



# The impact of Global Englishes classroom-based innovation on school-aged language learners' perceptions of English: An exercise in practitioner and researcher partnership

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## ABSTRACT

This paper outlines a collaborative research project established via a research partnership within a Global Englishes (GE) theoretical framework. The aim of the quasi-experimental classroom-based study was to examine the effect of a GE curriculum intervention embedded within a general English course in a commercial language school. The study adopted a longitudinal mixed methods design, collecting data from 24 school-aged learners via the English as an International Language Perception Scale at four time points, and via dairies at five time points. Quantitative findings reveal that students' perceptions toward the diversity of English became significantly more positive after the GE intervention with qualitative findings providing further evidence of change in students' attitudes toward the legitimacy of non-standard Englishes. Evidence was not obtained for a significant effect of the intervention on students' perceptions toward the current status of English, strategies for multilingual and multicultural communication, or English speaker identity. In this paper we discuss how researcher and teacher partners collaborated from project inception to the dissemination of the findings, intertwining and leveraging important theoretical, methodological, and professional knowledge throughout the research process. We highlight the importance of partnership research for the bidirectional development of teacher-researcher holistic identities.

## 1. Introduction

English has, unarguably, become the global default lingua franca. Indeed, English is spoken by more people for whom it is a second or additional language (L2) than by those for whom it is a first language (L1). It follows, then, that English is no longer used exclusively in communication involving L1 users but is increasingly employed in interactions in which neither participant uses English as their L1 (Jenkins, 2018). It is estimated that only 4% of English language interactions in the world today contain solely L1 speakers (Eberhard et al., 2023). Thus, for many today, "real and authentic use of English is as a lingua franca with speakers from diverse lingua-cultural backgrounds" (Galloway & Numajiri, 2019, p. 119) and is characterised by a high degree of fluidity and variability.

The prominence of English as an international language has driven the ever-increasing demand for English language teaching (ELT) across the globe (Cogo, 2012; Rose & Galloway, 2019). However, the changing face of English presents a challenge for ELT practices to

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better reflect the current sociolinguistic reality (Jindapitak et al., 2022). Traditional English as a foreign language (EFL) pedagogies which idealise the attainment of native-like competence are “neither responsive to nor consistent with the current profile of English” (Boonsuk et al., 2021, p.9). While in the past, learners of English may have been studying the language to communicate with L1 speakers, this is no longer the case for most learners who will be using English to interact with other L2 users. It is therefore critical that English language learners be equipped with an awareness of the current status of English and the skills necessary to communicate with users from a range of linguacultural backgrounds (Fang & Ren, 2018). Practitioners play an important role in guiding students to understand how English is used in the 21st century and to develop an open-minded attitude toward the diversity of English (Sung, 2015). However, more suitable English language pedagogies are needed so that teaching reflects the real-world use and linguistic landscapes of a global version of English (Rose & Galloway, 2019).

In this paper, we showcase classroom-based Global Englishes (GE) research that was forged through partnership between two authors who embody both researcher and teacher identities—one of whom is a former ELT practitioner, who now works as an academic at a research-intensive university; the other, a current ELT practitioner, who is embarking on their first foray into research. Via this partnership, a study investigated the intervention of GE pedagogies into the ELT curriculum used for school-aged language learners in Portugal. The paper aims to contribute to our understanding of Global Englishes approach to Language Teaching (GELT), as well as renewed calls for researcher-practitioner collaborative practices (see McKinley, 2019; Sato & Loewen, 2022).

## 2. Literature review

### 2.1. Global Englishes

The global spread of English has resulted in the emergence of several related frameworks to conceptualise, research, and teach English, including world Englishes (WE), English as a lingua franca (ELF), and English as an international language (EIL), among others. These frameworks all address similar themes of GE and “share a desire to expand research and understanding of Englishes beyond the narrow confines of ‘native speaker’ in Anglophone settings” (Baker, 2015, p.11). In fact, more and more scholars are choosing to use GE as an umbrella term for these shared endeavours (e.g., Baker, 2015; Jenkins, 2014). According to Rose and Galloway (2019), GE is “an inclusive paradigm looking at the linguistic, sociolinguistic and sociocultural diversity and fluidity of English use and English users in a globalised world” (p. 4). GE has important implications for language teaching, and the calls for change resounding from the related fields can be summarised in the following six broad proposals:

1. Increasing WE and ELF exposure in language curricula;
2. Emphasising respect for multilingualism in ELT;
3. Raising awareness of GE in ELT;
4. Raising awareness of ELF strategies in language curricula;
5. Emphasising respect for diverse culture and identity in ELT;
6. Changing teacher hiring practices in the ELT industry (Rose & Galloway, 2019).

According to Galloway and Rose (2014), “a GE approach to ELT is one which embraces diversity, exposes students to the current use of English worldwide, and provides opportunities to use ELF, as well as reflect on it” (p. 388). Rather than promote a native-oriented ideology in ELT, GE-oriented pedagogy argues the need to develop students’ communication strategies and raise their awareness of diverse varieties, identities, and the current development of English (Fang & Ren, 2018). Put simply, a GE perspective of ELT emphasises the need to prepare learners to use English in various global and local communities (Rose & Galloway, 2019).

### 2.2. A review of Global Englishes classroom-based research

A considerable amount of classroom-based research investigating the proposals above have emerged in recent years. One important conclusion which can be drawn from this body of research is that GE innovations trialled in the ELT classroom appear to be effective in raising learners’ awareness of GE (see Rose et al., 2021). The findings of cross-sectional research provide consistent evidence that GE intervention in the classroom can raise students’ awareness of the diversity of English users and uses, promote positive attitudes towards non-standard forms, and encourage reflection on the ownership of English (see Boonsuk et al., 2021; Fang & Ren, 2018; Galloway & Rose, 2014; Jindapitak et al., 2022; Rajprasit, 2023; Rose & Galloway, 2017; Sung, 2015). Longitudinal research points to the same conclusions, albeit more tentatively, with studies demonstrating some evidence of the benefit of GE interventions on learner outcomes, including increased self-efficacy and more positive attitudes toward non-standard Englishes (see Chen, 2022; Galloway, 2017; Milliner & Dimoski, 2019; Sert & Ozkan, 2020); however, it is important to note that Rahimi and Ruzrokh (2016) did not find evidence of a change in learners’ attitudes in their quasi-experimental study.

