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**Effects of Global Englishes-informed Pedagogy in Raising  
Chinese University Students' Global Englishes Awareness**

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**Abstract**

The spread of English as a global language has resulted in many changes in sociolinguistic realities, which challenges the foundations of how language should be taught and learned. To match today's sociolinguistic realities, researchers have called for a paradigm shift from the traditional pedagogy to a new pedagogy that can prepare students to use English in international communication involving different varieties of English and its cultures. However, little research has been done in implementing a Global Englishes (GE)-informed pedagogy in English language classrooms, especially in mainland China. This research attempts to examine the effects of a GE-informed pedagogy in developing Chinese university students' GE awareness. 82 university students participated in this study and received a 12-week intervention of a GE-informed instruction. Data collection methods included questionnaires and interviews. Paired-samples t-test and content analysis were used to analyze the data. The results show that students' GE awareness was significantly raised after taking the course. Specifically, students acknowledged the diversity of English, assessed English from a GE perspective, and their self-confidence increased in international communication. This paper argues for the importance of raising GE awareness and calls for a more critical approach to ELT in China.

**Keywords:** Global Englishes-informed pedagogy, English as a global language, Global Englishes awareness, ELT

## **Introduction**

The spread use of English as a global language has resulted in changes in the sociolinguistic reality of English, English speakers, English use, and English-speaking cultures. New varieties of English, such as Singapore English and Malaysian English, have emerged, and non-native English speakers outnumber native English speakers by three or four times (Jenkins, 2015). Moreover, English is used more for global communication in multilingual contexts, where people are from different lingua-cultural backgrounds. In addition, English-speaking cultures are diverse and complicated. To match today's sociolinguistic realities, researchers have called for a paradigm shift from the traditional pedagogy to a new pedagogy that can prepare students to use English in international communication involving different varieties of English and cultures.

In China, English is mainly taught and learned as a foreign language in the classroom. Native speaker (NS) English, especially British English or American English, is traditionally regarded as the acceptable pedagogical model for the English language classroom (Adamson, 2004; Bolton, 2003; Lam, 2002). However, after many years of learning English based on this model, students are not adequately prepared for future interactions in globalized contexts, where many speakers have different first languages (Jenkins, Cogo, & Dewey, 2011). This indicates that, in the future, the traditional ELT approach might not meet the changing needs of students, teachers, and society (Matsuda, 2017). Therefore, there is a need to revisit some widely accepted assumptions in the field of ELT and to consider whether the NS model is appropriate for China.

The existing literature reveals that many studies on issues related to the English language have been conducted (Fang, 2016, 2017; He, 2015; Pan & Block, 2011; Sung, 2014, 2016; and Wang, 2013). However, these studies examined students' perceptions of English from different aspects such as pronunciation, accents, lexicon, grammar, or discourse, but seldom from a Global Englishes (hereafter, GE) perspective, and even fewer examined learners' perceptions in a Global Englishes Language Teaching (GELT) context (Galloway, 2011, 2013; Galloway & Rose, 2015;

Rose & Galloway, 2017, 2019). Therefore, it is worth examining students' perceptions of GE in relation to ELT in a global context.

Although some frameworks or approaches have been proposed by scholars (Galloway, 2011, 2013; Galloway & Rose, 2015; Matsuda, 2012) to incorporate GE concepts into ELT practice, they remain mostly at the theoretical level. Little research has been conducted hitherto on incorporating GE concepts into the ELT classroom (Galloway & Rose, 2014, 2018; Rose & Galloway, 2017), especially in China (Fang & Ren, 2018). Therefore, there is a necessity to bridge the conceptual gap between theory and practice with an attempt to provide an alternative approach to help teachers re-examine the ELT materials available and consider ways of incorporating GE into English language classrooms to meet the needs of students who are likely to use English in a global context. This study attempts to implement a GE-informed pedagogy in the English classroom and to examine its effects on raising students' GE awareness.

## **Literature review**

### **Global Englishes and Global English-informed pedagogy**

Global Englishes is seen as an umbrella term covering the concept of World Englishes (WE), English as a lingua franca (ELF), English as an international language (EIL), and translanguaging (Galloway & Rose, 2015). It aims to show how English functions as a global language, highlighting the diversity of the English language, the global ownership of English, and the differences from the native English language taught in the English language classrooms (Galloway, 2017).

A GE-informed pedagogy highlights developing students' communicative competence as proficient users, but not in terms of a native speaker, and assessing students' English proficiency focusing on mutual intelligibility rather than approximating to NS norms. It provides a framework for curriculum evaluation and design that focuses on different aspects of the ELT curriculum, as shown in Table 1.

**Table 1:** Differences between Traditional English-based and GE-informed Pedagogy

<b>Categories</b>	<b>Traditional English-based approach</b>	<b>GE-informed Pedagogy</b>
target interlocutor owners	native English speakers	all English users
target culture	native English speakers fixed native English cultures	all English users fluid cultures
norms	standard English	diverse, flexible and multiple forms
Ideal teachers	non-native English teachers (same L1) and native English teachers	non-native English teachers (same and different L1s), native English teachers
role model	native English speakers	proficient users of English
source of materials	native English and native English speaking cultures	English-speaking communities and contexts
First language and own culture	regarded as a hindrance and source of interference	seen as a resource
assessment	approximate to native English speaker	mutual intelligibility or comprehensibility

(Adapted from Galloway and Rose, 2018, p. 4)

A GE-informed pedagogy involves different aspects of curricula, including target interlocutors, owners, norms, sources of materials, role models, cultures, teachers, and assessments. In a GE-informed pedagogy, the target interlocutors and the owners of English are all English users, including native and non-native English speakers. The target culture and norms are viewed as flexible or fluid, with an emphasis on the students' contexts and needs. The focus is on language awareness, negotiation strategies, and pragmatics rather than grammatical correctness in native English, mastery of product-oriented rules, and native-speaker competence. Teachers and role models are not necessarily native English speakers, and the students' first language and own culture are seen as a useful resource. Materials should be designed based on the diversity of English use today and the use of ELF rather than being dominated by native English and native English-speaking cultures. Assessment of the course concentrates more on mutual intelligibility or comprehensibility rather than native English speakers' competence.

