

Global Englishes and TESOL: An editorial introduction to innovating research and practice

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Abstract

This editorial introduction to the special issue on Global Englishes and TESOL explores the shifting landscape of English language teaching in response to English's role as a global lingua franca. The increasing diversification of English speakers and contexts challenges traditional TESOL practices, which have long centered on native-speaker norms. This special issue includes 15 papers that critically examine the theoretical foundations of Global Englishes, the integration of these concepts into curricula, and the need for innovative research designs to support their implementation. The papers discuss how Global Englishes can address linguistic inequities, promote social justice, and reshape English language education by focusing on real-world language use. The collection emphasizes the need for collaboration between researchers and practitioners to ensure that pedagogical approaches reflect the diverse linguistic realities of English learners today. Additionally, it highlights the barriers posed by standardized testing, textbook content, and entrenched native-speaker ideologies. By advancing empirical research and showcasing diverse global perspectives, this special issue aims to push the boundaries of Global Englishes scholarship and inspire meaningful, practical innovations in TESOL.

Keywords

Global Englishes, English as a lingua franca, English as an international language, World Englishes, language variation

Introduction

As English language use has spread to diverse contexts as a colonial, and later, a global language, the number of English users has grown. In conjunction with this global dispersion of English to new contexts and speakers, language norms have naturally evolved and diversified, as is the case for all languages in contact. Over the past several decades, globalization as an economic, political and neoliberal force, has propelled English as the world's first and foremost lingua franca, and has resulted in considerable transformation of language use and variation in its forms. Primarily, this growth has seen English Lx users (or L2 speakers under alternative terminology) supplanting first language users as the majority population of English language speakers. This evolving linguistic landscape has implications for how, and with whom, current and future language learners will use English.

The rise of English as a global language challenges long-held assumptions of how the language is taught and learned in most mainstream language classrooms (Jenkins, 2012). These shifts have led scholars to call for a seismic shift in the field of English language teaching (Kumaravadivelu, 2012). TESOL researchers have argued such a shift is necessary to reframe language teaching to match the new

sociolinguistic landscape of the 21st century. Underpinning this paradigm shift is a change in perceptions of ownership of English, the emancipation of the curriculum from native speaker norms, a repositioning of target language cultures within the English language, a shift in models of language presented in English classrooms, and a repositioning of the target interlocutor (Galloway & Rose, 2015; McKinley, 2018; De Costa, 2022; Selvi et al., 2023).

While there has most certainly been a growing debate surrounding the need for a critical examination of TESOL in relation to the globalization of English, the English language education industry continues to focus on native English norms. This is despite calls for decades that we need to reconceptualize the way we view the English language, and how it is presented to learners in English language classrooms. Seminal classroom research included empirical reports of the effects of Global Englishes curricular innovations on students' attitudes and identity, such as was reported in Galloway (2013). In more recent years we have seen a greater diversity of classroom-based research begin to flourish, which has showcased the potential positive impact of pedagogical innovations to a wider audience of TESOL researchers and professionals. This special issue aims to build on the growing body of research by showcasing current research at the crossroads of Global Englishes and TESOL.

What is Global Englishes?

The spread of English as a global language has resulted in the emergence of several related fields of research, which have collectively aimed to explore the implications for teaching English in the modern era. Research has been conducted under the related fields of English as an international language (EIL), English as a lingua franca (ELF), and World Englishes. While each of these paradigms have slight differences in research focus due to differences in their theoretical origins, they share commonalities in their drive to ensure language teaching reflects the sociolinguistic realities of the use of English as the world's first truly global lingua franca (De Costa et al., 2018; Matsuda, 2019).

The shared endeavors of these fields have prompted certain scholars to consolidate ideas under the term *Global Englishes*, which has been described as inclusive of ideas from EIL, ELF and World Englishes (Galloway & Rose, 2015). Global Englishes also draws on scholarship from a range of other fields that interrogate issues surrounding the use of English as a global language. These include, but are not limited to, translanguaging, multilingualism, plurilingualism, and native-speakerism. Early use of the term Global Englishes can be found in the work of Pennycook and Canagarajah (e.g. Pennycook, 2007; Canagarajah, 2012), who both use the term in a slightly different way, but nonetheless use it to capture the innovative and evolving way that English is used. The term Global Englishes makes links to the important legacy of World Englishes, while indicating a slight shift in focus to the globalized world and on the forces of globalization, which are shaping English language today and its educational systems where language education occurs.

