

The concept of Global English in modern language education: Pedagogical implications

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Abstract. The concept of Global English has become a defining feature of contemporary language use and education. As English increasingly serves as a global lingua franca, traditional approaches that focus on native-speaker norms are being reconsidered. This study explored the influence of Global English on modern language education, with particular attention to the teaching strategies needed to address the wide variety of English used worldwide. It underscored a shift from conventional, standardised methods toward more flexible, context-sensitive approaches that treat English as a dynamic and international tool for communication. The aim of this study was to investigate the pedagogical implications of Global English for modern language education, focusing on strategies that accommodate its diverse, international usage. Using methods such as analysis, synthesis, comparison, and generalisation, alongside a review of recent literature and educational practices, this research examined how Global English affected teaching methods, learning objectives, and assessment strategies. The study identified both opportunities and challenges in integrating a global perspective into language classrooms. On one hand, embracing Global English fostered inclusivity, intercultural competence, and communicative adaptability among learners. On the other hand, it required specialised teacher training, the creation of culturally relevant teaching materials, and assessment practices that emphasise effective communication and cultural understanding rather than strict adherence to native-speaker norms. The research also highlighted ethical and cultural considerations, emphasising the importance of respecting linguistic diversity and supporting learners' identities in a globalised educational context. Overall, the findings suggest that incorporating Global English can significantly enhance learners' language skills and intercultural awareness. The practical value of this work lies in its relevance for language teachers, curriculum developers, and educational institutions aiming to implement more inclusive and effective English teaching strategies in diverse international settings

Keywords: competence; teaching; strategies; varieties; communication; diversity

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Introduction

In the context of accelerating globalisation, expanding international academic mobility, and the growing prevalence of digitally mediated communication, English has increasingly become the main medium of interaction among speakers from diverse linguistic and cultural backgrounds. In most real-world situations, English functions not as a native language but as a shared communicative resource that enables cooperation across national and cultural boundaries. As a result, contemporary users of English are expected to demonstrate communicative flexibility, intercultural awareness, and the ability to negotiate meaning rather than strictly adhere to standardised native-speaker norms. Nevertheless, despite these shifts in global language practices, English language education in many settings continues to rely on traditional pedagogical models that emphasise grammatical accuracy and native-like proficiency. This discrepancy between current communicative realities and classroom practices underscores the importance of examining Global English as a foundation for modern language education.

Recent developments in applied linguistics have offered substantial theoretical support for reconsidering English teaching from a global perspective. H. Rose *et al.* (2020) emphasise that Global Englishes pedagogy reflects the sociolinguistic reality of English as a plural, fluid, and user-driven language shaped by its international speakers. Their review demonstrates that sustained exposure to multiple English varieties enhances learners' awareness of linguistic diversity and reduces reliance on native-speaker benchmarks. In a similar vein, H. Widodo *et al.* (2020) argue that conceptualising English as a global communicative resource promotes more inclusive learning environments and legitimises learners' linguistic identities, which is particularly relevant in multilingual educational contexts. Empirical research further supports the pedagogical value of instruction informed by Global English principles. B. Biliková & K. Seresová (2021) report that university students exposed to World Englishes

perspectives develop more tolerant attitudes toward linguistic variation and show an increased willingness to communicate. Likewise, P. Irigin (2020) observes that learners participating in ELF-informed classroom practices demonstrate higher levels of strategic competence, especially in clarification and meaning negotiation, compared to students taught through accuracy-oriented approaches. Together, these findings indicate that Global English pedagogy prioritises communicative adaptability over strict linguistic conformity.

An additional strand of research has focused on learners' attitudes toward linguistic diversity and their perceptions of communicative legitimacy in academic settings. J. Du *et al.* (2023) note that students in higher education tend to develop more positive orientations toward Global English when instructional practices explicitly acknowledge variation and prioritise intelligibility rather than formal correctness. Similarly, N. Galloway & T. Numajiri (2020) highlight that curriculum innovation grounded in Global English principles helps normalise linguistic diversity, reduces learners' fear of making errors, and encourages more active participation in communication. These studies suggest that Global English-oriented pedagogy influences not only linguistic outcomes but also learners' beliefs, identities, and willingness to engage in communication. Teacher education has been identified as a critical factor in the effective implementation of Global English principles. H. Widodo *et al.* (2020) highlight that many non-native English teachers experience challenges related to professional legitimacy due to persistent native-speaker ideologies embedded within educational institutions. Their findings suggest that Global English frameworks can empower teachers by redefining professional competence in terms of pedagogical effectiveness and intercultural sensitivity. Complementing this perspective, H. Su (2020) stresses that systematic and sustained teacher training is essential for translating Global English theory into meaningful classroom practice.