In a systematic review of GE innovation in practice, Rose et al. (2021) critically examined 38 studies published between 2010 and 2020, and concluded that this body of research showcases excellent pedagogical innovation in the classroom. However, the authors also note various limitations, namely:

1. University contexts represent the vast majority of studies with a limited number conducted in primary and secondary school settings, and an absence of research in the commercial ELT sector;

2. Very few studies include pre-test measures to capture learner beliefs before intervention which results in a lack of evidence to persuasively demonstrate change;
3. Studies are overwhelmingly qualitative with a strong reliance on interviews and written reflections as the primary data collection instruments;
4. An absence of follow-up data means that it is not known whether the effects of classroom innovation are sustained over time.

Unfortunately, research published since 2020 confirms the same set of limitations. Regarding setting and participants, the studies conducted by Boonsuk et al. (2021), Chen (2022), Jindapitak et al. (2022), and Rajprasit (2023) all involve university students, suggesting that there continues to be a lack of research with school-aged participants. In terms of methodological design, only Chen (2022) employed a pre-test measure of learner beliefs, and to the best of our knowledge, no further quasi-experimental research has been conducted, meaning that there continues to be a lack of evidence to convincingly demonstrate change. As for data collection, once again, only Chen (2022) collected quantitative data in addition to qualitative data, whereas Boonsuk et al. (2021), Jindapitak et al. (2022), and Rajprasit (2023) relied solely on interviews and written reflections. Lastly, none of the more recent studies collected any follow-up data which means that it remains unknown whether effects are maintained over time.

Given the above-mentioned limitations noted in their systematic review, Rose et al. (2021) call for more quasi-experimental designs to capture beliefs before and after intervention. More specifically, the authors recommend including the use of pre-test measures that directly address GE and which have been tested to show significance, as well as the use of multiple data collection instruments to triangulate and verify findings. The authors also highlight the need for designs which incorporate a longitudinal aspect and provide follow-up data.

### 2.3. Calls for researcher-teacher partnership

In recent years, there has been a renewed interest and emphasis on bi-directional dialogue between researchers and teachers (Sato & Loewen, 2022), and calls for more researcher-practitioner collaboration (Shu et al., 2023). McKinley (2019, p. 876) appeals for “more TESOL research to be conducted in the teaching-research nexus; specifically, for the research to be more grounded in classroom contexts”. He argues that collaboration between teachers and researchers within this nexus allows both parties to draw on their strengths, such as providing methodological expertise and pedagogical knowledge to ensure robust and ecologically valid research. From the early inception of research into GELT, there was an emphasis on addressing a theory-practice divide via explorations of GE-orientated approaches embedded into language classrooms (see Galloway, 2013). There have since been calls for teachers to take a “front and centre role in researching how GELT might be best manifested into classroom practice” (Rose & Galloway, 2019, p. 124). One way this can be achieved is through ‘Partnership Research’—a term that emphasises and “equitably recognizes the contribution of all parties” from the inception to conclusion of a research project (Hennebry-Leung et al., 2024). However, partnership is not always easy to achieve, as structural barriers exist for many teachers who lack the time and support to undertake research activities (McKinley, 2019). One way to increase the robustness of GE research, which requires classroom-based research to be conducted and reported to enhance its impact, is via research partnership between parties that collectively have the requisite methodological, theoretical, and pedagogical expertise.

### 2.4. Addressing the gaps

In an attempt to answer the above calls, the present study showcases an example of partnership research, which adopts a longitudinal design with mixed methods. It collects both quantitative and qualitative data to track how school-aged students change their perceptions towards the English language as a result of a GE-based intervention embedded in a regular English language course in a commercial ELT setting in northeastern Portugal. Quantitative data collection includes a follow-up time point six weeks after intervention to explore whether any observed effects are maintained over time, thereby covering all the above-mentioned limitations noted by Rose et al. (2021).

The overarching research question guiding the study is: “Are there changes in students’ perceptions towards English as a global language after a GE-oriented pedagogical intervention?”

## 3. Methodology

The research project was a quasi-experimental classroom-based intervention study which incorporated aspects of a repeated measures design and a time-series design. The study primarily employed quantitative methods in the form of a questionnaire; however, a qualitative component consisting of a series of diary entries was included to provide additional insights.

### 3.1. Researcher and practitioner working relationship via partnership research

The first author of this collaborative paper, Natalie, is the owner of a small English language school in rural Portugal, which has an enrolment of school-aged students in the local area. The second author Heath, is an academic working in a research-intensive university in the UK. They first came in contact when Natalie undertook a part-time master’s degree at Heath’s university. After taking Heath’s sociolinguistics course, which had a substantial GE focus, Natalie became interested in the topic of GELT, and was keen to undertake a piece of classroom-based research in her school under the supervision of Heath. Heath was also very keen to research this

topic with Natalie. Before becoming an academic, Heath had worked for several years as a language teacher outside of the UK, and now lacked opportunities that this former practitioner position afforded him to undertake classroom-based research in the field. He had lamented to Natalie that he was no longer able to easily research the topic of GE pedagogical interventions due to the absence of a language classroom of his own, where he had freedom to adapt the curriculum in experimental ways. Partnership research was, therefore, perfect for this scenario.

Heath and Natalie met every few weeks via Teams over a three-month period to design the project and explore the feasibility of the GE interventions. Heath guided Natalie to read literature such as that presented in the review above, to identify gaps in the research, and provided advice on methods and analysis. They continued to meet regularly throughout the 6-month data collection period, and also during data analysis. Natalie developed her methodological expertise through reading, and taught herself how to conduct statistical analysis using SPSS, surprising herself how much she really enjoyed it. This was an example of how ‘partnership’ best described the research relationship between the two authors. In traditional practitioner and researcher collaboration, the mechanics of data analysis might traditionally be seen as a task taken on by the university-based researcher partner, rather than the school-based colleague, however Natalie wanted to develop expertise in data analysis and took on the bulk of this task, under guidance from Heath. Both research partners met regularly to discuss the findings and discuss feedback on written drafts of the project.