Global Englishes has not been explicitly well-defined in the literature to date, as it has been positioned as a meta-term that draws on a range of related fields of study.

It is intended to serve as an inclusive term that incorporates new ideas and theories as they evolve. If we were to attempt to define Global Englishes, we might proffer a simple definition, such as this:

Global Englishes is a critical paradigm that explores the evolving use of English as a global language by a diverse community of users, who are using English in varied and ever-changing contexts.

However, each of these elements—English language, English users and English contexts—are layered with complexities and intricacies that belie this simple definition.

A note on terminology in the special issue

While we adopt the term Global Englishes for this special issue introduction, we remain inclusive of all and any related fields of study that explore linguistic hybridity in its complexness. We explicitly encouraged the authors in this issue to select the labels that best showcase their work, whether it be ELF, EIL, World Englishes, Global Englishes, translanguaging, or combinations and alternatives to these. For us, the labels we use to describe the phenomena presented in this issue are of less importance than the impact of such work on bettering language education practices for the 21st century.

Global TESOL in the 21st century

A re-imagining of TESOL in our modern era requires English language practitioners and researchers to critically evaluate standard language norms (in terms of *what* is perceived as the benchmark of ‘correctness’ or as ‘error’); and native speaker hegemony (in terms of *who* is perceived to be norm-providing). It also requires us to think beyond traditional definitions of English, or Englishes, by blurring the boundaries between languages in multilingual contexts, and embracing linguistic hybridity.

Furthermore, the global use of English influences classroom practices, teacher training, and the development, use, and reception of materials in rapidly changing educational contexts. As Widdowson (2012) notes, raising teachers’ awareness of alternative ways to view English language is a vital first step. This awareness raising is central to the underpinnings of ELF-aware pedagogy (Dewey, 2011). We would extend this position by arguing that an equally important part of this step is to raise awareness of learners that there is an alternative, and more sociolinguistically representative, way of thinking about the language they learn. They need English to operate in a globally expansive English using world, which spans global, local, global, virtual and digital spaces—each with their own norms, genres and idiosyncrasies. In order to convince teachers, learners, and, perhaps more importantly, gatekeepers such as curriculum developers, educational policy arbiters, and materials writers that there is an alternative view of English that belongs in TESOL we need research that shows Global Englishes perspectives are valuable.

Without evidence, mainstream English language educational practices may be in danger of remaining steadfast against the currents of sociolinguistic change, and thus become disconnected from the real world within which the language is used. There are numerous barriers to achieving real change, because TESOL is an

industry deeply entrenched in standard language ideology, nativespeakerism, and commercial textbooks that promote the status quo. Standardized testing of English and washback associated with teaching to those tests is another barrier, despite the danger that the constructs of these tests are becoming increasingly irrelevant to the diverse global uses of English (McKinley & Thompson, 2018; Rose & Syrbe, 2018), but nonetheless, contention exists about what new assessment standards should be (Isaacs & Rose, 2022; Mirhosseini & De Costa, 2020).

Thus, empirical research at the intersection of Global Englishes and TESOL is vital to investigate the effects of ideas emerging from Global Englishes on language learning, language practices, language awareness, language attitudes, and language identity. This special issue serves to address these phenomena as they relate to the TESOL profession. It aims to inform teachers and researchers alike to enable them to meet the changing needs of global English language learners today.

Aim of the special issue

We believe now is the right time for a special issue on the topic of Global Englishes and TESOL, as we are at the cusp of widening interest in the topic. Our systematic review on the topic (Rose et al., 2021) has indicated Global Englishes is emerging as a domain of research interest in the wider disciplinary community of TESOL practitioners and teacher educators. The systematic review also highlighted several limitations of previous Global Englishes scholarship, including calls for more robust and longitudinal research designs to explore the effects of curriculum innovations as they are put into practice by researchers, teacher educators, and practitioners.