### **Students' perceptions of Global Englishes**

Previous studies have examined students' attitudes towards English in relation to Global Englishes (Fang, 2017; Galloway, 2011, 2013; Galloway & Rose, 2013; Wang, 2013; Wang & Jenkins, 2016). For example, Galloway (2013) investigated attitudes in the Japanese context by employing a quasi-experimental design with questionnaires and interviews, aiming to examine the influence of GELT on students' attitudes. Galloway's (2013) study maintained that students' attitudes might be different when their GE awareness increased. Not surprisingly, students had positive attitudes towards native English speaker norms in ELT. However, the study indicated that two factors, namely, familiarity with native English and stereotypes, had significant influences on English learners' attitudes, which leads to the conclusion that "this does not make the dominance of native English acceptable" (Galloway, 2013, p. 801).

Moreover, Galloway (2013) reported that the results of the study supported "the pedagogical proposals that stress the need to increase English learners' exposure to the diversity of English and eradicate this false view that native English is superior" (p. 800). Furthermore, this study emphasized the importance of awareness and experience of ELF on students' attitudes and called for more opportunities for students to use ELF to build up their self-confidence as legitimate users of a global language and for further investigations into the creation of a GE curriculum. This resonates with Wang's (2013, 2015) and Wang and Jenkins's (2016) arguments that ELF awareness and experience have an impact on attitudes towards conforming to native English speaker norms to engage in successful communication. Those with ELF awareness and experience were more critical of native English speaker norms and their relevance for ELF communication. Moreover, participants drew upon their experiences when talking about different forms of English. In line with Galloway (2013), the authors criticized the fact that the research on examining the underlying factors that influence attitudes toward English was scarce. However, unlike those in Galloway's (2013) study, when asked about how they think they would use English in the future, a minority of students expected to use English with non-native

English speakers with whom they do not share the same language. Furthermore, the majority of students expected to communicate with native English speakers due to a lack of awareness of the diversity of English and the use of ELF. Both Galloway (2013) and Wang and Jenkins (2016) concluded that their results had implications for pedagogy, particularly the need to increase ELF experience and ELF interactions by employing more English teachers with different native languages.

Fang's (2017) research drew on Chinese university students' attitudes towards their English accents in an ELF framework by using both questionnaire and interview methods as research instruments. The results showed that many students were not satisfied with their English accents, as they did not have native-like pronunciation. Thus the results showed that the participants still perceived themselves as learners of English and did not consider themselves legitimate WE or ELF users of English. His findings echo Kirkpatrick and Xu's (2002) research in which students felt that "it was unlikely that there would be a Chinese variety of English and that they did not want to sound Chinese when they spoke in English" (p. 277).

In fact, only a few studies on students' conceptualization of GE have been conducted. The main results are that while students continue to prefer NS norms, more research is required to support proposals for GE. Such research is helpful for students to understand their conceptualization of English, how NS norms in ELT influence their perceptions, and how new approaches to ELT would influence their understanding of English. The more students have experience of and exposure to non-native English speakers to increase GE awareness, the better they may prepare for achieving successful communication in international encounters. Therefore, more studies like the current research are needed which investigate whether there is a change in students' attitudes towards Global Englishes after such a course as *Introducing Global Englishes*. Despite the number of calls for a re-evaluation of ELT, however, few researchers have investigated this in-depth (Galloway, 2011). This study attempts to apply a GE-informed pedagogy in the English classroom by providing more knowledge or experience of non-native speakers through the use of

internet sources, which can help students raise their GE awareness and help the researcher understand the state of knowledge of the learners.

### **Global Englishes and ELT**

The development of “new varieties” and ELF challenges the traditional native speaker norms in ELT (Cogo, 2012). Although there is a considerable challenge for teachers to incorporate GE concepts into the English language classrooms, some proposals for changes have been suggested (Fang & Ren, 2018; Galloway & Rose, 2017; Kohn, 2015; Rose & Galloway, 2017). Kohn (2015) focused his study on the pedagogical implications of ELF communication and research from a social constructivist perspective in German secondary schools. He argued for ELT to embrace the non-native speakers’ own English, and emphasized the need for ELT to create a pedagogical space for ELF-related activities, which enables students to concentrate on their own ELF-specific creativity within an overall standard English orientation. He also concluded that “non-native speakers of English are speakers of English as well and not merely learners of English” (p. 18).

Rose and Galloway (2017) designed a pedagogical task to raise students’ GE awareness and to challenge the standard ideology in the English language classroom. Using the “Speak Good English Movement” (SGEM) as an activity for the class to debate, with one group in support of SGEM and the other group against it, students were required to describe their own beliefs and where they stood on the issue of the acceptability of language forms such as Singlish (Singapore English). The results demonstrated that this activity is a useful way to raise awareness of the diversity of English and encourages critical reflection on the complexities surrounding standard language beliefs, which is seen to be essential due to the dominant native speaker epistemology in Japanese language curricula. The activity also showed how GE could be incorporated into the ELT classroom in a country where native English speaker norms prevail.

Galloway and Rose (2018) explored GELT to raise students’ awareness of Global Englishes and to challenge the traditional

ELT approach. They conducted an experiment to explore the extent to which this approach influences students' attitudes towards English and ELT through a presentation task. The findings indicated that students developed positive attitudes towards different varieties of English. The presentation task was a useful method to lead students to "reflect on the linguistic history of a nation in order to understand the processes that helped shape the English spoken there" (p. 10). It concluded that GELT is seen as a more appropriate approach, resonating with the current emphasis on multilingualism, in contrast to traditional ELT practices, which continue to be overwhelmingly monolingual.

Fang and Ren (2018) investigated Chinese university students' understanding of ELF by introducing a GE-oriented course at a Chinese university. In order to enable students to have a deeper understanding of the current linguistic landscape of English, students' attitudes toward their own English and the concept of ELF were explored. Data were collected through questionnaires, interviews, and reflection journals. The findings showed that students gained "a more pluricentric perspective, raised their GE awareness, and challenged some deep-rooted concepts of traditional ELT" (p. 7). They argue for the necessity of applying critical pedagogy in ELT for an ELF-informed pedagogy against the background of multilingualism. However, this study only utilized a post-course questionnaire to examine students' attitudes toward GE after the GE-oriented course. The current study intends to bridge this gap and adopt a pre-Q and post-Q before and after the GE-informed course to provide more insights into attitudinal changes.

## **Methodology**

This study followed a pre-experimental design that aimed to explore the effects of a GE-informed pedagogy in raising students' awareness of GE through a 12-week intervention.

### **Research questions**

The current study was driven by two research questions:

- 1) What are the students' perceptions of Global Englishes?
- 2) To what extent does a GE-informed pedagogy raise

students' GE awareness?