Digital learning environments provide further opportunities for integrating Global English into language education. M. Victoria *et al.* (2025) demonstrate that online intercultural exchanges expose learners to diverse English varieties and pragmatic norms, thereby fostering intercultural communicative competence. In addition, digitally mediated communication naturally reflects Global English usage, enabling learners to participate in authentic interactions that closely resemble global communication beyond the classroom. Assessment practices represent one of the most complex challenges in the implementation of Global English. H. Jeong *et al.* (2025) advocate for assessment frameworks that incorporate ethical, cultural, and interactional dimensions of communication, aligning evaluation criteria with principles of inclusivity and functional language use. Overall, contemporary scholarship indicates that Global English has far-reaching implications for teaching methods, learning objectives, teacher education, and assessment practices. At the same time, ongoing challenges remain in balancing institutional expectations with the need to respect linguistic diversity and learner identity. In light of these considerations, the purpose of this study was to examine the pedagogical implications of Global English for modern language education, with particular attention to teaching strategies and assessment approaches that support effective communication and intercultural competence in diverse international contexts.

Materials and Methods

This study adopted a combined comparative methodological approach to examine contemporary research on Global English, current language teaching practices, and the integration of digital educational technologies. Conducted between 2022 and 2025, the research was structured into several sequential stages aimed at clarifying key theoretical concepts, examining classroom-based applications, and synthesising evidence-informed strategies for instruction. The central objective of the study was to identify effective ways of

incorporating Global English principles into digitally enriched learning environments in order to promote learners' communicative competence and intercultural awareness.

The first stage involved a comprehensive review of international publications, including scholarly articles, case studies, methodological reports, and digital educational resources. The focus of this stage was to define core concepts such as Global English, intercultural communication, digital literacy, and technology-enhanced learning. Particular attention was given to examining how emerging tools such as the Internet of Things (IoT), immersive virtual learning environments, and interactive multimedia platforms can support language learners' communication skills while simultaneously enhancing their intercultural understanding. This initial review laid a conceptual foundation for understanding the connections between language pedagogy and digital innovation, highlighting both opportunities and challenges in modern language education.

During the second stage, a comparative analysis was undertaken to explore how different studies and educational models integrate technological tools alongside Global English principles. The analysis examined the types of technologies employed, the learning objectives they targeted, and the outcomes they aimed to achieve. Special consideration was given to instructional contexts such as English for Specific Purposes courses, multilingual classrooms, and general English programmes. This comparative examination identified several effective practices, including the use of collaborative online platforms for intercultural projects, virtual exchanges designed to develop pragmatic communication skills, and digital strategies that encourage experimentation, learner engagement, and reduced language anxiety. This stage also highlighted the importance of aligning technological affordances with pedagogical aims to ensure that technology supports, rather than undermines, meaningful language use.

The third stage involved a detailed analysis of a carefully selected corpus of peer-reviewed

studies, empirical research reports, and classroom-based case studies. Through this process, several recurring themes were identified, such as approaches to facilitating communication in multilingual classrooms, technology-supported instruction and assessment practices, the development of intercultural competence, ethical issues in digital learning, and models of adaptive, learner-centred pedagogy. This stage yielded practical insights for educators by illustrating how innovative digital tools can be effectively incorporated into classroom practice without compromising instructional quality or intercultural sensitivity.