The special issue includes 11 full articles, two reports of research in progress, and two shorter perspective pieces. In our editorial, rather than provide a summary of the papers in the order they are presented in the special, we have synthesized four key areas where we believe they make important contributions to research and conceptualizations for research into Global Englishes. These areas are: furthering theorization of Global Englishes; mapping the wider landscape of Global Englishes; meeting a need for better research designs and instruments in Global Englishes research; and meeting calls for more collaborative research within a teaching-research nexus.

Forging further theorization of Global Englishes

Global Englishes is a critical meta-paradigm that is adaptive and evolving, and thus is open to new ideas that push the boundaries of what it includes, what it should or what it could be. Global Englishes, and its associated Global Englishes Language Teaching (GELT) framework, has evolved with new theories, ideas and critical accounts of English language use and English language learning.

In our opening paper, [Galloway \(2024\)](#) provides an argument underscoring the need for TESOL curricula to better reflect the global use of English. She introduces Global Englishes as an inclusive paradigm designed to unite various fields such as World Englishes, EIL, and ELF. By advocating for a more flexible approach across academic boundaries, Galloway calls for a focus on practical applications rather than terminology, aiming to achieve a more equitable English language education. In the

special issue, we also showcase new ideas from [Imperial \(2024\)](#), who explores how Global Englishes could become a framework for reparative justice in TESOL. In his paper, he proposes a critical-ethical framework for GE-oriented research and teaching, drawing on perspectives of liberation and justice. Concluding the special issue is a forum article by [Canagarajah \(2024\)](#), which further expands conceptual ideas associated with English language itself. In his paper, Canagarajah challenges the fundamentals of what English is and what it should be. He discusses how linguistic and semiotic resources become recognised as conventional "language" for specific activities, a process called *enregisterment*. He argues that instead of starting with predefined language labels, we should focus on the diverse resources used in communication. Canagarajah suggests that educators should prepare students to adapt to various semiotic repertoires rather than just mastering formal English grammar.

Taken together, these three papers question directly or indirectly the central tenets at the core of conceptualisations of Global Englishes. The arguments in Galloway's paper are important for several reasons, but we draw out two for elaboration in our introduction. First, they respond to criticisms from a small segment of scholars in World Englishes that Global Englishes was introduced to crudely supplant or re-brand World Englishes (see Galloway, 2024, for details). These scholars have positioned Global Englishes as an affront to the founding work of Braj Kachru. It is disappointing that some scholars feel this way about a field that was intended to unite shared agenda within related fields of study, rather than divide and fragment. That Global Englishes exists as a thriving field in and of itself should be a celebration of the on-going and lasting legacy of Kachru's work. Indeed, any in-depth reading of Galloway and Rose's (2015) introductory text on the topic will see World Englishes research as central to the field, with the pluralisation of Englishes explained as a direct link to its foundations in World Englishes.

Second, Galloway's (2024) paper re-emphasises Global Englishes as an evolving field. Global Englishes, as defined in this introduction, is positioned as a flexible and inclusive paradigm. As such, it is open to new ideas, and evolves as new theory is developed within the field. Over time, parallel work in translanguaging, plurilingualism and the multilingual turn have been incorporated into theorization of Global Englishes. Critical movements in native speakerism have challenged some of the terminology we have previously used when discussing core issues in the field. This evolution is very apparent in the iterations of the GELT framework, which has added to its dimensions over time, as well as changed descriptors of what a Global Englishes approach to English Language Teaching entails. The framework is open to interpretation by others, as new dimensions have been proposed, and other barriers to innovation have been added. For example, drawing on data from a diverse population of in-service teachers, Cargos (2024) identified three further barriers to Global Englishes curriculum integration, which were: commodification of English, intolerance (linked to linguistic prejudice), and political objections (if Global Englishes is viewed as an ideological crusade).

The paper by Imperial (2024) further demonstrates the inclusivity of conceptualisations of Global Englishes by showing how the GELT framework can be a vehicle for lobbying for justice in the field of TESOL, where teachers problematically work within an unequal system. In TESOL research we have seen a

plethora of important studies that highlight the inherent inequalities faced by teachers who are labelled as 'non-native', or whose English represents a community of English users deemed 'unequal' to speakers of a prestige variety (see Tupas, 2024 for a collection of recent work). While linguistic inequality is rife within the English speaking world, we currently lack clear pathways to redress such structural imbalances. By exposing structural injustices in ELT, Imperial (2024) advocates for ethical research questions and positions to ensure the sustainability of the teaching profession. He introduces his *Blueprint for Reparative Redress* by drawing on work on reparations by Táíwò (2022) and Dussel (2013). This framework emphasises the importance of centring the work on the lives of language minoritized and racialized TESOL practitioners. Through his conceptualisations, Imperial draws important links between the social justice aspects of GELT and parallel movements in TESOL such as Flores and Rosa's (2015) work on raciolinguistics, and Canagarajah's (2023) decolonial crip linguistics.