### **Research settings**

The experiment was conducted at a tertiary university in Qingdao, China. This university was selected because Qingdao was occupied by Germany (1898-1914) and by Japan (1914-1922 and 1938-1945), and approximately 100 thousand Koreans are now living in Qingdao. Moreover, Qingdao is a well-known international economic city, where there are many famous international companies, and also many international sports events and conferences have been held in Qingdao. Furthermore, Qingdao is also a well-known tourist city, attracting millions of people around the world every year. In addition, the university has carried out cooperative studies and research with many international universities, and large numbers of exchange students visit every year. Recently, hundreds of international students (mainly from "One Belt, One Road" countries) from 14 countries (e.g., Russia, Nigeria, Sri Lanka) began to study on the Undergraduate Programs at this university. All of the above factors explain why the university has a multilingual and multicultural community, where English functions as a lingua franca. Finally, the researcher works as a teacher at the university and is familiar with the research context, which made it easier to obtain permission to conduct the research and have access to the students.

### **Participants**

The participants were 82 undergraduates who enrolled in an optional course entitled *Introducing Global Englishes*. They were from 16 colleges or schools in the university. 41 males and 41 females aged from 18-22, of whom 90.24% were second-year students, 8.54% third-year students, and 1.22% first-year students. Previous to the experiment, the participants had studied English for more than ten years. In addition, students had an average CET-4 score of 464, with the highest possible score on the test being 710.

## **Instruments**

### ***Questionnaires***

To answer Research Questions 1 and 2, a pre-course questionnaire (pre-Q) was used to examine students' perceptions of Global Englishes, and a post-course questionnaire (post-Q) was used to examine whether students' GE awareness developed after they took the course. The questionnaire was developed based on previous studies (Fang, 2015; Galloway, 2011; Matsuda, 2000; and Sung, 2016). It consisted of two parts. The first part was to obtain background information. The second part aimed at eliciting students' perceptions of GE, which contained 15 items in four domains: Importance of English, English speakers and their cultures, English speaking in international communication, and Varieties of English. It used a 5-point Likert scale (1= strongly disagree, 2= disagree, 3= undecided, 4= agree, and 5= strongly agree). The validity of the questionnaire was examined using the index of item-objective congruence (IOC) developed by Rovinelli and Hambleton (1977). Three Chinese experts were invited to rate each item to see whether they were congruent with the objectives (congruent = 1, uncertain = 0, incongruent = -1). The IOC index of all the items in the questionnaire was 0.86, indicating that the items in the questionnaire were acceptable for this study (Rovinelli & Hambleton, 1977). To test its reliability, the questionnaire was trialed with 36 undergraduate students who were not in the target group. Reliability was calculated using Cronbach's Alpha. The reliability check from the trial of the questionnaire was 0.75 ( $\alpha = 0.75$ ). Thus, the questionnaires used in the current study could be considered to be reliable based on Deniz and Alsaffar (2013), who claim that the reliability of a questionnaire is appropriate if the alpha value is higher than or equal to 0.7.

### ***Interview***

A semi-structured interview was used to collect in-depth data about students' perceptions of GE and the effects of a GE-informed pedagogy. It consisted of 10 questions. Since it was a semi-structured interview, some additional questions were asked based on the interviewees' responses. 18 students were selected as a representative sample to attend the interview. During the

interview, the questions were asked in different sequences or words following the guided questions for the interviewees. In addition, the mother language (Chinese) was used in the interview to ensure students understood the questions clearly and would be able to answer freely.

### ***Teaching plan and activities***

Based on the GE-informed pedagogy, the outline of the course syllabus was designed from aspects of the spread of English, WE, ELF, EIL, and translanguaging. The outline of the course syllabus is shown in Table 2.

**Table 2:** The Outline of the Course Syllabus

Week	Content	Hours (24)
1	Orientation and pre-course questionnaire	2h
2	English in the world	2h
3	The spread of English: The historical, social and political context	2h
4	Models of Englishes	2h
5	Native English: British English, American English, Canadian, Australian English, and New Zealand English	2h
6	Standard English Debate	2h
7	English in Post-colonial Communities: New Englishes	2h
8	English as a Lingua Franca	2h
9	Learning English: what kind and from whom?	2h
10	English Language Education in China	2h
11	Multilingualism/Translanguaging	2h
12	The Future of English	2h
13	Final Presentation	

The lesson plans and activities (see Appendix D) are designed according to the outline of the course syllabus. Some activities were selected and adapted from previous scholars' books and articles, such as Galloway (2017), Matsuda (2012, 2017), and some materials closely related to China were selected from Fang's (2018) research and added to the researcher's lesson plans and activities. Moreover, the activities included discussions about GE-related issues (e.g., the spread of English, Model of World Englishes, varieties of Englishes), writing tasks (e.g., experiences with English and the role of English), debating activities (e.g., standard English debate), and presentation (e.g., Go to the Speak

Good English Movement). Furthermore, some video clips were selected from YouTube or Ted Talk, for example, which showed varieties of English from the Inner Circles such as British English and American English, a New York accent and an Oregon accent in the US; varieties from the Outer Circles such as Singapore English and Malaysian English; and varieties from the Expanding Circles such as Japanese English and China English.

In addition, two books were selected as reference books. Some materials were selected for students to read outside the class to prepare for the activities such as discussions, debates, or presentations in class. One was *Introducing Global Englishes*, written by Nicola Galloway and Heath Rose, and the other one was *Global Englishes: A Resource Book for Students* (3<sup>rd</sup> ed.) written by Jennifer Jenkins. The reasons for selecting these two books were twofold. Firstly, they were very well written, and they reflected recent developments in English and included the latest research. Secondly, they provided abundant resources on accompanying websites. The lesson plans and activities, reference books, and accompanying website resources constituted the primary learning materials for students in the present study. Video clips from YouTube or Ted Talks and other websites were also added to help students have a better understanding of Global Englishes.

### **Data collection and analysis**

Before taking the course, students were required to answer the pre-Q. After the collection of the data, descriptive statistics were employed by using SPSS 24.0 to obtain basic information about the data. Cronbach's alpha ( $\alpha$ ) was calculated for testing the internal consistency and reliability of each questionnaire.

After the course, a post-Q was immediately conducted, and a paired-samples T Test was utilized (by SPSS 24.0) to compare the participants' means scores on the pre-Q and post-Q. The purpose was to examine whether there was a statistically significant difference in the mean scores between the pre-Q and post-Q to determine the effect of the GE-Informed pedagogy in raising students' GE awareness.

The interview took place after the students were given the post-Q. 18 students were interviewed. Each interview lasted 25-30

minutes and was audio-recorded after obtaining permission from the interviewees to capture all the data and reduce threats to the validity of the study. Content analysis was used to analyze the data.