A system-structural perspective was subsequently applied to examine the interaction between pedagogical strategies and technological resources. This approach emphasised the capacity of digital platforms, immersive environments, and interactive applications to enhance learner autonomy, motivation, and communicative proficiency. By mapping the relationships between teaching methods and technological affordances, the study proposed principles for designing dynamic, flexible, and culturally responsive learning environments. To ensure the reliability, validity, and ethical soundness of the research, several methodological safeguards were implemented. Source triangulation was used to cross-validate findings across multiple studies, while careful selection and evaluation of research materials enhanced methodological rigor. In addition, emerging patterns and conclusions were systematically compared with existing case studies and empirical evidence to minimise bias and strengthen the generalizability of the results. Overall, this methodological framework offers a practical, evidence-based, and ethically grounded model for integrating Global English into contemporary language classrooms through the informed use of digital technologies and intercultural approaches.

Results and Discussion

The integration of modern technologies into English language teaching has significantly transformed traditional classrooms, turning static

learning spaces into dynamic, interactive environments. Technologies such as digital platforms, IoT-enabled classrooms, and immersive tools like augmented reality (AR) and virtual reality (VR) provide versatile resources to support the principles of Global English pedagogy. For example, adaptive digital systems allow for the customisation of learning pathways that align with students' proficiency levels, communication goals, and personal preferences. This level of personalisation enhances language learning effectiveness, enabling students to engage with various English varieties, build confidence in meaning negotiation, and participate in diverse social and professional contexts. A. Budiman & X. Liu (2025) emphasised that adaptive platforms reduce language anxiety, foster learner engagement, and encourage experimentation with different English forms. D. Cattell & P. Schwyzer (2020) further highlighted that exposure to a range of English varieties supports functional communication and allows learners to practice language use meaningfully in authentic contexts.

Digital platforms also contribute to improved classroom interaction by creating immersive and collaborative learning environments. Smart, digitally supported classrooms enable educators to implement Global English principles more effectively through the facilitation of group-based tasks, systematic monitoring of learner participation, and efficient organisation of instructional materials. H. Widodo *et al.* (2020) observed that structured interaction within such environments enhances intercultural awareness and supports the development of learner autonomy. Similarly, A. Cogo (2023) noted that online activities can replicate authentic cultural situations, encouraging peer collaboration and sustained engagement with multiple English forms. Through flexible, interactive, and learner-centred practices, digitally enriched classrooms promote communicative competence and intercultural sensitivity. Immersive digital tools offer particularly valuable opportunities for contextualised language practice. J. Du *et al.* (2023) noted that interactive

digital platforms provide repeated opportunities for experimentation with non-standard English forms, supporting linguistic adaptability and the development of pragmatic competence. N. Gallowsay & T. Numajiri (2020) further emphasised that such technologies assist learners in navigating real-world social and professional contexts while cultivating intercultural understanding, which represents a core component of Global English pedagogy.

From a practical perspective, the integration of digital tools extends well beyond traditional grammar-focused instruction. D. Cattell & P. Schwyzer (2020) underscored that the combination of technology-supported tasks with communicative activities enhances learners' ability to adjust language use across different contexts, contributing to improved fluency and pragmatic accuracy. Y. Boonsuk & A. Karakaş (2025) observed that digital platforms should function as a complement to, rather than a substitute for, meaningful interaction among teachers, learners, and peers in order to maintain a holistic learning experience. Teacher preparation remains a critical factor, as targeted professional development equips educators with the skills required to implement context-sensitive instruction, incorporate intercultural activities, and achieve communicative learning objectives, as noted by T. Matikainen (2018). Ethical considerations including the protection of learner data, the promotion of equitable access, and responsible technology use continue to form an essential foundation for effective digital language education according to H. Jeong *et al.* (2025).

The results of this study demonstrate that the combination of adaptive digital platforms and immersive technologies with learner-centred pedagogical approaches substantially strengthens the teaching of Global English. These tools support the development of learner autonomy, enhance engagement, and increase motivation, while simultaneously improving linguistic flexibility, intercultural awareness, and pragmatic competence. By offering opportunities for realistic,

low-risk practice in authentic communicative contexts, contemporary educational technologies prepare learners for effective communication in diverse and globalised environments, as highlighted by A. Budiman & X. Liu (2025). Exposure to a range of English varieties also facilitates functional communication and encourages learners to experiment with language use in meaningful, real-world situations, as emphasised by D. Cattell & P. Schwyzer (2020).

