



# Global Englishes and Fairness for Teachers Labeled "Native Speakers"

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## Abstract

This article studies the hybrid of Global Englishes (GE) and the prevailing issue of native-speakerism in English Language Teaching (ELT). The article asserts that the GE paradigm, which also runs under the names World Englishes (WE), English as a Lingua Franca (ELF), and English as an International Language (EIL), provides a meaningful solution to some of the unfairness existing within the ELT profession. Various tenets of the GE, including the recognition of linguistic diversity and the rejection of native-speaker norms, are thus examined. This article argues that the conventional ELT practice differentiates "standard" English from the accents of native speakers and, thus, discriminates against non-native English-speaking teachers (NNESTs) in the hiring process. The article says that schools ought to choose teachers mainly by their diplomas, time spent in front of learners, and tried-and-tested techniques, not by the fact that English happen to be their mother tongue. It goes on to explain how the global English framework builds a fairer, more welcoming ELT community by inviting many different languages and cultures on board.

**Keywords:** Global Englishes Native-Speakerism Teacher Fairness Linguistic Diversity ELT (English Language Teaching)

## 1. Introduction

English language teaching is changing fast, driven by a wider awareness of how, and by whom, English is spoken around the globe. Traditional classrooms still built on native-speaker rules face criticism for hiding bias and for excluding learners who use English alongside other tongues. In reply, Global Englishes Language Teaching (GELT) aims to even things up by respecting every local variety, questioning the idea of one-correct English, and putting learner choices first. GELT invites teachers and students to view language as flexible and shared, loosening the strain of trying to sound like a single imagined native speaker.

The shift is even more important when you consider how ingrained racial divides remain entrenched within the halls of learning, and ELT is no exception. Years-long obsession with so-called Standard English, so much intertwined with Whiteness, has silently undergirded White power and created a rung that exalts native speakers above others. You can observe it in the scarcity of the pictures in course books or in the way that when it comes to hiring teachers by the school, they tend to choose native speakers as the first option, even though those teachers may have fewer lessons or degrees than competent non-natives. This is why the article *Global Englishes and Equity for Native Speaker Teachers* is likely to go deeper into these issues and demonstrate how a wider perspective on English may make a racial divide less vast and provide all the learners with an equal playing field in classes.

The main tenets of GELT, as emphasized by such academic authors as Rose and Galloway (2019) include the acknowledgment of the linguistic, sociolinguistic and sociocultural diversities of English use and users in the contemporary globally inclusive world. This encompasses creating critical sensitivity to the ideologies of standard languages and White native-speakerism as an issue in the context of learners. This integration of multiracial voices and advocacy of a more inclusive ELT education model puts GELT on one path forward to addressing racial injustices and coming up with a more balanced and fair ELT environment. The article would probably discuss the practical applications of GELT providing a sense on how the teachers may pursue these ideals in order to establish a more accommodating and fairer learning environment to students.

With the evolution of Global Englishes (GE), the world of English Language Teaching (ELT) underwent radical structural transformations, forcing new ways of thinking and re-examination of traditional practices and ideologies. One of the central assertions of GE is the challenge against native-speakerism, that is, the usually hidden bias for teachers deemed "native" speakers of English and the consequent discrimination in the profession. This review surveys the literature on GE concerning its efforts to redress the marginalization of non-native English-speaking teachers (NNESTs) and to create a more inclusive and equitable ELT environment.

Native-speakerism, in accordance with Holliday's view (2006), is an ideology that considers some teachers as employers simply because they are perceived to be native-speakers of English, often discriminating against NNESTs in hiring, promotion, and professional recognition. The discrimination is justified by assuming that

native speakers have better linguistic competence and cultural knowledge, although English has actually turned into a global lingual now used largely by non-native speakers for international communication. This leads to the closure of doors to NNESTs who, in fact, may be highly qualified with a great knowledge of language pedagogy and the culture more relevant to their students' needs. The literature, therefore, offers cases showing the manifestations of this class bias in inequality of pay, glass ceilings, and hastening stereotypes that they, as NNESTs, are not competent enough (Rose & Galloway, 2019).

## **2. Literature Review**

### **2.1. Taking a Fresh Look at Native-Speakerism**

The spread of Global Englishes (GE) has profoundly altered the landscape of English Language Teaching (ELT), prompting us to reevaluate some traditional practices. A significant aspect of GE involves challenging native-speakerism—the common, but often unspoken, preference for teachers who are seen as "native" English speakers—and examining how this affects equity in the field. This review explores the research on GE, focusing on its treatment of teachers who aren't native English speakers (NNESTs) and its advocacy for a more inclusive and fair ELT environment.