## **Results**

### **Students' perceptions of Global Englishes**

To answer Research Question 1, descriptive statistics were used to analyze the data, and an interview was also conducted. The results showed that students had a preference for Global Englishes, as indicated by the statistical results obtained from the pre-Q ( $M = 3.57$ ,  $SD = 0.25$ ). However, the concept of “native speakerism” still prevails in their minds, which was evident from the qualitative data. The details of the results are illustrated according to the domains of the questionnaire.

### ***Importance of English***

The first category examined students' understanding of the importance of English. The results showed that students regarded English as an important language, as indicated by the mean score ( $M = 4.07$ ,  $SD = 0.60$ ). Table 3 displays the descriptive statistics for each statement in this category. As shown in Table 3, 90.24% agreed that English is widely used in the world (Statement 1), and 56.09% held that knowing English is more useful than knowing any other foreign language in international communication (Statement 3), indicating that students consider English as an international language. Moreover, Table 3 shows that 91.46% consider that learning English is important in understanding foreigners and their cultures (Statement 2), which illustrates that students are keen to improve their intercultural understanding and communication by using English. In addition, Table 3 shows that 90.24% of students agree that English is necessary to survive in their future work (Statement 4).

**Table 3:** Importance of English

Statements	Students (N=82)		Percentage (%)				
	Mean	SD	SA	A	U	D	SD
Overall	4.07	.60					
1. I think English is widely used in the world nowadays.	4.23	.81	39.02	51.22	4.88	3.66	1.22
2. I think learning English is important in understanding foreigners and their cultures.	4.28	.82	42.68	48.78	4.88	1.22	2.44
3. I think knowing English is more useful than knowing any other foreign language.	3.48	1.02	14.63	41.46	21.95	20.73	1.22
4. I think English is necessary for me to survive in my future workplace.	4.33	.79	47.56	42.68	4.88	4.88	0

The interview results also revealed that all the interviewees provided an affirmative response to statements in this category. They believed that English is used as an international language due to the extensive use of English. As S1 articulated:

English has become an international language. For example, when you travel around the world, you can communicate with people from all over the world. Moreover, many signs, such as road signs are written in English.

In addition, the interview results showed that students believed that English is vital in hunting for jobs. For example, S14 stated:

Learning English well can help us gain more employment opportunities. I want to work at an international company in Qingdao. However, today, most companies require their employees to have a certificate of CET-4 or CET-6. So there will be more opportunities for me to find a good job if my English is good, especially if I have got the certificate of CET-4 or CET-6 or a prize from a National English Contest.

### ***English speakers and their cultures***

The second category examined students' perceptions of English speakers and their cultures, and three statements were included in this category (see Table 4).

**Table 4:** English speakers and their cultures

Statements	Students (N=82)		Percentage (%)				
	Mean	SD	SA	A	U	D	SD
5. I think English belongs to all the speakers who use English.	3.33	1.23	14.63	43.9	9.76	23.17	8.54
6. I think English speaking cultures are diverse nowadays.	4.17	0.64	28.05	63.41	6.1	2.44	0
7. I think English speaking cultures are complicated nowadays.	3.60	0.87	12.2	47.56	29.27	9.76	1.22

As regards Statement 5, students adopted different attitudes toward the ownership of English: 58.53% agreed that the ownership of English belongs to all the speakers who use English; however, 31.71% disagreed with this statement. Further examination of Statements 6 and 7 show that students strongly agree or agree that English speaking cultures are diverse (91.46%) and complicated (59.76%) nowadays.

The interview data also supported the questionnaire results. Some students held that English belongs to all English users. In their opinion, different Englishes have their own sociolinguistic characteristics, and all English users have a right to use those varieties in their own way. For instance, S16 asserted:

I think English belongs to all English users. Non-native English speakers use English differently from British and American speakers; however, their Englishes have their own characteristics, which can serve the functions of communication well in their speech community.

In contrast, some students considered that English only belongs to British and American speakers. For example, S12 claimed:

In my eyes, standard English refers to British English and American English. Canadian English, Australian English, and New Zealand English are varieties of English, in which the local cultures are reflected.

Regarding students' attitudes toward English-speaking cultures, some students believed that English-speaking cultures are diverse and complicated. In their opinion, it is hard to know whom they might meet or where they might come from in international encounters. For example, S13 said:

I think nowadays, English-speaking cultures are diverse and complicated. With the spread of English, English is used as a lingua franca. I mean, in international communication, people usually use English to communicate with each other. However, interlocutors may not know whom they are going to talk to or where he or she comes from.

### ***English speaking in intercultural communication***

This category examined students' understanding of English speaking in intercultural communication. 87.80% claimed that the goal of communication is to achieve mutual intelligibility (Statement 8) and 85.36% held that it is crucial to use communicative strategies to facilitate the understanding of communication (Statement 9). In their view, communicative strategies are vital to achieving successful communication in international encounters. Moreover, 73.17% agreed that English users need to adjust their speaking for the benefit of their interlocutors (Statement 10). The results of the statements involved in this category are presented in Table 5.

**Table 5:** English speaking in intercultural communication

Statement	Students (N=82)		Percentage (%)				
	Mean	SD	SA	A	U	D	SD
Overall	4.07	.60					
8. In intercultural communication, the goal of communication is to achieve mutual understanding.	4.05	.68	20.73	67.07	9.76	1.22	1.22
9. In intercultural communication, communicative strategies (e.g., paraphrasing, repetition) are needed to facilitate the understanding of communication.	3.96	.60	13.41	71.95	12.2	2.44	0
10. In international communication, English language users sometimes need to adjust their speaking for the benefit of their communicative partners.	3.72	.78	8.54	64.63	18.29	7.32	1.22

The questionnaire results were also supported by the interview data. All the interviewees acknowledged that mutual intelligibility is most important in international communication, although some students point out the importance of pronunciation, grammar complexity, and vocabulary level, which might influence one's understanding of communication. For instance, S2 said:

I think pronunciation or grammar is vital for communication, which can facilitate our understanding of international communication. However, the meaning it conveys is more important. If the interlocutors can establish mutual understanding, successful communication will be achieved.

