- Decisions about the content
- Decisions about the method of instruction
- Decisions about how the programme is evaluated” (Thornbury, 2006, p. 61)

The curriculum should not be confused with a syllabus. “A syllabus represents the way [the beliefs, values and theories presented in the curriculum] are realized in terms of a step-by-

step instructional programme” (Thornbury, 2006, p. 61). The goal of this paper, and hopefully a shared goal of English teachers around the world, is to create a general framework, i.e., a curriculum. That curriculum would provide teachers with the beliefs, values and theories about the importance of global variations of English so that they can cater their course syllabus to their particular local group of students in order to eliminate prejudices and communication breakdowns. One of the main beliefs that the curriculum would need to include is that all global variations of English are unique, valuable, and acceptable forms of communication in English. When a teacher places value on something and repeatedly reminds students of its value through words, actions, and teaching materials, the students can start to place value on these things too. For teachers to develop their own beliefs, values, and theories revolving around global variations of English, they must first know that they exist. Having a solid, well thought out curriculum for them to follow when developing their lesson plans will help to solidify the importance of global variations of English throughout the class.

To begin the process of eliminating prejudices towards global variations of English and to help people to learn to communicate with others who speak different variations with fewer breakdowns in communication, people must learn. Just like people cannot speak French, bake a cake, or ride a bike until they have been taught, people also cannot be expected to know that global variations of English exist or how to respond when a variation is encountered, if they have not first been taught.

The two possible solutions mentioned in chapter 1 of this paper provided two very different ways to educate people on global variations of English. The first required the creation of a standard English that would be globally accepted as the norm and taught in every English classroom around the world. There are many reasons why this solution is unlikely to be accepted

worldwide. The primary reason is that for the last 200 years, British and American English have existed simultaneously, and no one seems to be able to agree on which of these variations should be the standard. Mix all of the other hundreds of variations of English into the equation and it becomes an extremely daunting task to decide what should and what should not be considered part of the standard for English. Some people have argued that the English that is being taught in schools is the standard. Though upon further examining the English curriculum in countries like America, Canada, Australia, and England, there is no globally accepted academic standard for English.

To make matters worse, it does not economically make sense to create a standard English and expect everyone to learn it. This is because textbook companies, schools, and teachers would suffer financially. Textbook companies would have to pull hundreds of textbooks from publication while simultaneously creating new textbooks with the new standard. Schools would have to purchase new textbooks with accurate standard English. Teachers would have to go back to school or at least seek additional education while continuing to teach so they can learn the new standard and methods for teaching it. Though creating a standard for English does not seem like a terrible idea, there are better options that address both the issue of communication breakdowns and prejudices towards global variations of English.

The second solution mentioned in chapter one focused on the acceptance of global variations of English through educating students and teachers on the existence of the variations. Ideally, this acceptance would be accomplished through additional content that could easily be added to any pre-existing English or English as a Second Language (ESL) curriculum. This means that teachers in Canada and Ghana would not have to change their current English curriculum to match a standard form of English they are unfamiliar with. Teachers would simply

need to complete the training necessary to be able to teach the new section of the curriculum that focuses specifically on the global variations of English.

Another way of explaining this solution is that, “the teaching of English should remain based on one of the dominant models serving as a convenient starting point, with the localization of pronunciation inevitably supplied by teachers and the introduction of wider variation dependent on proficiency” (Bruthiaux, 2010, p. 368). The standardized variation mentioned would be the standard curriculum that is recognized by the local school and government. For example, in America, schools would follow the common core standard for English. Therefore, the standards in a classroom would not need to be changed to match a global standard, unless a locally recognized standard does not exist. This solution also requires that students have a certain level of English proficiency and understanding of the standards that are already being taught, before they are introduced to other variations. For example, “in [post-colonial] settings such as India or Nigeria, where English has a substantial societal presence, the model should be the locally dominant one, provided a reasonably standardized version of it is available” (Bruthiaux, 2010, p. 368). In cases where standardized versions of English curriculum are not available, this would first need to be established, prior to adding additional curriculum that would introduce students to other global variations of English. Again, this is not to say that every school must follow a single standardized English curriculum. Rather each school should use the locally standardized curriculum which could be based on British, American or any other variation that has recognized standards. If a local curriculum does not exist, that is when the school or local government would need to step up and first establish what is deemed standardized for that school.

5.1 Future Research and Implementation

Recommendations for future research and implementations of curriculum revolving around global variations of English have existed for decades. In 1985, Kachru described the creation of a Utopian like “collaborative research on international Englishes,” which would encompass multiple areas of study, including “pedagogical studies” (Kachru, 1985, p. 25-26). Kachru described these pedagogical studies as: “Comprehensive cross-cultural data for the teaching of English, including methods for the teaching of the English language and literature at various educational levels; curricula for the English language teaching specialists; and texts, teaching aids, and supplementary materials.” Though the initial description of the curriculum seems to focus on a single variation of English, he later elaborates by saying that, “Ideally, such a curriculum should include the multicultural and multinorm contexts of the World Englishes, and the consequences of these varied contexts for teaching methods, discourse and stylistic strategies, pedagogical materials, cultural contexts of texts, and lexicography” (Kachru, 1985, p. 26).