Much GELT research to date has been pragmatic in its focus, such as reports on explorations of how the realities of language use can be better reflected in TESOL curricula. Imperial's paper brings to the forefront the underlying social justice perspective of Global Englishes by positioning it not just as a framework of innovation and change, but one that can be used to redress entrenched injustices within the field. As such aligns Global Englishes ideology with other parallel work in linguistics such as Unequal Englishes (Tupas & Rubdy, 2015) and raciolinguistics.

Canagarajah (2024) also pushes the realms of what Global Englishes could be, by challenging hegemonic views of what language is, and how it is used for global communication. From its inception, Global Englishes has been heavily influenced by Canagarajah's research into translingual practice (see Galloway, 2013), so it is fitting that these new directions of theorization are showcased in our special issue. Global Englishes as a field has long lobbied that we need to re-conceptualise the way we look at English as a language, and Canagarajah's (2024) work once again furthers this agenda.

Mapping the landscape of Global Englishes

As mentioned in the introduction of this paper, the plurality of the users, uses, and contexts of English has prompted scholars to advocate for English language curricula to more accurately reflect the current sociolinguistic premise and the intercultural nature of contemporary communicative exchanges. Global Englishes Language Teaching was a grassroots movement that grew out of practitioner research in Japan by Galloway (2011; 2013; 2017). This mantle has since been picked up by practitioner-researchers across the global in places such as Thailand (see, for example, Boonsuk et al., 2022) China (see, for example, Fang & Ren, 2018), and Germany (see for example, Callies et al., 2021)—all countries which have become hotbeds of Global Englishes research in their own right in recent years. Important parallel work has also been conducted under alternative terms such as ELF-aware pedagogy (see, for example, Vettorel & Antonello, 2023) and teaching EIL (see, for example, Selvi et al., 2023). We have reached a point in research, where we are now able to take a step back from the classroom and look at the positioning of Global Englishes within the bigger picture of university course syllabi,

language curricula and higher education systems. The special issue includes four papers which address this lofty aim.

[Selvi's \(2023\)](#) analysis of Global Englishes course syllabi reveals a predominant focus on the global linguistic status and geospatial variation of Global Englishes, accompanied with an emphasis on lower order thinking skills, suggesting a need for deeper pedagogical content. [Nishizaki's \(2024\)](#) investigation into German secondary school curricula and textbooks over 50 years highlights a persistent attachment to native speaker norms despite an increasing awareness of English as a global communication tool in the discourses surrounding policy making. [Marlina's \(2024\)](#) report of a textbook analysis of national school textbooks in Cambodia provides a useful counterpoint to Nishizaki's (2024) study by shining a positive light on movements towards English as a lingua franca in that region. Taking a step even further back from curricula, [Baker et al. \(2024\)](#) examines the roles of English and TESOL in higher education across diverse contexts, revealing how English intersects with marginalisation or privilege, affecting access to opportunities.

Much of the work across these four papers points to the on-going tensions underlying systematic change towards Global Englishes oriented TESOL when at odds with neoliberal systems of education that value conformity and linguistic measurability. Nishizaki's earlier work (Syrbe & Rose, 2018) has highlighted contradictions in the aims of state-level curricula and the materials used to achieve these aims in German schools. That is, top-level curricula might simultaneously lobby for the ideals of English as a lingua franca, while producing materials that adhere to native speaker norms and Anglo-centredness. Nishizaki (2024) expands on this work to highlight how such tensions have unfolded over time, and ebb and flow with other pressures in school policy planning. The study also showcases how discourse surrounding the need to prepare students to use English as a lingua franca can exist in the same space as discourse surrounding having students learn 'correct' English that is measurable on standard tests. Such tensions can also be seen in other papers: Baker et al (2024) point to tensions in neoliberal higher education systems that promote English; and Marlina (2024) points to the trade-off of textbooks to expose students to a diversity of spoken English while simultaneously adhering to morpho-grammatical standards.