In terms of how to facilitate communication in international settings, students provided some communicative strategies such as “*gestures*” and “*drawing*.” As S13 claimed, “*If the interlocutors cannot make themselves understood, they can use some strategies such as gestures or drawing.*” Moreover, some students asserted that knowing the cultures of other countries can facilitate understanding of communication. S13 said: “*To actively learn more knowledge about the history and culture of other countries is helpful to understand them.*” S1 added that: “*We can also use different expressions or slow down the talking speed.*” Furthermore, some students reported that it is necessary to adjust their language according to the settings they are in rather than speaking standard English all the time. S15 addressed this issue:

In my view, we can speak China English in China, and it is intelligible to all of us. Alternatively, in countries like India, Indonesia, and Malaysia, they can speak their local Englishes. However, if you go to some international platforms, for example, attend a conference in the US or business activity in the UK, I think you need to adjust your way of English speaking to speak standard English.

### ***Varieties of English***

This category explored students’ attitudes toward varieties of English. Statements 12 and 13 were negatively worded, so their mean score was reversed before analyzing the data and reporting the results. In general, students displayed a moderate attitude toward varieties of English, as indicated by the mean score ( $M = 3.20$ ,  $SD = 0.49$ ). Table 5 presents the descriptive statistics for each statement in this category.

**Table 6:** Varieties of English

Statements	Students (N=82)		Percentage (%)				
	Mean	SD	SA	A	U	D	SD
Overall	3.20	.49					
11. There are many varieties of English in the world, such as American English, British English, Singapore	4.00	.61	18.29	63.41	18.29	0	0

Statements	Students (N=82)		Percentage (%)				
	Mean	SD	SA	A	U	D	SD
English, and Malaysian English. 12. I want to speak English like American or British people.*	2.17	1.00	24.39	50	12.2	10.98	2.44
13. I don't like people speaking English with accents (e.g., Singaporean accents and Indian accents).*	2.77	1.06	8.54	39.02	24.39	23.17	4.88
14. I think China English should be regarded as a variety of English.	3.35	.92	9.76	36.59	32.93	20.73	0
15. It does not matter to me which variety of English I speak as long as people understand me.	3.68	.94	15.85	52.44	17.07	13.41	1.22

\*The mean scores for statements 12 and 13 are reversed.

An ambivalent view was adopted by many students. As shown in Table 6, 81.70% acknowledged the diversity of English (Statement 11,  $M = 4.00$ ). Moreover, 68.29% accepted that any variety of English could be used in international communication so long as mutual intelligibility could be established according to Statement 15 ( $M = 3.68$ ). In addition, 46.35% agreed that China English should be a variety of English (Statement 14,  $M = 3.35$ ).

In contrast, 74.39% agreed that they wanted to speak English like American or British people (Statement 12), indicating that the concept of “native speakerism” still prevails in students’ minds. More importantly, 47.56% disliked some English accents such as the Singapore English accent and Indian English accent (Statement 13). It seems that students show their preferences for one variety over others. They prefer standard English over varieties of English in the Outer Circles.

The interview data also indicate that although all the participants recognized the diversity of English, however, all of them prefer American English or British English. They asserted that American English and British English are standard English, representing fluency and accuracy. Moreover, some students

showed their dislike of some English accents such as the Indian English accent or Malaysian English accent. As S2 said: *“I think Indian English and Malaysian English are confusing or annoying to me. Their pronunciation is tough for me to understand.”* In addition, some students did not care too much about their interlocutors’ accents because they considered that more attention should be paid to whether their English could be understood rather than whether their China English accent could be easily identified or not. For instance, S14 said: *“I do not care whether my China English accent can be recognized when communicating with others. I think it does not matter so long as they can understand me. I am Chinese; therefore, it is normal that I speak English with a China English accent.”*

### **The Effect of a GE-informed pedagogy**

To answer Research Question 2, a paired-samples t-test and an interview were used. The result of the paired-samples t-test shows that a GE-informed pedagogy effectively raised students’ GE awareness. As shown in Table 7, generally, there was a statistically significant difference in the scores of students’ perceptions of GE between the post-Q and pre-Q ( $t(81) = 4.73, p < 0.05$ ). Analyses of the two groups’ means indicate that the average score of students’ perceptions of GE in the post-Q ( $M = 3.72, SD = 0.27$ ) was significantly higher than that in the pre-Q ( $M = 3.57, SD = 0.25$ ). The difference between the means is 0.15 points on a 5-point questionnaire.

**Table 7:** Comparison of students’ scores on their perceptions of GE (n = 82)

Dimensions	Post-Q		Pre-Q		MD	t (81)	p
	M	SD	M	SD			
Overall	3.72	0.27	3.57	0.25	0.15	4.73	.000
Importance of English	4.21	0.47	4.08	0.60	0.14	2.23	.028
English speakers and their culture	3.94	0.64	3.70	0.62	0.24	2.97	.004
English speaking in intercultural communication	4.09	0.51	3.91	0.40	0.18	2.93	.004
Varieties of English	3.46	0.52	3.20	0.49	0.26	4.01	.000

Note:  $p < 0.05$

Data from the interview provided insights into the development of students' GE awareness. Analysis of the interviews confirmed the reported growth in quantitative data. Specifically, it can be reflected in three aspects.

### ***Awareness of the diversity of English***

After taking the course, students developed an awareness of the diversity of English. In their opinion, English is more than "Standard English." In other words, there are many varieties of English alongside British English and American English. For example, S9 stated:

Before taking this course, I only knew there are British English and American English in the world. However, after taking the course, I realized that there are many English varieties all over the world, such as Singapore English, Malaysian English, China English, and Thai English, etc.

### ***Assessment of English from a GE perspective***

After taking the course, students changed their ways of assessing their own and others' English from a standard English perspective to a GE perspective. According to their understanding, more attention should be attached to mutual intelligibility rather than standard English norms. For instance, S8 explained her changes in ways of assessing her own and others' varieties of English as follows:

Before taking the course, I focused more on English grammar and vocabulary than the meaning they convey. After taking the course, I changed my mind. I think mutual understanding rather than standard English norms is more important in international communication.

### ***Increase of Self-confidence***

After taking the course, students stated that their self-confidence had increased. S18 commented: "After taking this course, I felt less stressed when speaking English with non-native English speakers (because English is not their native language either) and even with native speakers because I focus my attention

more on mutual understanding rather than the pronunciation, vocabulary, and grammar.” Also, S17 noted:

After taking the course, I learned much knowledge about English and its cultures and customs. Through learning materials and watching the video clips related to the concept of GE, I think I can make sense of the cultures of some countries. More importantly, I focused more on mutual intelligibility rather than approximating to standard English all the time. This encouraged me, and I felt more confident about learning English.