The incorporation of digital platforms and immersive learning environments offers considerable potential for advancing Global English education when accompanied by thoughtful pedagogical planning, adequate teacher preparation, and inclusive curricular design. Such technologies enable learners to interact with diverse English varieties, engage in intercultural exchanges, and develop both linguistic accuracy and pragmatic competence. The deliberate use of adaptive and immersive tools promotes learner independence, encourages experimentation, and supports the acquisition of communication skills required in real-life contexts. Moreover, by prioritising ethical implementation and inclusive design principles, educators can ensure equitable access to learning resources and meaningful learner participation, creating environments that are both pedagogically sound and technologically innovative. Careful integration of these tools further contributes to the development of intercultural competence and learner confidence, enabling students to manage complex global communicative situations, as noted by A. Budiman & X. Liu (2025).

Teacher preparedness remains a decisive factor in the effective implementation of Global English pedagogy. Structured competency frameworks that integrate pedagogical, technological, and ethical components allow educators to design tasks aligned with real-world English use and global communication needs, as highlighted by Y. Boonsuk & A. Karakaş (2025). Comprehensive teacher preparation equips educators to guide learners through authentic communicative activities, incorporate intercultural dimensions,

and adapt instruction to varied proficiency levels and cultural backgrounds. Without such preparation, even technologically advanced digital platforms and immersive tools may fail to yield meaningful learning outcomes, as observed by T. Matikainen (2018). Well-designed professional development initiatives ensure that teachers can effectively employ digital resources to create engaging, pedagogically valuable learning experiences that promote adaptive communication and intercultural understanding. Visual representations and structured frameworks continue to assist educators in managing the complex interactions between technology, pedagogy, and learner engagement. Immersive digital environments, including AR/VR tools, effectively support intercultural tasks, enhancing language skills and intercultural understanding while preparing learners for participation in diverse global contexts, as highlighted by A. Matsuda (2017) and J. Jenkins & S. Panero (2025). Interactive digital platforms, together with IoT-enabled learning systems, provide additional opportunities for speaking and listening practice, complementing teacher-led instruction and fostering autonomous language use in low-pressure settings. These environments strengthen pragmatic competence and build learner confidence, as noted by A. Cogo (2023).

Building on effective teacher preparation and technology integration, the implementation of inclusive and context-sensitive curricula is equally essential for achieving meaningful educational outcomes. Such curricula should reflect the realities of English as a global lingua franca by incorporating opportunities for authentic communication, exposure to diverse English varieties, and adaptive assessment practices that evaluate both linguistic and pragmatic competence. Assessment approaches should be reconsidered to ensure fairness and validity in multilingual learning environments, as emphasised by L. Harding & T. McNamara (2018). Curricula integrating ethical, intercultural, and technological dimensions also contribute to the development of global citizenship, adaptive communicative

skills, and critical thinking among learners, as observed by A. Nuri (2025). Finally, a systemic perspective is necessary to align theoretical foundations, pedagogical design, and technological implementation. Coherence across these dimensions is crucial for creating effective and inclusive learning experiences, as noted by B. Biliková & K. Seresová (2021). Such an approach ensures that learners can actively engage with digital and immersive technologies while simultaneously developing communicative competence applicable to real-world contexts. By embedding adaptive digital platforms and immersive experiences within a coherent pedagogical framework, classrooms can foster flexible communication skills, intercultural sensitivity, and the confidence required to navigate complex global communicative environments.

In summary, the integration of digital platforms and immersive technologies presents considerable opportunities for the further development of Global English education when embedded within coherent pedagogical frameworks and supported by institutional coordination and curricular coherence. Such technologies facilitate flexible and adaptive learning environments that correspond to the realities of English use in a globalised context, where communication is shaped by multilingual practices, cultural diversity, and situational variability. From the perspective of English as an international language, these environments prioritise functional intelligibility and communicative effectiveness rather than strict conformity to native-speaker norms, as underscored by D. Cattell & P. Schwyzler (2020) and further highlighted by B. Biliková & K. Seresová (2021).