### 3.2. Research design

The research design chosen for the study was a classroom-based quasi-experiment. Quasi-experiments attempt to mimic true experiments in terms of rigour and structure but lack random assignment and a tight control of variables (Rogers & Révész, 2020), making them more adaptable to real-world classrooms. While the resulting presence of confounding variables means inferring causality is much more problematic, this approach can still yield useful insights if findings are treated as suggestive as opposed to conclusive (Phakiti, 2014). One type of quasi-experimental research is the repeated measures design, also referred to as a within-participants design, which is characterised by a group of participants who take part in more than one treatment condition (Rogers & Révész, 2020). A time-series, repeated measures design was chosen due to its advantages in a classroom setting, where participants are bounded within an existing singular class unit, as was the case in the current study. This design allowed the same participants to receive both the intervention and control treatments, meaning confounding variables associated with individual differences (e.g., motivation, aptitude) and group differences (e.g., gender, teacher, classroom environment) are minimised. Another advantage of the repeated measures design was that fewer participants were needed to attain sufficient power (Phakiti, 2014; Rogers & Révész, 2020), which made the design particularly suitable for a context in which only a limited number of participants were available.

Time-series designs are characterised by multiple observations both before and after treatment (Phakiti, 2014). The longitudinal nature of the design and the multiple observations involved allow for a rich account of change (Rogers & Révész, 2020). The design included two observations prior to the implementation of the GE intervention and two observations following the intervention. A visual representation of the research design is provided in Fig. 1. The differences between Pre-test 1 and Pre-test 2 measure potential gains by participants under normal learning conditions (i.e., the control condition). Any gains found between Pre-test 2 and Post-test 1 indicate changes after the intervention condition. Finally, Post-test 2 acts as a delayed post-test to enable exploration of long-lasting effects.

### 3.3. Participants and context

Participants were 25 teenagers, aged 13–17, enrolled in a private English language learning institution managed by the practitioner in Portugal. All participants were L1 Portuguese and attended extracurricular English language lessons twice a week in a small group setting. The English language proficiency of the participants ranged from elementary to advanced. An ‘opt out’ recruitment method was selected as the activities were integrated into the general curriculum. No opt-out forms from parents or other means of objection from students were received at any point and all 25 young people actively assented to participate in the research, although one participant withdrew from the study during the intervention period as she was no longer able to attend English lessons at the institution due to personal reasons.

### 3.4. Data collection instruments

The main data collection instrument consisted of a short paper-based questionnaire called the *English as an International Language Perception Scale* (Nakamura et al., 2018). A qualitative instrument consisted of paper-based diary entries which participants completed after each in-class innovation activity. The aim of the diaries was to elicit student reflections regarding the different activities and possibly gain insight into which may have been more effective and why. Data collection followed a concurrent mixed method design, where both data were collected simultaneously, and were viewed as equally important.

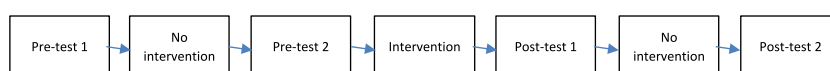


Fig. 1. Visual representation of the research design.

3.4.1. English as an international language Perception Scale

According to Nakamura et al. (2018), most EIL studies have failed to provide reliability and validity evidence for the instruments used in their research. Thus, the researchers developed and validated an accessible scale that could be used by researchers and practitioners to implement EIL pedagogy in the classroom and investigate whether learners’ perceptions changed because of the innovation by administering the scale pre- and post-test. The four-factor *English as an International Language Perception Scale* (EILPS) developed by Nakamura et al. (2018) encompasses: 1) Current status of English (Cronbach’s alpha = 0.91); 2) Varieties of English (Cronbach’s alpha = 0.85); 3) Strategies for multilingual/multicultural communication (Cronbach’s alpha = 0.87); and 4) English speakers’ identity (Cronbach’s alpha = 0.78). According to the authors, participants who score high on *Current status of English* (CSE) are “highly aware of current English uses and users, plus the effects of the global spread of English” (p.202). Participants who score high on *Varieties of English* (VE) are “likely to have positive perceptions toward English in the Outer and Expanding Circle countries and English diversity in the classroom” (p.202). Participants who score high on *Strategies for multilingual/multicultural communication* (SMC) tend to have “positive perceptions toward multilingual and multicultural English users and strategic competence in multilingual and multicultural contexts” (p.203). Lastly, a participant who scores high on *English speakers’ identity* (ESI) is “often positioned against the native speaker-nonnative speaker dichotomy and takes ownership of his or her English” (p.203). The scale was translated to Portuguese and a version including both the original in English and the Portuguese translation was used in this research project. As in the original, a five-point Likert scale was employed ranging from strongly agree to strongly disagree (See Nakamura et al. (2018) for an Open Access version of the EILPS).

3.4.2. Diary methods

Diary methods are an umbrella term referring to data collection instruments in which participants repeatedly record their own thoughts and behaviours related to a research topic (Rose, 2020). According to Bolger and Laurenceau (2013), diary methods, which they refer to as “intensive longitudinal methods”, are one of the most exciting developments in social science methodology as they can investigate whether the causal processes tested in laboratory settings really do occur in real life contexts. Another major benefit of diary methods is a dramatic reduction of retrospection bias between the experience and the account of that experience as descriptions of feelings and activities are recorded immediately (Reis et al., 2014). This is particularly relevant to the present research as retrospection bias is a limitation of previous GE innovation research.

This study employed the use of learner journals as a sub-type of diary methods which allowed for systematic record-keeping of experiences. Each journal entry consisted of two targeted questions which allowed for a record of very specific information with minimal input from the participants. The journal entries were event contingent, i.e., participants completed journal entries immediately after each innovation lesson when change in experience was most likely to occur (Bolger et al., 2003). Both Arndt and Rose (2023) and Rose (2020) suggest that diary methods be integrated into the classroom context thereby giving the researcher more control over when the participants complete the entries and helping participants to take the activity more seriously.

3.5. Research procedure

Participants completed the EILPS in class on four separate occasions: approximately eight weeks prior to the start of the innovation, immediately prior to the start of the innovation as recommended by Cohen et al. (2018), immediately after the completion of the innovation, and approximately six weeks following the innovation (see Table 1). The questionnaire took participants about 5 minutes to complete.

The classroom innovation consisted of a series of five lessons which focused on raising learners’ awareness of the English language as it is currently used in today’s globalised world. The first three lessons were adapted from existing material and the last two were developed entirely by Natalie in consultation with Heath. Each lesson lasted approximately 30–60 min and involved a series of activities related to the theme of the lesson. The first and second lessons focused on the diversity of English, the third on the global ownership of English, the fourth on the role of English in study and work contexts in the European Union (EU), and the fifth on intercultural communication. The last two lessons also aimed to raise awareness of the use of non-native English listening material in the classroom.