## **Discussion**

### **Students’ perceptions of Global Englishes**

#### ***Importance of English***

The findings showed that students believed that English is an important language. One reason is that English is used as a lingua franca. It is often used in international settings, such as international games or conferences, and international business. As McKay (2012) points out, many international organizations rely on English either for diplomacy or other purposes. By the same token, Matsuda (2012) notes that “English has an important status in international contexts - contexts where people from diverse linguistic, cultural and national backgrounds interact and communicate with each other” (p. 2). In this study, some students (e.g., S1, S15, and S17) had ELF experiences, which reinforced their perceptions of English as an essential international lingua franca. Another reason is that the Chinese government encourages its civil servants and citizens to learn English for the promotion of economic development and the images of cities where international conferences or games are held. Also, the Ministry of Education (MOE) in China requires English to be offered as a compulsory course in primary schools from Grade 3 onward.

The third reason is that students have significant needs for English. First of all, students need English as a passport to university. Secondly, students need to get a certificate of English proficiency test (e.g., CET-4 and CET6 or TEM-4 or TEM-8) in order to have more opportunities to find a good job. This is also in line with Nunan’s (2003) study, where he described the impact of

English in China and noted that English became “increasingly significant as a university entry requirement” and enhanced “promotional prospects in the workplace” (p. 594). Thirdly, students need English for entertainment. Some students (e.g., S13, S14, and S15) were interested in listening to English songs or watching English movies.

In conclusion, English provides Chinese learners of English with opportunities for education, employment and entertainment, and with “new international opportunities that are not available to them, even when they cannot think of any specific ways in which they might be using the language in future” (Matsuda, 2012, p. 2). In other words, English is an international lingua franca and functions as an instrument to give more power to English in a globalized context.

### ***English speakers and their culture***

It was found that students have different opinions on the ownership of English. On the one hand, some students believed that English should only belong to native English speakers. The reason might be that the concept of native speakerism was deeply rooted in their minds. In this study, 31.71% believed that English belongs to native English speakers, and 17 out of 18 interviewees showed their expectations in wanting to sound like British or American speakers. According to (Galloway 2013, 2017; Grau, 2005; Matsuda, 2003), speaking native English is attractive, and students want to sound like native English speakers. This position also resonates with Phillipson’s (1992) “native speaker fallacy,” namely, the view that any native English speaker is linguistically superior to any non-native English speaker.

On the other hand, some students believed that English should belong to all the speakers who use English. The reason is that they may have an awareness of the varieties of English. According to Galloway’s (2013) study, students’ attitudes may be different after their GE awareness has increased. Some students in this study have noticed the changes in sociolinguistic reality, for example, the fact that the number of non-native English speakers in the world far outweighs that of native English speakers. In other words, English is not only used among native

English speakers or between native and non-native English speakers anymore, especially in international settings where interactions often take place exclusively among non-native English speakers (Graddol, 1997; Smith, 1983; Widdowson, 1994). Therefore, they believed that English should not only belong to native English speakers.

It is worth mentioning that one interviewee S17 did not want to sound like a native speaker due to his belief that language is a means of communication, and so long as mutual intelligibility can be established, any variety of English is acceptable. Also, although some students (e.g., S1, S15) wanted to sound like native speakers, they agreed that English should belong to all English users. The possible reason is that they had previous ELF experiences. They argued that the interlocutors from non-native English-speaking countries speak English in their own way, which can serve many functions well, although their Englishes have characteristics related to their mother languages and cultures.

In terms of English-speaking cultures, the findings showed that students believed that English-speaking cultures are diverse and complicated. According to Widdowson (1994), languages of every variety provide the means of communication and their culture. In other words, language reflects culture, including politics, economies, and the values of a society. The proliferation of English as a global language promotes globalization and results in more interactions and communications in the ELF context. This complicates people's understanding of cultures because it is difficult to know who the next interlocutor will be and where they might come from.

In conclusion, it seems that there still exists conflicting and complicated attitudes among students between their awareness of sociolinguistic change in a real learning situation and their aspirations to sound like a native English speaker.

### ***English speaking in international communication***

This research has found that students believe that the goal of communication is to achieve mutual intelligibility and communicative strategies, accommodation skills, and the mother language can be used to facilitate the understanding of

communications. There are several reasons to explain this finding. First of all, languages are shaped by their use from a sociolinguistic perspective. With the number of non-native English speakers surpassing native English speakers, non-native English speakers will become the primary agents in the ways English is used and maintained, changes, and shapes the ideologies and beliefs concerned (Seidlhofer, 2003). Therefore, there is no necessity to comply with native speaker norms all the time, especially in ELF encounters. Instead, mutual intelligibility is more important rather than approximating as closely as possible to standard English (Buripakdi, 2008). All the interviewees in this research supported this idea. Students suggested that learners should focus on the characteristics of English crucial for comprehensibility but not on the finer nuances of standard English norms. As Seidlhofer (2003) points out: “In the ELF approach, you do not go into normative details of the language and waste your time correcting each and every detail. Your main objective is to teach and learn it for mutual intelligibility, communication, and functional purposes” (p. 7).

Moreover, students’ ELF experiences enhance their understanding of the importance of mutual intelligibility. Students emphasized the need for communicative strategies (e.g., paraphrasing, repetition, gestures, drawings) to be used in training for successful international communication. They also suggested that accommodation skills (e.g., speaking slowly, reducing the use of slang) are helpful to benefit their communicative partners. It is noted that students emphasized the role of their mother language, the use of which “might sometimes be seen as an example of lower proficiency or of not being fluent enough in English” (Kiczkowiak & Lowe, 2019, p. 88). Also, some students believed that the use of the mother language could sometimes facilitate the understanding of complex or abstract ideas. They suggested that learners should develop an awareness of how to use their mother language in the ELT classroom.

In conclusion, a majority of participants claimed that mutual intelligibility is the main goal and is more important than adhering to standard English norms. Communicative strategies,

accommodation skills, and the mother tongue can be used to facilitate the interlocutors' understanding of communication.

### ***Attitudes toward varieties of English***

According to Matsuda (2002), the fact that English is linguistically and culturally diverse complicates the way people construct English. The findings showed that students acknowledged that there are many varieties of English (Statement 11,  $M= 4.00$ ), which conform to what WE research has claimed clearly is due to the global growth of English, and that there are now many varieties of English (see, for example, Jenkins, 2003; Kirkpatrick, 2007; McKay & Bokhorst-Heng, 2008). From their standpoint, so long as people can understand their interlocutors, speaking any variety of English is acceptable in international encounters.