At the level of learners, digitally mediated Global English-oriented practices contribute to increased confidence, reduced communication anxiety, and a stronger willingness to participate in interaction. Empirical evidence confirms that when learners are encouraged to engage with diverse English varieties and meaning-focused communicative tasks, they display greater

creativity and communicative agency, as noted by A. Budiman & X. Liu (2025). These outcomes are closely linked to processes of learner identity construction, as students increasingly view themselves as legitimate users of English within global communicative networks rather than as deficient approximations of native speakers, as observed by H.-Y. Lin (2013). Teacher education continues to function as a critical mediating factor in translating Global Englishes theory into effective classroom practice. Research on ELF-aware and Global Englishes-oriented teacher development has emphasised the importance of educators engaging in critical reflection on language ideologies, instructional priorities, and classroom norms, as noted by Y. Bayyurt & N. Sifakis (2015) and M. Dewey & L. Patsko (2017). Such preparation enables teachers to design learning activities that foreground communicative adaptability, intercultural awareness, and ethical engagement. In addition, the construction of professional identity plays a significant role, as teachers negotiate their positions within evolving linguistic and institutional contexts shaped by globalisation and digitalisation, as highlighted by H. Widodo *et al.* (2020).

From a curricular and policy perspective, the successful implementation of Global Englishes pedagogy requires alignment among institutional policies, curriculum design, and assessment practices. Previous research has noted that in the absence of supportive language policies and coherent curricular frameworks, innovative pedagogical approaches risk remaining fragmented or marginalised within educational systems, as highlighted by Y. Boonsuk & A. Karakaş (2025). Curriculum innovation in this area involves the integration of diverse English representations, authentic communicative tasks, and flexible assessment criteria that prioritise pragmatic effectiveness and intelligibility, as confirmed by B. Biliková & K. Seresová (2021) and emphasised by J. Jenkins & S. Panero (2025). Assessment practices must likewise be re-evaluated to ensure validity and fairness in linguistically diverse

classrooms, particularly in contexts where lingua franca communication predominates, as underscored by L. Harding & T. McNamara (2018).

Ethical considerations constitute an essential component of this systemic approach. Issues related to equity, ideological positioning, and responsibility in both teaching and assessment demand continuous critical attention, especially within digitally mediated learning environments, as emphasised by H. Jeong *et al.* (2025). Inclusive curricular design and ethically grounded assessment practices also contribute to the broader educational objective of fostering global citizenship by encouraging learners to engage responsibly with linguistic and cultural diversity, as noted by A. Nuri (2025). Furthermore, culturally balanced representations in digital materials and textbooks are necessary to avoid reinforcing narrow or exclusionary perspectives on English use, as highlighted by A. Cogo (2023). Overall, adopting a holistic and systemic perspective enables Global English education to respond effectively to the linguistic, cultural, and social demands of contemporary global communication. By integrating digital innovation with principled pedagogy, inclusive curricula, and ethical awareness, educational institutions can establish sustainable learning environments that empower learners to navigate complex international contexts with confidence, adaptability, and communicative competence.

Conclusions

The results of this study reveal that Global English serves as a dynamic and adaptable means of communication, moving beyond conventional native-speaker standards and rigid grammar rules. Its integration into contemporary language teaching highlights the importance of developing flexible communicative skills, combining linguistic accuracy with practical understanding and intercultural awareness. This approach goes beyond traditional grammar-focused instruction by emphasising curricula that expose learners to multiple varieties of English,

foster authentic interaction, and prepare students to navigate real-world communicative situations effectively. Educational technologies play a key role in supporting the teaching of Global English. Digital platforms, AI-assisted tools, and immersive AR/VR environments provide personalised, interactive learning experiences that allow learners to practice communication in realistic and culturally diverse contexts. These solutions offer real-time feedback, promote exploration, and support self-directed learning, enhancing autonomy, motivation, and confidence. It is essential that technology complements human interaction rather than replacing it, ensuring that students benefit from teacher guidance, peer collaboration, and constructive feedback-critical factors in developing communicative competence.