Native-speakerism, a term coined by Holliday (2006), is the belief that teachers who are seen as native English speakers are automatically better. This may lead to an NNEST suffering from discriminatory acts in hiring, promotions, or credit for work done. These views normally derive from the belief that native speakers, by virtue of their nativeness, are somehow groomed in the language or culture, whereas, in reality, English is now a global language with many, many more non-native speakers who use it as a means of communication across borders. This view can push NNESTs to the side, making them seem less capable or qualified, even when they have a lot to offer in terms of language teaching and understanding the cultural backgrounds of their students.

The concept of Global Englishes brings a fairer way to teach English, especially when dealing with the prejudices that come from putting native speakers on a pedestal. It acknowledges the many different ways English is spoken around the world and challenges the old idea of there being just one "right" or "standard" English, with native speakers being the only true examples. Instead, it takes a wider, more welcoming view of what it means to be good at English, focusing on how well everyone can communicate in the language, no matter where they're from or what other languages they speak (Jenkins, 2006). In the view of Yunhua and Budiman (2024), the Global Englishes Language Teaching (GELT) framework embodies the recognition and respect of language and culture. Contrary to our normal notions of language, the theory would work on creating teaching materials that would consider multilingualism as normal. This approach thus empowers non-native English teachers through recognizing their linguistic and cultural knowledge while at the same time airs rebuttal to the notion that native speakers are automatically better.

## **2.2. Looking Ahead: Bringing Global Englishes to Life**

Putting Global English in our English teaching approaches can completely change the classroom atmosphere. Instead of just mimicking native speakers and obsessing over strict grammar rules, we should shift our focus to helping students communicate effectively and understand diverse cultures (Galloway & Rose, 2015). This method encourages students to explore the richness of English by experiencing its diverse accents and dialects, all while prompting them to reflect on their own language biases. What's more, adopting a "Global English" perspective means valuing the unique linguistic and cultural backgrounds that students already possess (Li, 2022). This change isn't just good for learners; it empowers teachers who aren't native English speakers to contribute their own language and cultural insights, effectively inverting the usual power structure in the classroom.

The idea of Global Englishes is starting to catch on, and we can see how it could make language learning fairer for everyone involved. But we still have a ways to go before it becomes a reality in our classrooms. Adopting Global Englishes signifies a major shift in our thinking and actions, and not everyone is ready for such change. Back in 2017, Galloway noted that teachers, schools, and even students might resist letting go of traditional approaches. Furthermore, the widespread belief that only native English speakers can genuinely teach English well remains a significant barrier to creating an English Language Teaching environment that is truly equitable for all learners. As we move forward, we need to find better ways to question the idea that native speakers are the only ideal teachers, support the professional development of non-native speaker

teachers, and foster a more inclusive and equitable environment in ELT as a whole. The examples of the work of Rose & Galloway (2019) and Fang & Widodo (2019) show us what this work looks like and represent a reminder to keep going with this conversation, be critical in our practice, and be advocates for social justice in English Language Teaching.

### 3. Methodology

To get a handle on how different varieties of English around the world shape what teachers think "native" speakers consider fair, a combination of qualitative and quantitative research methods are used to get a complete picture of the situation. The primary goal is to explore how the principles of Global Englishes can be applied in practical settings to ensure that all English teachers, regardless of their native language or whether they are perceived as "native" speakers, are treated equitably. By mixing different methods, a deeper understanding of how teachers see themselves, how "nativeness" is viewed, and how Global Englishes influences the world of education.

The study takes mixed-methods tilt to explore how Global Englishes collides with fairness for teachers tagged as native speakers. First, a broad online survey reaches out to a mixed crowd of English teaching professionals-teachers, school leaders, and hiring officers spread across different countries and job environments. On a five-point Likert scale, respondents assess their attitudes toward native speaker privilege, hiring regularities, and the value they place on different English accents. A lot of questions are adapted from their study by Clark and Paran (2007) or Mahboob et al. (2004), preserving the pattern and introducing novelty in angles. The form also collects basic background details- age, nationality, work setting- so the team can cross those variables with the attitudes revealed. In short, the aim is to turn anecdotal impressions of bias into hard numbers and spotlight what fuels or cools that bias.

The interview is carried out by conversing with a hand-picked set of survey volunteers, making sure teachers from different backgrounds and schools are heard. These semi-structured chats dig into daily routines, revealing why certain hiring decisions happened and showing how the label native speaker shapes lessons and touches learners. Each question is built on survey clues, so the aim is to gather lively stories instead of quick yes-or-no answers. Afterward, every transcript is read, hunting for shared threads and patterns that spotlight both hurdles and openings tied to Global Englishes. When these qualitative themes are woven with the survey numbers, the outcome sits side by side-hard data and personal voice-showing the full reality of the classroom. Such a mixed-methods plan echoes recent calls for fairer, more inclusive teaching from Fang and Ren (2018)

and Rose and Galloway (2019), honoring the many languages, skin colors, and cultures that learners and teachers bring to school.