Moreover, the findings indicated that the students had a preference for one variety of English over other varieties. Many students expected to sound like native speakers, primarily American or British speakers, but did not like non-native varieties of English, such as Singapore English and Indian English. These results resonate with what WE scholars argue convincingly, namely, that all varieties of English are equal and should be recognized as valid and, in reality, English learners often express a preference for one variety over others (Rose & Galloway, 2018). Similarly, Matsuda (2012) claims that students still construct English as "a more static and monolithic entity" (p. 3). In other words, standard English (i.e., British English and American English) is taken for granted to be the only fixed norm as a benchmark for assessing English learner's proficiency.

Furthermore, the findings demonstrated that the students had a different attitude toward China English. On the one hand, 47.56% considered China English as a variety of English (Statement 14). As reported by Yu (2010), Chinese university students were generally aware of the varieties of English and held positive perceptions of China English. In their judgment, China English at least is a potential variety of English, which is equipped with distinctive Chinese characteristics in vocabulary, grammar, and ways of expression. For example, S4 noted:

China English is also a variety of English. Words such as “add oil” and “dama” have been indexed in the Oxford Dictionary, which is also a recognition of China English. With the development of the network, more people will be in contact with and recognize China English. Since 2005, China English has been named one of the top ten words affecting the world.

On the contrary, some students did not regard China English as a variety of English. From their standpoint, China English is a sign of deficiency and incompetence because it deviates from standard English. For example, S2 argued, “Speaking China English means that you cannot speak standard English, and you often fail to achieve successful communications.” Similarly, speaking of the perceptions of China English, S13 commented as follows:

I do not agree that China English is a variety of English. China English does not have relative fixed linguistic features. More importantly, China English may not be mutually understandable in international communication. Therefore, I still expect to approximate standard English in English learning.

S13’s perception of China English is in agreement with Wang’s (2015) study, where she found that Chinese university students do not want to accept China English as a legitimate variety of English due to their strong aspiration to achieve native-like pronunciation.

The results showed that students held different attitudes toward China English, as demonstrated in a debate on whether China English can be regarded as a variety of English. This result is in line with Fang (2016) who pointed out that “China English may be merely regarded as a developing variety of English, but that at the moment, English is not inherently used intranationally among Chinese speakers of English on a daily basis” (p. 4). However, the results do not agree with Hu (2004), who hoped that “...in the course of time China English will become an honored member of the Inner Circle” (p. 32).

In conclusion, students acknowledged the diversity of English but showed a preference for standard English rather than other Englishes from the Outer or Expanding Circles. In terms of China English, some students regarded it as a variety of English, while other students disagreed.

### **The effects of a GE-informed pedagogy**

It was found that students were positive about the *Introducing Global Englishes* course, and they stated that their GE awareness had been raised after the implementation of a GE-informed pedagogy in the English classroom, which is supported by the results from the questionnaires and interviews. In line with Fang and Ren's (2018) study, students' GE awareness developed after they took the GE-oriented course. In this research, students' GE awareness-raising included an awareness of the diversity of English, of assessing English from a GE perspective, and of their increased self-confidence.

Three main reasons may account for the effects of a GE-informed pedagogy on raising students' GE awareness. One possible reason may concern the objective of the course. This course was developed to expose students to different Englishes and ELF interactions to raise their GE awareness and increase their confidence as ELF users. After taking the course, it was hoped that students would be equipped with a greater knowledge of English and English users, including the history of English, the spread of English, and theories of WE, ELF, EIL, and translanguaging. According to Brumfit (2001), language is shaped by its use. Therefore, students' attitudes toward English might change with the increasing opportunities for understanding GE-informed issues.

The second reason may concern familiarity. This reason is also pinpointed by some scholars (e.g., Galloway & Rose, 2013), who state that familiarity is an important factor that influences English learners' attitudes towards different varieties of English. The GE-informed course provided opportunities for exposure to diverse Englishes and their cultures. For example, varieties of Englishes from the Inner, Outer, and Expanding Circles were provided through video clips, which helped them understand the

diversity of English and English cultures. Moreover, some activities (e.g., discussions and presentations) were designed to provide students with opportunities to discuss GE-informed issues from a critical perspective, for example, discussions such as global warming, attitudes toward standard English and varieties of English, the future of English, and the ideal English teacher and presentations on students' attitudes toward SGEM in Singapore. As Rose and Galloway (2017) found, the presentation activity was a useful way to raise awareness of the diversity of English and encourage critical reflection on the complexities surrounding standard language beliefs, which was seen to be essential due to the dominant native speaker epistemology in Chinese language curricula. In addition, student diaries used in this research also helped students reflect on their perceptions of GE. Therefore, this study supports Galloway's (2011) belief that "materials that focus on GE related issues" should be brought into the classroom (p. 264).

The third reason is that a GE-informed pedagogy provided students with a new perspective to look at English learning and teaching. After taking the course, some students changed their assessment of one's English proficiency from a standard English perspective to a GE perspective. The most frequently stated reason was their new awareness of the sociolinguistic realities of English and English speakers, that is, the diversity of English and the fact that non-native English speakers outnumber native English speakers. Therefore, there is no need for ELF speakers to comply with standard English norms in international communications, especially in ELF settings. Moreover, mutual intelligibility rather than NS norms are more important in international or intercultural communication, and communicative strategies, accommodation skills, and translanguaging can be employed to facilitate the understanding of communications. From a GE perspective, the students developed their self-confidence in international communications as ELF users.

### **Conclusion**

This study aims at raising students' GE awareness by implementing a GE-informed pedagogy in the English classroom.

It was revealed that a GE-informed pedagogy is not only useful in raising students' GE awareness and self-confidence, but it can also help students look at English from a more critical perspective.

This study has several implications for English learning and teaching in China and possibly in other Expanding Circle countries. GE needs to be addressed both in theoretical and practical courses through which students may develop GE awareness. In addition to a separate GE-informed course, a thorough examination and discussion of GE in various courses regarding different aspects of language pedagogy would encourage students to reflect on these issues from a critical perspective that challenges established viewpoints. Moreover, it is also crucial to inform all stakeholders, such as learners, parents, teachers, administrators, testing experts, curriculum designers, and textbook writers, about the sociolinguistic reality of English and its implications for language learning and teaching. Furthermore, the GE-informed pedagogy highlights linguistic and cultural diversity, which echoes "the complexity of the linguistic and cultural basis of English" today (McKay, 2018, p. 21). However, in a situation where the NS model has been challenged, and the practicality of the GE-informed pedagogy is still in debate, pedagogical decisions should depend on a particular linguistic and cultural context (Dewey, 2012). It is hoped that this study may inspire researchers and practitioners to reflect on the necessity and practicality of introducing a GE-informed pedagogy in English language courses in universities in China.