After more than 30 years, much research has been conducted, though the curriculum that Kachru proposed still does not exist on a large scale. It is time for the academic community to take steps closer to making this curriculum a widely accepted part of English language studies. However, before a new curriculum or section of curriculum can be developed and accepted on a large scale, it must first be implemented in individual classrooms for testing. For future research and implementation of such a curriculum, these are the steps that are recommended based on the research conducted for this study:

1. Select testing classroom(s)
2. Develop the curriculum that is to be tested based on the testing classroom

3. Train the classroom teacher in awareness of global variations of English and how to teach in a non-biased manner
4. Implement the curriculum in a single classroom
5. If initial implementation goes well, expand the testing grounds to include other classrooms within a single school and eventually beyond

OR

If the initial implementation does not go well and the curriculum needs further development, make the necessary changes and continue testing

5.2 Recommendations for Curriculum Development

The first step is to select an appropriate classroom to act as the testing grounds for the new curriculum. Since the test is to help resolve the issues of communication breakdowns and prejudices towards global variations of English, an ideal test ground would be a classroom where both of these exist. That means the student demographics would include multiple nationalities, cultural backgrounds, mother tongues, and experiences with English. The presence of these problems at the beginning of the class will help to measure the effectiveness of the curriculum on individual attitudes and abilities to accept global variations of English. This also means that the class will most likely be either high school or college level students, as they have had time and exposure to the factors that have led them to develop prejudices towards other global variations of English.

The second step in the process should be to develop the curriculum. It will be crucial to keep in mind that the goal is not for students to be able to speak and understand every global variation of English that exists. The goal is to educate students and teachers on the existence of global variations of English and to teach them what to do and how to respond to speakers of

variations other than their own, especially when communication breakdowns may occur.

Educating students and teachers on the existence of global variations is not enough. “Teachers also need to help students understand the perceived boundary—a fuzzy and negotiable one—between what works (variations) and what does not (errors) in the particular communicative context” (Matsuda & Matsuda, 2010, p. 372). Because the boundary between variation and error is often difficult to distinguish, it is the teacher’s job to provide students with examples to help them better understand. Matsuda and Matsuda explain how teachers can do this:

“Teachers might strive to provide examples that meet the conventional expectations, those that diverge from the conventions but are effective in the particular context, and those that deviate in ways that are distracting to the readers to the extent that the overall effectiveness of the text is compromised” (2010, p. 372).

The initial curriculum to be tested should consist of three parts: a brief introduction to global variations of English and how they came to exist, how students should respond when they encounter a global variation of English, and the negative impact that not being open and accepting of global variations of English could have on a global level.

5.2.1 Curriculum Breakdown

The first part of the curriculum, the introduction, should be the longest and most important part of the curriculum. This section should focus on the who and the what – The variations of English and the people who speak them. In the first section of the curriculum, an ideal way for introducing students to the people and the variations that they speak is by allowing real-life interactions with real people who speak variations other than those represented in the classroom. With the technology available, videos and interactive apps would allow students to see people, hear the variations, and even react and respond to the different variations of English

in a controlled educational environment. The more exposure students have to global variations of English, the more likely these variations will become a normal part of the lives of the students and the more likely the variations are to be accepted with fewer prejudices.

Once students have the opportunity to see people and they hear different global variations of English, it is recommended that further exposure to the variations through writing, reading and vocabulary are included in the classroom as well. In an additional section to the pre-existing English curriculum, this would exist in two parts: literature and vocabulary.

For optimal results and exposure to the maximum number of global variations of English, the literature section of the curriculum should include literature from a variety of genres written by speakers of variations of English from countries around the world that represent speakers from each level of Kachru's circles of English (1992). This means that in an American English classroom, an example of additional literature to be covered could include literature from Australia (inner circle), The Philippines (outer circle) and Japan (expanding circle).

The second section, the response, is where students should be taught the how of solving this problem. If students know how to respond when they do not understand what someone is saying in a different variation, they can learn to resolve the problem of the communication breakdown without offending the speaker of the different variations of English. The final part of the curriculum would serve the purpose of teaching the students about the why global variations of English matter and why it is important for speakers of every variations to be aware of the existence of others. In the case of dealing with communication breakdowns, people who are familiar with global variations of English would be more willing and able to address the breakdown than those who lack even a basic knowledge of global variations of English. Ideally,

as students learn why variations of English are important, they will also begin to understand why they should not have prejudices towards them and with time, those prejudices can be eliminated.

5.2.2 Implementation

The first step of implementation into a classroom begins with teacher education. Students learn from teachers; what students learn goes beyond the content that is in the textbook. With enough time, students can pick up on a teacher's attitude towards the content, mannerisms, speech patterns, and more. The possibility of transference of these things from teacher to student, training teachers to learn to accept global variations of English in and out of the classroom is an imperative part of the implementation process. Before the students can learn to accept the global variations of English, those who are responsible for educating them on the subject must first be educated.

