

Revisiting World Englishes: A Critical Review with Relevance and Implications for High School English Teaching

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It is widely recognised that the dominant status of English as a global language has engendered the emergence of new English varieties, thereby challenging the conventional association of English language teaching with a monolingual inclination towards General American or Received Pronunciation. This necessitates the adjustment of teaching practices based on a proper understanding of the dynamics inherent in World Englishes. This article seeks to delve into the discourse surrounding World Englishes through a critical review of three key articles: Mukminatien (2012), Bhowmik (2015), and Tsang (2019). In particular, culturally specific elements, native-non-native dichotomy and the intelligibility criterion are the focal points of attention. A reflection of those aspects on the teaching of English in a high school context reveals the tendency to uphold the tenets of native-speakerism with a monocentric approach to ELT. Through a critical lens, the article postulates the multifaceted implications of World Englishes for the selection and adaptation of instructional materials, and the teaching and assessment of oral communication.

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