#### 4. Results

The move to Global Englishes in language instruction exists in part as a response to the historical biases and inequities of the field (especially those involving teachers who are often referred to as “native speakers”). The typical focus on “standard” English and native-speakerism has long marginalized non-native English-speaking teachers (NNESTs) and replicated linguistic hierarchies that maintain White dominance in education. A skewed hiring mood is now spreading through many schools, letting them pick flashy native-English-speaking teachers (NESTs) at the top of the pile-even when those recruits never took a methods course-while skilled non-native teachers (NNESTs) sit waiting. Studies say the bias clings more to the sound of an accent and quick myths about cultural know-how than to any real proof of how well students learn. The Global Englishes Language Teaching (GELT) framework pushes back by valuing all Englishes, urging teachers to ask hard questions about who decides what is normal, and guiding them toward anti-racist, inclusive classroom design.

The GELT framework starts from the simple idea that English exists in many shapes around the world and pushes us to stop thinking that borders or nation-states hold languages and their speakers inside neat boxes. In that view, it is said that we must balance a teacher's qualifications, real classroom experience, and approach to teaching much more than where they happened to be born. Research bears this up, stating that over a time period, learners' attitudes toward non-native English-speaking teachers improve, with accent well behind such things as sound methodology and a genuine grasp of the learners' problems. GELT also demands that educators integrate multicultural English texts into instruction and render students' home languages and cultures classroom assets rather than obstacles. Together, these ideas are meant to forge a more just, effective English-learning context for all educators and students.

#### 5. Discussion

The area of concern includes the dynamic aspect of teaching English (ELT) and the inherent biases connected to being a “native speaker.” The “native speaker” categorization was created to classify teachers by their

ideally natural theoretical linguistic heritage, but has come increasingly under fire for its potential discriminatory practice, and for failing to develop the capacities to respect the many varieties of English that exist around the world. The article will most likely describe how the attention to "native speaker" teachers can bias, capable teachers who are not Anglophone, which thus creates possible inequalities as to staffing, salaries, and training. The article will most likely also describe the pedagogic implications of this bias, such as potentially over-limiting students' exposure to the much wider variety of Englishes, accents, and cultural voices. The paper can also comment on how this construct impacts the professional identity and self-esteem of the teachers who are not "native speakers" and how it perpetuates a sense of otherness and marginalization in the ELT community.

The term "Global Englishes" questions the plausibility of a conformist, standardized form of English and understands the legitimacy of a variety of Englishes used around the globe. This viewpoint promotes a more just and equal form of ELT in that teachers are judged based on their pedagogic abilities and experiences, rather than biased perspectives of their perceived place of linguistic origin. The article will likely look for alternatives to judge teacher competence or develop teacher development opportunities based on pedagogic ability and cultural sensitivities. It can also engage in a discussion of the role teacher educator's play in helping teachers to accept the diversity of Global Englishes and reject the bias of the "native speaker" notion. The argument can also reference the need for providing intercultural awareness and global citizenship in ELT, and how this could be fostered through valuing learners' and teachers' linguistic and cultural identities. Finally, the article offers an even more equitable and just ELT context that acknowledges linguistic diversity and allows all teachers to bring their competencies and knowledge to the table.

## **6. Conclusion**

### **6.1. Summary of Key Findings**

The study of Global Englishes (GEs) and their implications for equity within the English Language Teaching (ELT) profession has demonstrated the multitude of ways in which the issues of English language diversity, historical biases, and commerciality interact and intersect. In recent years, scholars and practitioners have been asking questions about the ideology of "native speakerism," which underlined teachers' linguistic and cultural background instead of their qualifications and experience. We have simply been told that English is

the global language that is spoken predominantly as a second language; and, therefore, if English language teaching (ELT) is not only to teach a language but to teach a language equally, English teaching cannot sacrifice the linguistic and cultural backgrounds of the students. In this regard, the recent developments in GE and the notion of Global Englishes Language Teaching (GELT), which advocate for and promote pluralistic linguistic and cultural practices, offer promise for addressing many racial injustices and pushing for a stance of social justice in language education. But before the emergence of GELT, an awareness of, and willingness to critically examine, internalized power dynamics was initially needed to deconstruct some of the critical inequities surrounding hiring processes (particularly referencing native speaker teachers) and workplace (largely colonized) structures where educators of non-white racial communities experienced discriminatory and oppressive behaviors.

In conclusion, the way forward will involve a process that has multiple strands and takes into account teachers' qualifications, teaching knowledge, and understanding of the diversity of English language learners. This means valuing all varieties of English, promoting intercultural communicative competence, and deconstructing the artificial divisions of native/non-native speakers. ELT can create a new inclusive and equitable horizon and emancipate itself from the limitations of the past to become more socially just and effective for students and teachers. This will take consciousness raising, reflecting critically on teaching and learning, challenging established ways of doing things, and, ultimately, allow ELT to embrace a profession that truly reflects the global and constantly changing character of English itself.

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