

Article

Teaching English in the Era of Global Englishes

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Abstract: The rapid global spread of English has transformed it from a language associated primarily with native-speaker communities into a diverse and dynamic means of international communication. The idea of Global Englishes disputes traditional ideas about linguistic norms, ownership, and standards in the context of English Language Teaching (ELT). The current article attempts to explore the role and implications of the idea of Global Englishes in the context of the changing nature of English as a global language, the emergence of different forms of English, and the use of English as a Lingua Franca (ELF). The current article draws on the ideas and research of Braj Kachru and David Crystal, and it attempts to explore the implications of the idea of Global Englishes in the context of the changing nature of English, the emergence of different forms of English, and the use of ELF, with specific emphasis on the context in which the learner is more likely to encounter other non-native speakers than native speakers. It further explores the implications of global Englishes on the curriculum, pronunciation, and materials, especially in a situation where the learner is more likely to interact with other non-native speakers than native speakers. The article argues that the adoption of global Englishes has the potential to enhance the confidence of the learner, reduce native speaker bias, and enhance the learner's preparation for effective communication in a multilingual environment. The reframing of English education in the context of global Englishes is crucial in order to realign the practices of English education with the reality of English usage.

Keywords: Global Englishes, World Englishes, English as a Lingua Franca (ELF), English Language Teaching (ELT), Native-speakerism, Intelligibility, Intercultural Competence, Expanding Circle Contexts

1. Introduction

The unprecedented spread of English in the last few centuries has changed the status and role of English in a fundamental way. English has traditionally been associated primarily with day-to-day communication in countries such as the United Kingdom and the United States. However, English has become a means of interaction for millions of people around the world. According to David Crystal, English has become a global language due to historical, political, economic, scientific, and technological developments. The growth of English has led to the development of various English varieties.

The concept of World Englishes, presented by Braj Kachru through his Three Circles model, has provided insight into the multi-pluralistic nature of the English language, where various types and aspects of the language coexist. This has challenged the conventional view that only British and American English are the correct and acceptable types of the language. The contemporary globalized context has also made the English language a Lingua Franca (ELF), enabling communication between speakers of different linguistic backgrounds. As a result, communication in English is often between non-native speakers rather than native speakers.

Nevertheless, the current ELT practices in various contexts continue to promote native speaker norms, accents, and cultural-specific language usage. This has created a gap between ELT and communication in the real world, where communicative ability, versatility, and intercultural competence are often more important than native speaker norms.

In light of these developments, it is necessary to reconsider how English is taught in the era of Global Englishes. This article argues that ELT should move toward a more inclusive and realistic approach that acknowledges linguistic diversity, prioritizes communicative effectiveness, and prepares learners for authentic international interaction.

2. Materials and Methods

The theoretical foundation of the notion of Global Englishes is based on the recognition of the fact that English has resulted in the development of various localized English varieties across the world. Braj Kachru's Three-Circle Model categorizes English-speaking people into Inner, Outer, and Expanding Circle nations, thus showing the differential usage of English across various sociolinguistic settings and challenging the idea of a standard English. In a similar vein, David Crystal argues that with the globalization of English, its ownership has changed from the native English-speaking nations to the wider international community.

ELT approaches are often based on the assumption of native speaker models of English, as the focus of ELT materials centers on British or American varieties of English with regard to pronunciation, grammar, and cultural content. Evaluation criteria often favor the adoption of these models, thereby reinforcing the idea of these varieties as the norm. However, in many cases, the chances of encountering English as a lingua franca are higher in interactions with other non-native speakers, and this creates serious pedagogic issues.

In the context of Global English, there is a need for a change of focus in what is taught, from strict native speaker norms to communicative effectiveness and intelligibility. That is, rather than striving for the elimination of accents, there is a need for a focus on intelligibility and understanding. Exposure to a variety of accents can be a more effective means of preparing learners for real international interaction. Furthermore, there is a potential for developing learners' intercultural communication skills, which can improve their pragmatic ability.

By taking the perspective of the Global Englishes approach, there are several advantages that are relevant for pedagogical purposes, while there are also some challenges that are worth noting. The idea of linguistic diversity, however, could play an empowering role in the learning process, as it could alleviate the stress that students face regarding their accents and the perception of what is considered "correct." The idea, therefore, is more in tune with the current global forms of communication.

For the Uzbekistan context, which falls in the category of an expanding circle, the students are trying to achieve native speaker competency while, at the same time, they are participating in global communication with other non-native speakers.

3. Conclusion

The spread of English across the globe has inalterably changed the very role and function of English, and the very ownership of the language. As the language continues to serve as a medium of communication among speakers of different linguistic and cultural backgrounds, the conventional native speaker-based approach to the pedagogy of English requires a critical re-examination in the context of the recognition of the existence of legitimate varieties of English, a view advocated by Braj Kachru and David Crystal, among others.

This article argues that in the context of the spread of Global English, the pedagogy of English requires a paradigm shift from the conventional approach based on the

recognition of the sole intelligibility of British or American English to the recognition of the dynamic and pluralistic nature of the language in the context of communicative competence.

The acceptance of Global Englishes in classroom environments has the potential to be a powerful tool in empowering students, reducing the threat of linguistic insecurity, and more effectively engaging students in true global interaction. While there are certainly institutional and ideological hurdles to be overcome, the ever-changing face of English requires a parallel shift in the way it is taught. In the end, the adaptation of English education to the reality of global communication is no longer an option, but a prerequisite.

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