Once the test curriculum has been developed and the teacher has been trained in global variations of English awareness, the next step in the implementation process will be teaching the curriculum in the experimental class that was selected in step one. This curriculum should be taught alongside the standard English or ESL curriculum that is being used in the class. Unlike the 1998 study that was previously mentioned, the additional global variations of English curriculum should be taught by the same teacher as the normal English curriculum. This will help to remove unnecessary variables, such as an unfamiliar or additional teacher in the classroom. After a set period of time, students will be tested on their awareness and attitudes towards global variations of English. If change is detected based on initial attitudes towards global variations of English, the curriculum should be added to other classes within the same school to see if the progress in awareness of global variations of English continues to increase.

If problems occur and no progress is measured, the curriculum and the testing environment should be examined to determine what factors may be causing the lack of progress. If changes need to be made to the curriculum, they should be made at this point in the experiment. Then the initial steps should be repeated until progress is measurable across multiple class types and schools.

Though the process of creating a solid curriculum that can easily be implemented into classrooms alongside the pre-existing English curriculum will take time before it is widely accepted, these are the recommended next steps for taking the current theories revolving around global variations in curriculum and putting them into practice. Making efforts to change theories into pedagogical implementations is the best option for working to eliminate prejudices towards global variations of English, while also preparing students to face communication breakdowns with speakers of other variations of English.

5.3 Biblical Justification

Though global variations may not seem to matter from an eternal stance, biblically speaking, Christians still have a duty to God which involves going and telling all people of the world of the love of God for them. If there are Christians who speak many different languages, it might not seem necessary for English speaking Christians to make an extra effort to accept and teach others about global variations of English. Though 1 Corinthians 14 talks of speaking in tongues and prophecy. In verses 10-13, it says, “There are doubtless many different languages in the world, and none is without meaning, but if I do not know the meaning of the language, I will be a foreigner to the speaker and the speaker a foreigner to me. So with yourselves, since you are eager for manifestations of the Spirit, strive to excel in building up the church. Therefore, one who speaks in a tongue should pray that he may interpret” (English Standard Version). Verse 10

specifically addresses the existence of many different languages, this can include variations of languages as well, and it stresses the importance of each one of them because they all mean something. The passage continues to talk about people who do not speak the same language are foreigners to each other, but as believers, we are supposed to be sharing God's love and building the church. This means that we cannot let a difference in language or language variation prevent us from being able to show and spread God's love to the world. This passage continues to talk about prayer for interpretation. I believe this applies to variations of the same language as well, because some variations are so different that they are difficult to comprehend for speakers of different variations. Though this also shows an attitude of humbleness and acceptance of the difference in language, as the speaker is told to pray before God to ask that they may be understood. When believers are faced with a situation where communication breakdowns may and often do occur, it is an important reminder that we humble ourselves and make sure that we are doing what we can to make sure that we, as well as the other person, are properly being understood. Instead of getting frustrated, being culturally offensive, or missing an opportunity to show love and understanding, we should step back, and face the difficult communication situation with a smile on our faces and the love of God in our hearts. The right attitude is what people must develop in handling breakdowns in communication, an attitude of humbleness and prayer.

As believers in Christ Jesus, there are several reasons why we should seek to eliminate prejudices and learn to approach breakdowns in communication with love. John writes in Revelations 7:9-10, "After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a

loud voice, “Salvation belongs to our God who sits on the throne, and to the Lamb!” (ESV). The people who stood before the throne of God in John’s vision of the future included all people who speak every language; this includes different variations of a single language like English. This does not mean that only those who speak proper English can stand before the throne. John’s vision included everyone.

Jesus said in John 13:34, that we are to “love one another: just as I have loved you” (ESV). If for no other reason than this, we can show the world the love of Jesus. Through accepting people who speak different variations of English and taking the opportunities when communication may be difficult to show them the love of Jesus. We are fulfilling a direct commandment from Jesus Christ.

As believers, we are called to be salt and light to a lost world. Through accepting other variations of English and learning to better communicate with people of different variations, we open ourselves to more opportunities to spread the gospel to a lost world. Though having a willing and understanding heart and mind to learn to communicate with people does not sound like a way to spread the gospel, it can be. A person’s response to a breakdown in communication or a different variation of English than their own can speak volumes. Especially when speaking to people who have experienced the frustrations of speaking to someone in what they consider to be a common language, but the other person fails to understand them.

Though the world may have a few more decades to go before global variations of English are accepted as a norm, believers can start making changes now. Teachers can mindfully make the decision to acknowledge and welcome variations of English in their classrooms. Where possible, teachers can add extra bits of literature or assignments to expose students to global variations. As researchers, education specialists, and teachers continue to push towards global

acceptance of variations of English, things will begin to change, but the application of the theories mentioned in previous sections are the next steps to making them a reality. It is time to move beyond the creation of more theories, and start taking action through classroom implementation and real-world application so that all speakers of English, no matter what their variations, can have equal opportunities without prejudices and breakdowns in communication.

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