Classrooms equipped with IoT and immersive tools further enhance student engagement and outcomes. Interconnected learning environments support collaboration, differentiated instruction, and real-time monitoring, while AR and VR simulations create safe settings for practicing intercultural communication. These tools encourage linguistic experimentation, creativity, and practical skill development, giving learners opportunities to refine abilities while fostering both language proficiency and cultural awareness. Effective teacher training and well-designed curricula are central to the successful adoption of Global English pedagogy. Professional development programmes that integrate pedagogical, technological, and ethical components equip educators to guide students through authentic communicative scenarios and manage diverse proficiency levels. Inclusive, context-sensitive curricula align with the realities of English as a global language, providing flexible assessment methods, exposure to different English forms, and opportunities for meaningful communication. Together, these elements cultivate learner autonomy, intercultural awareness, and responsible engagement with language and technology.

A comprehensive approach is necessary to coordinate pedagogy, curriculum, and technological tools. Institutional support, collaborative planning, and ongoing assessment ensure that students receive equitable and high-quality learning experiences. Classrooms integrating adaptable digital solutions, IoT-enabled collaboration, and immersive simulations help learners develop flexible communication skills, intercultural sensitivity, and confidence in global contexts. Balancing technological innovation with human guidance ensures that students acquire both linguistic mastery and socio-cultural competencies essential for effective global communication. In conclusion, incorporating Global English into contemporary classrooms offers significant benefits for learners' linguistic, practical, and intercultural development. Through a combination of adaptable teaching strategies, inclusive curricula, and carefully applied digital tools, educators can foster autonomy, communicative flexibility, and cultural consciousness. This integrated approach prepares students to participate confidently, ethically, and competently in international contexts, developing the versatile communication skills required in an interconnected world. Future research should explore the long-term impact of immersive technologies, such as AR and VR, on learners' intercultural competence and communicative flexibility. Additionally, further studies could evaluate the effectiveness of different digital platforms for multilingual communication and investigate how teacher training can be optimised to incorporate new technologies and promote cross-cultural understanding in diverse learning environments.

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Концепція глобальної англійської мови у сучасній мовній освіті: педагогічні аспекти

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Анотація. Концепція глобальної англійської стала ключовою рисою сучасного використання мови та освітніх практик. Оскільки англійська все частіше виконує роль міжнародної мови спілкування, традиційні підходи, що орієнтуються на норми носіїв мови, потребують переосмислення. Це дослідження розглянуло вплив глобальної англійської на сучасну мовну освіту, приділяючи особливу увагу педагогічним стратегіям, які враховують різноманіття англійської у світі. Підкреслено відхід від стандартизованих методів навчання до більш гнучких, контекстно-чутливих підходів, що сприймають англійську як динамічний та міжнародний засіб комунікації. Метою цього дослідження було вивчення педагогічних аспектів викладання англійської як глобальної мови в сучасній освіті, з акцентом на стратегіях, що враховують різноманітність її міжнародного використання. Було використано методи аналізу, синтезу, порівняння та узагальнення, а також проведено огляд сучасної літератури та освітніх практик, щоб виявити, як глобальна англійська впливає на методи викладання, цілі навчання та стратегії оцінювання. Робота визначила як можливості, так і виклики інтеграції глобальної перспективи у класі: з одного боку, це сприяло інклюзивності, розвитку міжкультурної компетентності та комунікативної гнучкості учнів; з іншого – вимагало спеціалізованої підготовки викладачів, створення культурно релевантних навчальних матеріалів та оцінювання, орієнтованого на ефективну комунікацію та культурного розуміння, а не суворого дотримання норм носіїв мови. Особлива увага приділялася етичним та культурним аспектам, зокрема важливості поваги до мовного різноманіття та підтримки ідентичності учнів у глобалізованому освітньому середовищі. Загалом, результати дослідження свідчать, що впровадження концепції глобальної англійської може значно покращити мовні навички та міжкультурне розуміння учнів. Практичне значення роботи полягає у її застосовності для викладачів, розробників навчальних програм та освітніх установ, які прагнуть реалізувати більш інклюзивні та ефективні стратегії викладання англійської мови в міжнародному контексті.

Ключові слова: компетенція; викладання; стратегії; різновиди; комунікація; різноманіття