At the end of each intervention lesson, the participants completed a journal entry comprising two open-ended questions: one asking participants what they liked about the lesson and one reflection question specifically related to the lesson topic, for example, “Do you think you have to be/sound like a native English speaker to use English in important situations? Why/Why not?”. Participants were told they could answer the questions in either English or Portuguese, or a combination of both. Participants were also asked not to put

**Table 1**  
Timeline of research procedure.

October 2022	EILPS Time 1
January 2023	EILPS Time 2 Innovation lessons begin
January–March 2023	Five journal entries collected throughout intervention
March 2023	Innovation lessons end EILPS Time 3
May 2023	EILPS Time 4

their names, or any other identifying information, on the diary entries in order to preserve their anonymity and encourage free responses, without feeling compelled to “tell the teacher what they wanted to read” (Arndt & Rose, 2023, p. 1).

### 3.6. Ethics

Given that this research involved minors, steps were taken to ensure that both the teenage participants and their legal guardians were fully informed in Portuguese and English about the purpose of the project, what it consisted of and its voluntary nature. Participant information included a detailed description of how participant information would be stored and used, and reassurance that participants would remain anonymous in any published material. The written information was supplemented by a verbal discussion in class with the potential participants. At the end of the research study, participants and their guardians were provided with a summary of the results.

## 4. Results

Results are presented according to the four constructs of the EILPS, i.e., CSE, VE, SMC, and ESI. First, internal reliability of the four constructs was inspected using the data from one time point. One item each was deleted from the constructs of SMC and ESI to improve reliability. Cronbach alpha coefficient was 0.69 for CSE, 0.81 for VE, and, after item deletion, 0.66 for SMC, and 0.72 for ESI (see Table 2). The relatively small sample of the current study may have played a role in the lower-than-expected reliability values obtained for CSE and SMC. A composite score was computed for each construct from all remaining items for further analysis.

For the main analysis, a one-way repeated measures MANOVA was conducted to explore the effect of time on all of the four variables. After this, a one-way repeated measures ANOVA was used as a post-hoc test to examine the effect of *time* on each of the variables. Assumptions for repeated measures analysis of variance were met, including level of measurement, independence of observation, normal distribution, and multicollinearity. Although the sample size was small, we had more cases in each related group than the number of variables, thus meeting the assumptions of the test.

In addition to the questionnaire data, 105 diary entries were collected from the students throughout the intervention. Thematic analysis was implemented which deductively coded the data into a range of categories based on the four constructs of the EILPS: CSE, VE, SMC, and ESI. In a second stage, the researcher re-read the diary entries and assigned the pertinent passages to the categories. Finally, after all data were coded, the researcher then proceeded to the stage of analysing the categories. Excerpts from the diary data which were written in Portuguese were translated to English by the practitioner.

### 4.1. Results of overall effect of time on perceptions

A one-way repeated measures MANOVA was conducted to explore the effect of time over the four constructs of the EILPS. Using Wilk's Lambda, there was a significant effect of time on students' perceptions of GE, as measured by the EILPS,  $\Lambda = 0.416$ ,  $F = 5.733$ ,  $p < 0.001$ . The application of Greenhouse-Geisser for the univariate tests revealed significant differences each for CSE ( $p = 0.001$ ), VE ( $p < 0.001$ ), SMC ( $p = 0.03$ ), and ESI ( $p < 0.001$ ). Tests of within-subjects contrasts revealed that the nature of significance was linear for all variables except ESI, which was quadratic. In plain terms, this means there was evidence that students changed their perceptions of GE across the four timepoints, and that this change moved in a single direction for three of the constructs (i.e. development of more positive attitudes throughout the timepoints), but showed a mixed trajectory for the concept of ESI (i.e. students gained more positive attitudes, and then these decreased). To pinpoint the exact moment of change and to attribute it to the intervention, follow-up ANOVAs were conducted.

#### 4.1.1. Current status of English

An inspection of the descriptive statistics of CSE at the four time points confirmed that the overall trend of development appeared to be linear (see Fig. 2). A one-way repeated measures ANOVA was conducted to examine the effect of *time* on CSE. A statistically significant main effect for *time* was found, Wilks' Lambda = 0.629,  $F(3, 21) = 4.127$ ,  $p = 0.019$ , with an effect size of 0.371.

Post hoc analysis with a Bonferroni adjustment revealed that, from T2 to T3, students' perceptions of CSE increased slightly, but this result was not significant. A significant result was obtained from T1 to T3 (Mean<sub>T1</sub> = 12.96, Mean<sub>T3</sub> = 13.68,  $p = 0.049$ ), as well as T1 to T4 (Mean<sub>T1</sub> = 12.96, Mean<sub>T4</sub> = 13.88,  $p = 0.009$ ). Taken together, these results indicate that students became more aware of CSE throughout the academic year. However, as there was no significant difference between T2 and T3, no evidence was obtained for the effect of the intervention alone.

**Table 2**  
Cronbach's alpha for CSE, VE, SMC, and ESI.

Variable	Initial Cronbach's $\alpha$	Final Cronbach's $\alpha$	Items removed
CSE	0.69	0.69	–
VE	0.81	0.81	–
SMC	0.57	0.66	Item 8
ESI	0.40	0.72	Item 13



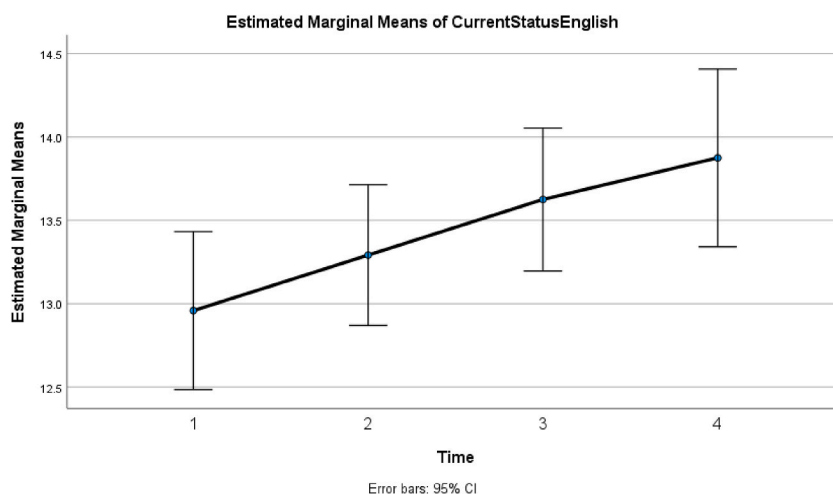


Fig. 2. Students' evolving views on the status of English over four time points.