Marlina's (2024) study is important in that it is one of the few papers we have encountered that challenges the perception that Global Englishes has minimal presence in commercial textbooks, let alone those designed for beginner or school-aged learners. He does this by presenting findings from an analysis of Cambodian secondary school ELT textbooks. This study adds to a rich body of work that has explored Global Englishes content in commercial textbooks. Previous work has often highlighted a skewed focus on Southern British English and General American spoken and written norms, which is out of sync with the sociolinguistic global realities of English in the 21st century. Global Englishes research has often highlighted how adherence to standard language ideologies in materials woefully prepares students to use English in most interactive and communicative settings. A lack of materials to better showcase the diversity of language use has also been highlighted as a severe barrier to achieving curriculum innovation (Galloway & Rose, 2015), thus it is comforting that some textbook writers are resisting commercial pressures. Better still, the data drawn from textbook authors highlight these efforts as driven by

genuine grassroots efforts to better showcase English use in Cambodia, and position students as legitimate users of English. It is, therefore, not informed top-down by Global Englishes theory, yet aligns with the ethos of the field to better prepare students for the realities of English use.

Turning back to Selvi's (2023) analysis of how Global Englishes is integrated into course syllabi in higher education, we return to the central point that integration of Global Englishes at any level of language planning must be genuine and meaningful. We concur with Selvi that shallow efforts to integrate Global Englishes content at any level of curriculum planning run the risk of being seen as politically correct or tokenistic.

Meeting a need for more robust research designs and instruments

In our recent systematic review of pedagogical research on Global Englishes (Rose et al., 2020), we concluded that the field had been populated with small scale studies, which often collected data via retrospective or cross-sectional data collection methods. We found that empirical evidence has been limited by a lack of data on the longitudinal impact of Global Englishes interventions in English language classrooms and teacher education programs. While extant research has importantly raised the profile of Global Englishes as a field, there is a growing recognition of the need for more robust research designs and instruments to effectively evaluate and measure impact on English language teaching practices (De Costa et al., 2019). Four studies in the special issue answer this call for more rigorous research methods to collect data on curricular innovations.

[Lee et al.'s \(2024\)](#) study on using AI chatbots in 3D metaverse environments to improve GE awareness among pre-service teachers shows promising results, and highlights the need for comprehensive and diverse experimental designs to fully understand the impact of such technologies. Similarly, [Miao et al.'s \(2024\)](#) research on the impact of an 8-week intervention on listening comprehension and pronunciation indicates positive, but non-sustained, effects on listening skills, pointing to a necessity for longitudinal studies to assess long-term outcomes. [Caprario's \(2024\)](#) pilot study on ELF communication strategy instruction for university students underscores the importance of empirical pedagogical studies. While the pilot yielded statistically significant improvements, the small effect sizes and positive participant feedback suggest that larger-scale studies are required to develop a more inclusive understanding of ELF communication strategies. [Funada \(2024\)](#) employs advanced quantitative methods to develop better tools to measure students' attitudes, which have been a nebulous construct in previous research, despite the fact that attitudes are a key variable that has been proposed to be affected profoundly by Global Englishes content in classrooms (Galloway, 2017).

Collectively, these studies emphasize the value of robust research that can provide definitive insights, thereby supporting the development of effective and inclusive English language teaching practices. The three experimental studies in this group employ pre-test and post-test designs, as well as comparison groups, to more definitively pin-point potential influences of Global Englishes content in language and teacher education curricula. These join a growing body of recent research that

employs such designs, such as the quasi-experimental study by Chen (2022), which employed a pre-test measure of learner beliefs.

One of the barriers preventing quasi-experimental research in a lot of Global Englishes research contexts is a lack of readily available measures of the variables of interest to researchers. This is especially problematic for Global Englishes interventions that aim to impact students' awareness, attitudes and identity, which are multidimensional and somewhat nebulous constructs. The studies by Funada (2024), and Lee et al. (2024), highlight pathways to better measure the impact of English language teaching on learner attitudes by ensuring requisite methodological transparency of reliability and validity. Caprario's (2024) study is one of the first studies we know of that has developed a way to measure the impact of ELF communication strategies by measuring use of them in controlled spoken tasks—no small feat.