However, it should be noticed that this study was conducted in only one university in China; therefore, generalizations should be avoided. Future research may be conducted to investigate the effects of a GE-informed Global Englishes program in other universities in China.

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## **Appendix A**

### **Questionnaire about Chinese University Students' Perceptions of Global Englishes**

For each statement below, please decide whether you strongly disagree (1), disagree (2), undecided (3), agree (4) or strongly agree (5) and choose the appropriate number.

1. I think English is widely used in the world.
2. I believe learning English is important in understanding foreigners and their cultures.
3. I think knowing English is more useful than knowing any other foreign language.
4. I think English is necessary for me to survive in my future workplace.
5. I think English belongs to all the speakers who use English.
6. I think English speaking cultures are diverse nowadays.
7. I think English speaking cultures are complicated nowadays.
8. In intercultural communication, the goal of communication is to achieve mutual understanding.
9. In intercultural communication, interlocutors need to use communicative strategies (e.g., paraphrasing, repetition) to facilitate the understanding of communication.
10. In intercultural communication, English language users need to adjust their speaking for the benefit of their communicative partner.
11. There are many varieties of English in the world, such as American English, British English, Singaporean English, and Malaysian English.
12. I want to speak like American or British people.
13. I don't like people speaking English with accents such as Singaporean accents, and Indian accents.
14. China English should be regarded as a variety of English.
15. It does not matter to me which variety of English I speak as long as people understand me.

## Appendix B

### A Semi-structured interview guide

#### Opening question

1. Can you tell me something about your English learning experience? (Probe: age to start learning English, struggles, motivation, opportunities, exams, teaching methods.)

#### Questions about perceptions of English

2. In the questionnaire, you agree/disagree with the statement *English is used as an international lingua franca*. What makes you think that way?

3. What do you think a native speaker of English is? (Probe: native speaker English accent, Br. E/Am.E, varieties, Standard English)

4. Do you want to sound like American or British people? Why?

5. How do you describe or evaluate your own English? (Probe: satisfaction/dissatisfaction, influence of L1, understandable/intelligible, identity/recognizable, talking with a foreigner)

6. How do you feel about having a Chinese English accent (Probe: attitudes, personal identity)?

7. Some people say the Chinese tend to worship Western culture blindly. What do you think?

8. Do you think there are different varieties of English, along with American English or British English? Why or why not?

9. Can you predict how you will use English and with whom in the future (Probe: further study, working place, English as an international language)?

10. In international or intercultural communication, what is the more important, mutual understanding or good pronunciation or grammar? What makes you think that way?

## Appendix C

### IOC Analysis for Questionnaire about Chinese University Students' Perceptions of Global Englishes

Item	Experts			Results of analysis
	1	2	3	
Q1	+1	0	+1	√
Q2	+1	+1	+1	√
Q3	+1	+1	+1	√
Q4	+1	+1	+1	√
Q5	+1	+1	+1	√
Q6	+1	0	+1	√
Q7	+1	+1	0	√
Q8	0	+1	+1	√
Q9	+1	+1	+1	√
Q10	+1	0	+1	√
Q11	+1	+1	+1	√
Q12	+1	0	+1	√
Q13	+1	+1	+1	√
Q14	+1	+1	0	√
Q15	+1	+1	+1	√
Total	14	12	13	

11. Notes: 1. +1= the item is congruent with the objective

12. 2. -1= the item is not congruent with the objective

13. 3. 0=uncertain about this item

14. The result of IOC:

15.  $(IOC = \sum R/N)$

16. Item number: 40

17.  $R=14+12+13=39$  (Scores from experts)

$N=3$  (Number of experts)

$IOC = 39/3 = 13$

Percentage:  $13/15 \times 100\% = 86.67\%$

The table above shows that the analysis result of IOC is 13, and the percentage is 86.67%, which is higher than 80%. Therefore, the items are suitable for adoption in a questionnaire.

#### Appendix D A Sample of Lesson Plans and Activities

Date	Thursday	Lesson	1	Week	2
Topic	<b>Introduction: English in the world</b>				
Duration of time	90 minutes				
Rationale and aims	1. Encourage students to know the importance of English 2. Investigate the number of English speakers and the territories that people use English around the globe 3. Raise students' awareness of the role of English in the world				
Learning outcomes	1. Recognize the importance of English 2. Identify English speakers (number of English speakers and the territories where speak English) 3. Describe the role of English in the world				
Content	<p><b>Activity 1: Talk to your partner</b> (15 minutes)</p> 1. Self-introduction (Your name, major, hobby, hometown, etc.) 2. Why do you learn English? Make a list of your reasons. <ul style="list-style-type: none"> <li>➤ To pass examinations?</li> <li>➤ To use it as a tool for communication?</li> <li>➤ To acquire subject knowledge?</li> <li>➤ For personal enjoyment?</li> <li>➤ To meet people from all around the world?</li> <li>➤ To find a well-paid job in the future?</li> </ul> 3. Why did you choose this course? How much do you know about English as a world language? <p><b>Activity 2: The importance of English</b> (30 minutes)</p> 1. Watch the video clip "Why you should learn English?" and take notes. (8 minutes) <ul style="list-style-type: none"> <li>➤ <a href="https://www.youtube.com/watch?v=N7bMvriSq0o">https://www.youtube.com/watch?v=N7bMvriSq0o</a></li> </ul> 2. Group-discussion (10 minutes) <ul style="list-style-type: none"> <li>➤ Is English important for you? Why?</li> <li>➤ What do you think of the presenter's English?</li> </ul> 3. Presentation (12 minutes) <ul style="list-style-type: none"> <li>➤ Present your opinions on the importance of English.</li> </ul> <p><b>Activity 3: English as a global language</b> (45minutes)</p> 1. Watch the start of the video presentation, "English mania" by Jay Walker, and take notes. Then, discuss what you watched (the existence of an "English Mania," numbers of English speakers, why do you learn English? Why English is needed?). (25 minutes) <ul style="list-style-type: none"> <li>➤ Who speaks English today? <a href="http://www.popupenglish.es/anglo-speaking-worlds-or-world-englishes">http://www.popupenglish.es/anglo-speaking-worlds-or-world-englishes</a></li> <li>➤ How many English speakers are there in the world? (Jenkins, 2015, p. 2)</li> </ul> 2. Presentation (20 minutes) <ul style="list-style-type: none"> <li>➤ Students will be selected to present their understanding of English as a global language.</li> </ul>				
Homework	<b>Reading: The advantage and disadvantage of the spread of English</b> (Galloway & Rose, 2015, p. 52-60)				