#### 4.1.2. Varieties of English

Inspection of the descriptive statistics of VE at the four time points confirmed that the overall trend of development was linear (see Fig. 3). A one-way repeated measures ANOVA also confirmed a statistically significant main effect for *time* (Wilks' Lambda = 0.398,  $F(3, 21) = 10.576$ ,  $p < 0.001$ ,  $\eta^2 = 0.602$ ). Post hoc analysis with a Bonferroni adjustment was then conducted to locate the changes.

From T1 to T2, students' heightened perceptions of VE was not statistically significant, indicating no change during the normal curriculum intervention. From T2 to T3, students' perceptions of VE increased statistically significantly ( $\text{Mean}_{T2} = 15.58$ ,  $\text{Mean}_{T3} = 17.33$ ,  $p = 0.002$ ) and then plateaued from T3 to T4. Significant increases were also observed from T1 to T3 ( $\text{Mean}_{T1} = 14.58$ ,  $\text{Mean}_{T3} = 17.33$ ,  $p < 0.001$ ), T1 to T4 ( $\text{Mean}_{T1} = 14.58$ ,  $\text{Mean}_{T4} = 17.33$ ,  $p < 0.001$ ), and T2 to T4 ( $\text{Mean}_{T2} = 15.58$ ,  $\text{Mean}_{T4} = 17.33$ ,  $p = 0.005$ ). Taken together, these results indicate that while students' perceptions toward VE did not change significantly during the non-intervention baseline period, students became substantially more aware of VE after participating in the intervention; moreover, this effect was maintained six weeks after the intervention. These results provide strong evidence for the effect of the intervention on VE.

#### 4.1.3. Strategies for multilingual/multicultural communication

An initial inspection of the descriptive statistics of SMC at the four time points reveals that the overall trend of development was linear. Despite the MANOVA revealing an overall significant, albeit weak, linear effect for SMC, the follow-up one-way repeated measures ANOVA revealed no statistically significant main effect for *time*, Wilks' Lambda = 0.743,  $F(3, 21) = 2.422$ ,  $p = 0.094$ . Although students' perceptions toward SMC demonstrated continuous growth from T1 to T4 the total mean increase of 0.75 was negligible, thus there was no significant change in students' perceptions toward SMC during either the no-intervention or intervention period.

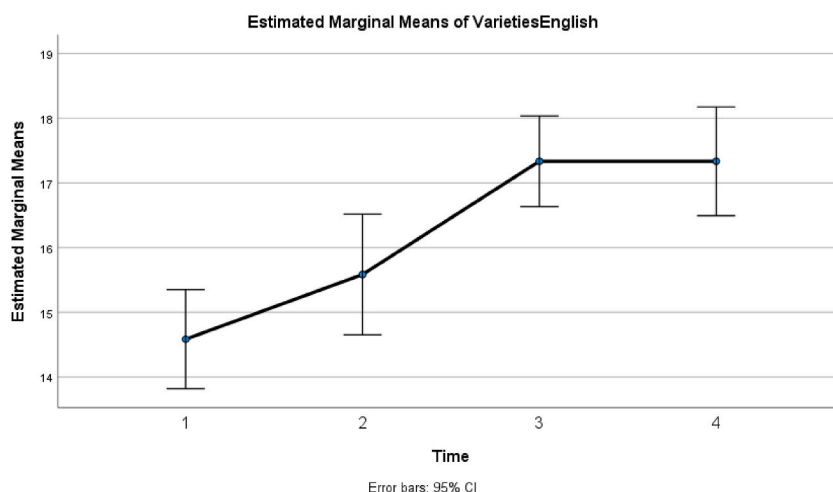


Fig. 3. Students' evolving view of varieties of English over four time points.

#### 4.1.4. English speakers' identity

An initial inspection of the descriptive statistics of ESI at the four time points confirmed that the overall trend of development appeared to be quadratic. A one-way repeated measures ANOVA was conducted to examine the effect of *time* on ESI. A statistically significant main effect for *time* was found, Wilks' Lambda = 0.530,  $F(3, 21) = 6.208$ ,  $p = 0.003$ . The partial eta squared value was 0.470 which suggests a large effect size. Post hoc analysis with a Bonferroni adjustment was then computed to locate the changes through between-time pairwise comparisons for these variables. Profile plots were also drawn to illustrate how the estimated marginal means of ESI changed over time (see Fig. 4).

In general, students' perceptions toward ESI saw continuous growth from T1 to T3 and then decreased slightly from T3 to T4. During the no-intervention period, from T1 to T2, students' perceptions of ESI increased statistically significantly ( $\text{Mean}_{T1} = 7.42$ ,  $\text{Mean}_{T2} = 8.50$ ,  $p = 0.012$ ). During the intervention period, from T2 to T3, students' perceptions of ESI also increased slightly; however, this result was not statistically significant ( $\text{Mean}_{T2} = 8.50$ ,  $\text{Mean}_{T3} = 8.79$ ,  $p = 1.000$ ). From T3 to T4, students' perceptions decreased slightly; yet, once again this result was not statistically significant ( $\text{Mean}_{T3} = 8.79$ ,  $\text{Mean}_{T4} = 8.21$ ,  $p = 0.243$ ). A significant increase was also observed from T1 to T3 ( $\text{Mean}_{T1} = 7.42$ ,  $\text{Mean}_{T3} = 8.79$ ,  $p = 0.001$ ). Contrary to what was hypothesised, these results indicate that participation in regular English lessons had a strong impact on students' perceptions toward ESI whereas the intervention itself—while contributing to the upward trajectory of attitudes—had a comparatively small, non-significant effect. Equally difficult to interpret is the slight, although statistically non-significant, decrease in perceptions during the period post-intervention.

#### 4.2. Students' reported perceptions

Analysis of the qualitative data collected from the five sets of anonymous diary entries completed throughout the intervention period revealed further insights into students' responses to the intervention. These are presented in relation to the four constructs.