These studies together highlight the importance of developing better and more thorough ways to measure the success and impact of different innovations so that we can build up a body of convincing evidence that Global Englishes perspectives are meaningful and valuable to teachers and learners. They also pave the way for similar quasi-experimental research in the future, which is still desperately needed.

Meeting calls for more collaborative research at the teaching-research nexus

Recently, there has been renewed interest in TESOL of fostering bi-directional dialogue between researchers and teachers (Sato & Loewen, 2022), which has included calls for enhanced researcher-practitioner collaboration (Shu et al., 2024; De Costa et al., 2022). McKinley (2019, p. 876) advocates for “more TESOL research to be conducted in the teaching-research nexus,” emphasizing that research should be deeply rooted in classroom contexts. He suggests that collaboration within this nexus allows both researchers and teachers to leverage their strengths, combining methodological expertise with pedagogical knowledge to ensure robust and ecologically valid research.

Early pedagogical research into Global Englishes was conducted at this very nexus. In her seminal work, Galloway (2013) embraced her researcher-practitioner role to conduct a classroom-embedded study which explicitly aimed to bridge the theory-practice divide voiced in Global Englishes research discourses. Since then, other researcher-practitioners have followed suit. Teachers have been encouraged to take a central role in researching how Global Englishes can be effectively integrated into classroom practice (Rose et al., 2020). Nonetheless, numerous barriers stand in the way of good practitioner research, including lack of access to published research, a lack of time, absence of expectations to engage in research, as well as other structural, contractual, and contextual barriers (McKinley, 2019).

In a recent paper, Da Costa and Rose (2024) showcase how partnership between a researcher and in-service language teacher enhanced the robustness and impact of Global Englishes research by nurturing synergies between both parties' methodological, theoretical, and pedagogical expertise. They conclude that partnership research can especially flourish in shared domains where researchers and teachers can interact and novel ideas for collaborative research projects can

germinate. In this special issue, we showcase four papers that bear the fruits of such collaborative efforts.

[Sifakis and Kordia \(2023\)](#) emphasize the need for collaboration between researchers and teachers to effectively integrate ELF principles into teaching practices. This partnership approach ensures that research findings are practically applied in real classroom settings. Similarly, [Jung and Crookes \(2024\)](#) explore the implementation of a Global Englishes curriculum in South Korean high schools, showing that meaningful change in teaching practices requires ongoing collaboration between educators and researchers to address local needs and contexts. [Crowther et al. \(2024\)](#) further support this by examining how university instructors in the US applied Global Englishes principles in their teaching, revealing that flexible and context-specific approaches, developed through close partnerships, are crucial for successful implementation. These latter two studies also highlight the barriers that teachers can face in implementing such perspectives into existing classroom curricula and culturally embedded pedagogical practices. Finally, [Pan et al. \(2024\)](#) emphasize the importance of adopting translanguaging practices and the GELT framework to redefine language proficiency, promote cultural inclusivity, and empower preservice teachers as critical agents in curriculum design and assessment. Additionally, they advocate for a shift from native-speaker norms to recognising diverse linguistic backgrounds, embracing multilingualism, and addressing challenges in TESOL teacher education through reflective practices, professional development, and a bottom-up approach.

These studies emphasise the need for strong partnerships between researchers and educators to develop and apply effective teaching methods that reflect the realities of diverse English language use.

Conclusions and recommendations for future research

The spread of English as a global language has necessitated a comprehensive re-evaluation of traditional TESOL practices, emphasizing the urgent need for a paradigm shift that fully embraces the concepts of Global Englishes, linguistic hybridity, and the shifting sociolinguistic landscape. This transformation challenges the long-standing dominance of native speaker norms and calls for a reconceptualization of language teaching practices to better align with the diverse and evolving global use of English.

This special issue highlights the dynamic and inclusive nature of Global Englishes, which serves as a flexible paradigm uniting various related fields. The papers within this issue push the boundaries of Global Englishes by introducing innovative theories and critical perspectives that challenge traditional views of language, advocating for a more equitable approach to English language teaching. This issue underscores the importance of revising the TESOL industry and mainstream pedagogies to reflect the global and diverse use of English, while simultaneously addressing the structural injustices inherent in the field.