##### 4.2.1. Evolving views on current status of English

Responses relating to the views surrounding CSE were predominantly found in the diary entries following lesson three (*English around the globe*,  $n = 20$ ). Seven of the participants reflected on English use around the world, and all 20 referred to the fact that it has global ownership. For example, one student wrote: "I think that the English language belongs to the entire world, because the people can use [it] to talk to others people in other parts of the world". Despite this worldly view, which was pervasive throughout the diaries, two participants qualified their responses by adding that the "founders of the language are the British people" and the "original belongs to the native speakers", indicating that some reservations about global ownership prevailed. Three participants, however, asserted that the English language does *not* belong to the native speaker, for example: "[The language belongs to] EVERYONE that speak English intelligible it doesn't belong only to the native English speaker because not even them speak the truly English. The English changes with time."

Responses surrounding CSE were also found in the diary entries following lesson four (*A Day in the life of an international student*,  $n = 20$ ). When asked if it is acceptable for teachers to use listening material featuring non-native speakers in the ELT classroom, five participants justified their affirmative responses by highlighting the current global use of English, for example: "I think it's very good for us to see non-native people talk to each others because we are learning with this t[h]at the English it's more important language to communicate with other people of other countries". Thus, overall, the qualitative data from the intervention period suggest that participants became highly aware of the ways in which English is used as a global language.

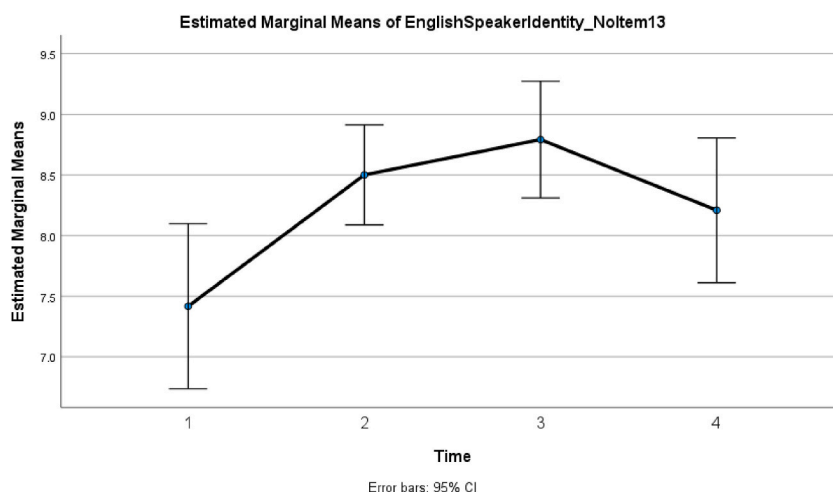


Fig. 4. Profile plot of estimated marginal means for ESI at T1, T2, T3, and T4.



#### 4.2.2. Shoring up views on varieties of English

Relevant themes to VE were identified in the diary entries following lesson one (*Using English in important situations*, n = 24). 15 participants mentioned they enjoyed learning about the different varieties of English that exist in the world. Two participants expressed a change in perspective as a result of the lesson, stating that, “In this activity I changed my opinion about people who don’t have a native accent, because I understand how much we are and should be different”. Five participants were critical of Kachru’s model (which they studied in the lesson) in their responses. For example, one participant said, “I *aprendi* [learned] that all the ‘Englishes’ are the same and if it could be understandable it is an English. I think that we can’t divide the English speakers on categories. The accent doesn’t matter”. Similarly, another participant commented:

I’ve learnt that there are models to represent English speakers around the world. To be honest, I don’t think that there should be models, I mean, it doesn’t really matter. We we’re putting people in different categories but in the end all that matters is that they can speak.

Themes related to VE were also identified in the diary entries following lesson two (*Different English accents*, n = 19), lesson three (*English around the globe*, n = 20), and lesson four (*A Day in the life of an international student*, n = 20). Five participants mentioned that they enjoyed learning about the vast number of English dialects in the world; furthermore, 19 of 20 participants disagreed with a diary prompt, “Do you think everyone needs to speak English with the same accent?”. One participant responded, “Definitely not! Because all the accents are important and understand them make we learn more about this language. If we understand it, it is English”. Similarly, another participant commented, “I think that we need to always have some variety, and it’s fun to show your culture just by the way you speak. And also we don’t need to copy English we can make our own”.

Overall, the qualitative data regarding participants’ perceptions toward VE reveal a strong focus on what students learned during the intervention period and further evidence of change in opinion. These findings align neatly with the quantitative findings and provide further support for the efficacy of the intervention on participants’ perceptions towards VE.

#### 4.2.3. Inconclusive Strategies for multilingual/multicultural communication

References to SMC were sparse in the diary entries. Some mentions were found in diary entries following lesson five (*Describing school systems in English*, n = 21), where students expressed a high degree of comfort describing their own culture and customs in English. No other references to SMC were found in any of the other diary entries. This, in combination with the lack of significant results obtained in the quantitative analysis, perhaps indicates that this dimension of EIL was not one these students heavily reflected upon, or developed a changed perspective about, throughout the study’s timeframe. This may be connected to the Portuguese students’ developed sense of multilingual and multicultural communication as EU citizens, or it may be connected to a lack of focus of the intervention on specifically targeting this feature of GE.

#### 4.2.4. Differing views of English speakers’ identity

Relevant themes related to ESI were identified in the diary entries following lesson one (*Using English in important situations*, n = 24), where 22 participants made statements that it is not necessary to speak like a native speaker. Moreover, three participants mentioned that accent is part of a speaker’s identity, for example, one participant commented that, “accents have a lot of character and personality” and another explained, “I don’t think that [we have to sound like a native speaker to use English in important situations] because we are like we are”.

However, participants appeared to adhere more strongly to standard language norms when referring to their own speech than when referring to others or people in general. In response to the question, “Do you think that you have to be/sound like a native speaker to use English in important situations?”, one participant very succinctly said, “No, today I changed opinion, but I still would like to sound more like an American English speaker”. Similarly, others responded, “In import [ant] situations I’d like to talk with a better accent” and, “if I had a better pronunciation people would understand me better or I would be at risk of being judged.” The risk of being negatively evaluated was also evident in the following ambivalent response:

No, but I would like to. *Algumas pessoas podem gozar ou assim com o accent mas não importa, eu falo inglês. Claro que gostaria de falar como native English para ‘proteger’ a cultura e a língua talvez* [Some people might make fun of my accent but it doesn’t matter, I speak English. Of course I’d like to speak like a native English speaker to ‘protect’ the culture and the language perhaps].

Themes relating to ESI were also identified in diary entries following lesson two (*Different accents*, n = 20). Three participants mentioned taking pride in a non-native English accent, for example, “*Cada pessoa tem a sua pronúncia e deve sentir-se orgulho pelo sotaque do seu próprio país* [Everyone has their own form of pronunciation and should be proud of the accent of their country]” and, “I think that everyone should be themselves and be proud of the [ir] own identity. You do not need to speak American or British English”. Other participants mentioned being true to themselves. However, as in the responses to lesson one, these comments refer to people in general and not the participant themselves.

Nevertheless, after the third intervention, three participants described a sense of empowerment regarding their own English accent in the third diary entry. One participant commented:

*Eu gostei de aprender que cada pessoa tem a sua própria pronúncia ... e não precisamos de nos esforçar imitar a pronúncia de pessoas nativas* [I liked learning that each person has their own accent ... and we don’t need to strive to imitate the accent of native speakers].

Similarly, the other two explained that they had learned that “we don’t have to talk like native speakers, and we don’t have to change our accent” and, “it’s not wrong to use my own accent”. This sense of empowerment may have been facilitated by listening to non-native English speakers throughout the intervention period. Following lesson four (*A day in the life of an international student*,  $n = 20$ ), three participants mentioned a benefit in terms of increased self-confidence.

Overall, the qualitative data regarding participants’ perceptions toward ESI reveal some degree of contradiction. On the one hand, participants appear to strongly believe that intelligibility is far more important than speaking with a native English accent; however, the diary entries seem to suggest that this belief may apply more to the “other” than to the “self”. In other words, despite evidence that participants are becoming more tolerant of diversity in English, they may retain expectations for themselves that correspond with standard language norms.

## 5. Discussion

Findings from the current study support previous longitudinal research which has attested to the efficacy of GE awareness-raising activities (e.g., Galloway, 2017) and add strength to those which have explored the effect of activities in a one-shot or retrospective fashion (e.g., Boonsuk et al., 2021; Galloway & Rose, 2014; Galloway & Rose, 2018; Jindapitak et al., 2022; Rajprasit, 2023; Rose & Galloway, 2017; Sung, 2015). The study has further revealed new insights into some areas of learner awareness that certain innovations feed into, especially in terms of awareness of varieties of English. However, the study has also revealed other areas where evidence is a little unclear.

The most notable finding from the current study pertains to the effect of the intervention on students’ perceptions toward non-standard English varieties and the presence of English diversity in the classroom. These encouraging results echo findings from previous research, namely those of Boonsuk et al. (2021), Chen (2022), Galloway (2017), Jindapitak et al. (2022), Rose and Galloway (2017), Sert and Ozkan (2020), and Sung (2015) who found that GE activities raised students’ awareness of the diversity of English. Of particular relevance, Galloway (2017) reported an increase in students’ perceptions of the attractiveness of non-standard Englishes, and Chen (2022) reported more positive attitudes toward Englishes from the Outer and Expanding Circles. However, whereas Chen (2022) found no significant change in students’ acceptance of non-native varieties of English in classroom listening materials, the current study does reveal such a change. This difference could be due to a host of different factors. One potential explanation is that Chen’s (2022) research adopts an implicit approach to incorporating GE into a general English course while the current study adopts an explicit approach encouraging critical discussion and reflection. It may be that an explicit approach is more effective in promoting change, as suggested by Sung (2015).

Findings from the present study also suggest that this population of learners is highly aware of the current status of English and both participation in the general English course and in the GE intervention activities facilitated this awareness. This understanding of the role of English as a global language echoes Matsuda’s (2003) findings in an exploratory study with Japanese high school students in which participants consistently highlighted the crucial role English plays in international communication. Similarly, in Rajprasit’s (2023) study with Thai university students, participants reported a deepened understanding of their knowledge of the users and usage of English and an increased awareness of English as a global language as a result of a WE-oriented English course. While differences in methodology make comparison of the findings of these studies and the present study difficult, it appears that the Portuguese teenagers in the present study, like the Japanese teenagers in Matsuda’s (2003) research, already had a strong awareness of English as a global language prior to the intervention. While the intervention re-enforced this view, it did not significantly alter participant perceptions from their already heightened state.

As Portuguese citizens, it is possible that students’ understanding of the role of English in international communication has already been developed by their involvement in a multi- and plurilingual European context (Council of Europe, 2001; European Commission, 2023). Indeed, the intervention lesson which focused on studying abroad within a European context was particularly well-received with nearly half of the participants expressing how they enjoyed the topic in their written reflections and many mentioning similar study abroad experiences of friends and family members in the class discussions. This may also be one reason as to why the intervention had no effect on their views of strategies for multilingual and multicultural communication. Another reason may have been a poor intervention activity which failed to address this. The main lesson for this area involved students watching a video of an L2 English speaker outlining the French school system to an international audience which was followed by an activity in which students roleplayed describing the Portuguese school system to a similar audience. It is likely that a single imaginary scenario was insufficient to instigate any real change, let alone to facilitate language awareness to develop strategies to help them “negotiate resources from diverse languages and construct meaning situationally” (Canagarajah, 2016, p. 19). Thus, for such development, perhaps a more situated activity may have generated better effects, such as reported in previous research. In a study conducted by Ke and Cahyani (2014), Taiwanese participants described adjusting their conversational style and taking into consideration the cultural identity of their Indonesian partners while participating in online ELF communication activities. Similarly, in Vettorel’s (2013) investigation of an online project between students in Italy, Poland, Serbia and Latvia, she reported a heightened awareness of strategies to enable the students to complete the international project. Thus, we can only surmise that the difference in activity may have contributed to the difference in reported result of the intervention.

Finally, our mixed findings of the impact of GE interventions on speaker identities is in line with some previous findings elsewhere. Chen (2022) obtained strikingly similar findings as the current study in that questionnaire data revealed Taiwanese university students had become significantly more accepting of Englishes from the Outer and Expanding circles after a GE intervention, but their desire to speak with a native-like accent remained unaltered. Matsuda (2003) found that Japanese high school students felt their own non-standard English should be accepted, but they personally would rather not have a Japanese accent. Like the current study, students

held this view despite expressing an awareness of the crucial role English plays in international communication. This indicates that a more intense intervention may be needed to have any impact on these unwavering views.