Redressing injustices, however, is not an easy feat. Global Englishes reveals ongoing tensions between the need to adapt English language curricula to reflect the

diverse and global use of English and the persistence of native speaker norms, which are reinforced by neoliberal educational systems and societal attachment to standard language ideologies.

The research highlighted in the special issue demonstrates progress in integrating Global Englishes into TESOL programs, teacher education, curricula and materials. Notably, in regions like Cambodia there is evidence of grassroots movement towards showcasing a diverse range of English speakers and moving away from Anglo-centric norms. However, these advancements often coexist with contradictory pressures to adhere to traditional language standards, which can impede systematic change. Despite the advancement of Global Englishes research, the field still faces significant challenges.

The current evidence base for a Global Englishes orientation in TESOL still largely rests on logical and ethical arguments, with a nascent level of empirical evidence of the type to convince gatekeepers to move away from the status quo. A predominance of small-scale studies that often rely on retrospective or cross-sectional data and reflective data have populated the research landscape until recently. While these studies have been instrumental in raising the profile of Global Englishes, there is a clear need for the addition of longitudinal research designs that can provide more measurable and generalizable insights. The studies featured in this special issue highlight promising directions in this regard, particularly using experimental designs and quantitative methods to measure the impact of Global Englishes interventions on learners' attitudes, awareness, and linguistic competencies. That is not to say that good, critical, qualitative research is not also beneficial; these can reveal nuance and intricacies that may be glossed over by blunter instruments. The field can benefit from both types of research, but has until now been lacking in balance.

In order to conduct research with measurable outcomes, we need good measures of those outcomes. Future researchers should continue to develop and validate measurement tools specifically designed to assess complex constructs such as attitudes, awareness, and identity in the context of Global Englishes. These tools are crucial for carrying out research that can capture the impact of educational interventions by comparing groups and time points. Such instruments will provide useful data to communicate the relative advantage of GELT over other mainstream alternatives.

The future success of Global Englishes in language teaching necessitates strong partnerships between researchers and educators to ensure that research is not only theoretically sound but also practically applicable in classroom settings, and ecologically valid. This partnership approach is essential for developing teaching methods that are both context-specific and reflective of the diverse realities of English language use globally. Despite structural barriers, such as time constraints and lack of support for teachers, partnership research can enhance the robustness and impact of educational practices, fostering meaningful changes in teaching and curriculum design. Establishing and maintaining long-term partnerships between researchers and educators is essential for ensuring that research is deeply embedded in classroom practice and that pedagogies evolve in response to real-world challenges. Researchers should explore different models of partnership,

including those involving policymakers, curriculum developers, teacher educators, and teachers to create more comprehensive and inclusive approaches to integrating Global Englishes into education. These collaborations are crucial for addressing the complex challenges of integrating Global Englishes into TESOL, promoting a more inclusive and effective approach to language education. This call also fits within a larger agenda in TESOL education research, which is lobbying for greater criticality (Yuan et al., 2022) and a focus on sociopolitical issues (De Costa & Ustuk, 2023)

The power of assessment washback is a major barrier to achieving innovation, and thus is a further area of needed future research. As traditional standardized tests become increasingly misaligned with the changing use of English, there is a need for developing new, relevant, and comprehensive assessment standards that reflect the diversity and hybridity of English in different contexts. Additionally, research should explore teaching practices that incorporate Global Englishes elements, while balancing real world needs with the practical demands of standardized assessments-

Research should continue to explore and expand the theoretical foundations of Global Englishes, particularly in its intersection with concepts of justice and equality in ELT. This includes examining how frameworks such as GELT can be utilized to address social justice issues and promote reparative practices in TESOL. Addressing the social justice implications of Global Englishes, particularly the inequalities faced by English teachers on the criteria of nativeness, is crucial for future studies to address. This research should also investigate the tensions between the adoption of Global Englishes and the persistence of native speaker norms, particularly in contexts influenced by neoliberal ideologies.

While the papers in this special issue have addressed various gaps in research, more work is clearly needed. By continuing to address these issues, future research can significantly contribute to the advancement of Global Englishes in TESOL, ensuring that teaching practices are inclusive, effective, and reflective of the global and diverse use of English today.

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