## 6. Conclusion and implications

The current study has revealed that a GE intervention incorporated in an ELT course increased adolescent learners' awareness of GE, most clearly in their beliefs surrounding the legitimacy of non-standard Englishes and the acceptability of using listening material featuring non-native speakers in the classroom. While learners' awareness of the role of English in international communication also increased significantly over the course of the research study, this change was more clearly attributable to participation in general English lessons, or perhaps even to the greater plurilingual context of the EU, than to the GE intervention itself. No significant findings were found regarding learners' perceptions toward multilingual and multicultural communication in either the quantitative or qualitative data. Findings regarding students' perceptions of English speaker identity were ambiguous with learners demonstrating a release from standard language norms and a global view of the ownership of English at an abstract level, but not at a personal level.

### 6.1. Contributions

Unlike the vast majority of previous GE intervention research which has examined changes in student perceptions either retrospectively or in a one-shot fashion, this study explored the effect of classroom innovation using a quasi-experimental longitudinal design and direct measures of change, responding to the call from [Rose et al. \(2021\)](#) for more research of this nature. It also fills an important gap for more research at the centre of researcher-practitioner collaboration ([McKinley, 2019](#)) and research partnership ([Hennebry-Leung et al., 2024](#)) in language teaching research more generally, and GE, more specifically ([Rose & Galloway, 2019](#)). Furthermore, a unique contribution of this study lies in its examination of teenage students' perceptions of English in a commercial ELT context, which was also noted as an under-represented context in prior GE research. There is a complete absence of GE classroom intervention research in the commercial domain where perceptions of learners and other stakeholders are believed to be highly engrained and especially resistant to change ([Rose et al., 2021](#)). The study thus both theoretically expands our understanding of GE innovation in a wider context than previous research has covered, as well as methodologically responding to calls for better research designs, which test the use of measures such as the EILPS (developed with Korean students) in different educational contexts.

### 6.2. Implications for future Global Englishes interventions

First and foremost, this research suggests that GE innovation in the classroom is, indeed, a worthwhile endeavour. The findings suggest that school-aged learners, even those as young as 13, are able to critically reflect on the concept of GE and develop more inclusive attitudes. Indeed, the results of the study suggest that an explicit approach, rather than an implicit approach, to addressing GE may be highly effective in raising awareness. Moreover, change was observed in a commercial ELT setting where beliefs are expected to be more ingrained and resistant to change. What is more, significant changes took place after only five intervention lessons.

The findings regarding VE are reasonably clear: students' awareness of the diversity of English can be readily developed through critical reflection activities whereas participation in an ELT course, even one purported to be based on a global view of English, is insufficient in increasing learners' acceptance of the diversity of English in a global context. This aspect of GE clearly warrants specific intervention. With the knowledge that learners' perceptions toward non-standard Englishes are malleable, materials developers may be more willing to include a representative proportion of non-standard varieties in textbook listening materials, prioritising NNS-NNS interactions.

The study has also found that—in the context of younger teenage learners in Portugal—participation in regular English language lessons appears to be sufficient in raising students' awareness of the current global status of English; thus, this aspect of GE may not need to be the target of direct intervention in contexts similar to that of the current study.

Results suggest the use of strategies for multilingual and multicultural communication may need to be more clearly defined and conceptualised in future intervention activities. In particular, previous studies have indicated that real-life ELF interaction activities may work best for the development of successful multilingual and multicultural strategies rather than the simulated tasks in this study's intervention lessons. This points to the importance of using online tools to connect learners to create controlled pedagogical tasks conducted with students across national boundaries, such as those reported in [Ke and Cahyani \(2014\)](#) and [Vettorel \(2013\)](#), and encouraged as a promising area of development in [Rose et al. \(2021\)](#).

### 6.3. Implications for future research partnerships

The research partnership reported in this paper was largely initiated by one partner, Natalie, returning to academic study and having her interest sparked by her lecturer's research area. The success of the partnership was largely contingent on Natalie's drive to formulate a research plan and collect data while acting under immense work and family pressures. This speaks to the many practical and structural barriers to engaging with research for many practitioners, who are working in a domain where their research engagement may be discouraged ([McKinley, 2019](#)). The other partner, Heath, while driven by his academic interest in the research topic, nonetheless, was under other pressures in academia outlined by [McKinley \(2019\)](#), "to produce research only for the highest-impact academic journals", which "are often more concerned with controlled studies under-pinned by methodological rigour than in real-world educational practices, leading TESOL researchers to ... abandon contextualized holistic research" (p. 882). Given

these pressures and barriers to research partnership, had Natalie not entered Heath's domain, and had Heath not been open to classroom-based research partnership, the project may not have been brought to fruition.

This speaks to the importance of shared domains where those occupying a researcher and teacher identity can meet and ideas for collaborative research projects can germinate. Such domains may be in-service postgraduate study contexts, such as that outlined in this paper, or equally within pre-service teacher education contexts, especially if partnerships with research-interested alumni are forged and maintained. Partnerships could also emerge out of greater researcher interaction with professional teaching organisations. While both parties can bring different strengths to the partnership, the contributions are equally important in terms of devising and completing a project.

What is important in research partnership is that both partners meet on equal footing: not viewing one as the 'researcher' and one as the 'practitioner' but what McKinley (2019) refers to as "Holistic TESOL professionals". In the current study, researcher and practitioner identities were blurred. Heath saw himself as a language practitioner that had moved into research, and Natalie viewed herself as a practitioner who was immensely interested in and motivated by research to the point of taking ownership over data analysis. These dual—or holistic—identities are pervasive within the wider field of language teaching research, which, according to a recent study of researcher identities, account for a vast majority of researchers (see Rose & McKinley, 2022). Research Partnership helps to bring these holistic identities to the forefront in accomplishing contextually-grounded and pedagogically-motivated research.

### CRedit authorship contribution statement

**Natalie da Costa:** Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Writing – original draft, Writing – review & editing. **Heath Rose:** Conceptualization, Formal analysis, Methodology, Supervision, Writing – original draft, Writing – review & editing.

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