

ANALYSIS OF TEACHER COGNITIONS AND PRACTICES FROM A GLOBAL ENGLISHES PERSPECTIVE: CASES OF HIGH SCHOOL ENGLISH TEACHERS IN TAIWAN

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ABSTRACT

This paper presents the exploratory results of a case study analysis of the implications of global Englishes for senior high school English education in Taiwan. In response to the expanding contexts and uses of English, the current English curriculum in Taiwan's 12-year Curriculum for Basic Education calls attention to the global nature of English, which involves extended ownership and the acknowledgment of variations in English (Taiwanese Ministry of Education, 2018). However, the extent to which senior high school English teachers' cognition and practices reflect the spirit of the new curriculum is unclear. A qualitative approach was used in this study to record classroom observations and interview data from three teacher participants selected for their availability. The data were then analyzed and interpreted against global Englishes and teacher cognition literature. This study concludes that despite a general awareness of global Englishes, inconsistencies and paradoxes persisted within and between the participants' cognition and pedagogical practices along a continuum of traditionally to globally oriented English language teaching. Based on these findings and discussions, alternatives are proposed to complement senior high school English teaching in Taiwan.

Key Words: global Englishes, teacher cognition, secondary English language education

INTRODUCTION

This paper, which was motivated by local and global changes in the use of English, analyzes the practices of Taiwanese teachers of English from a global Englishes perspective. The current global role of English has traversed regional and linguistic boundaries as a result of globalization through processes such as transnational mobility and

development of communication technologies. English is not used only by individuals born in so-called native English-speaking countries such as the United Kingdom and the United States or studied predominantly as a *foreign* language for the purpose of communicating with *native* English speakers. It has established itself as an addition to the linguistic repertoires of individuals of various ethnocultural backgrounds. Instead of attempting to approximate standard English norms, these English users strive to achieve intelligibility by utilizing their multilingual resources strategically and creatively (Fang & Widodo, 2019; Galloway & Rose, 2018; Murata & Jenkins, 2009; Rose & Galloway, 2019). This growing use of English that is linguistically, culturally, and functionally diverse has driven researchers to explore its impact (Matsuda & Friedrich, 2012). Several related concepts focus on “the plurality of English and legitimacy of such variation” and address issues of “what English is, who owns it and how it should be used” (Rose & Galloway, 2019, p. 11), including world Englishes (e.g., Kachru, 1992), English as a lingua franca (e.g., Jenkins, 2007; Mauranen, 2003; Seidlhofer, 2001), English as an international language (e.g., Matsuda, 2017; McKay, 2012), and global Englishes (e.g., Canagarajah, 2013; Pennycook, 2007). All these concepts demand changes to English language teaching (ELT).

LITERATURE REVIEW

The present study focused on the global use of English, its implications for ELT, and the crucial role of teacher cognition in ELT. ELT at the high school level in Taiwan was investigated from the perspective of global Englishes. The following subsections present the literature review.

Language Teaching Framework for Global Englishes

In response to the call to address the linguistic, cultural, and functional diversity of English, problematize the standard English ideology, and challenge the exclusive ownership of English by native speakers, Galloway (2013) established an umbrella framework coined as Global Englishes Language Teaching (GELT). The framework contrasts the global orientation and the traditional orientation of ELT in the following dimensions: target interlocutor, owner of English, target culture, ideal teacher, norm, role model, source of materials, and first language and own culture (Galloway &

Rose, 2018). Globally oriented ELT proposes that all users of English are its target interlocutors and owners. Therefore, the ideal teachers and role models are not necessarily native English speakers but rather strategic, expert users of English. These English users, along with their communities and contexts, constitute an authentic source of materials. In addition, English-using cultures and linguistic norms are not static and deserve critical discussion. English learners should be taught to draw on their multilingual and multicultural resources to communicate successfully; accordingly, their first language and own culture are seen as a resource instead of a hindrance or interference (Galloway, 2017; Galloway & Rose, 2015, 2018; Rose & Galloway, 2019; Rose, McKinley, & Galloway, 2020). The goal of GELT is to “[equip] transnational/transcultural users of English with a repertoire of knowledge, skills, dispositions, and attitudes to be able to function in today’s glocalised world” (Selvi, 2019, p. 141).

Transformation of ELT in Taiwan

In Taiwan, there is growing interest in global Englishes-oriented research and English language education, particularly at the higher education level (e.g., Curran & Chern, 2017; Ke, 2016; Luo, 2017, 2018; Tai, 2019). However, the scope of research must be extended beyond university language classrooms (Rose et al., 2020). I share Lee’s (2012) opinion that developing a “more comprehensive and accurate understanding of English sociolinguistics” (p. 155) is just as essential for high school education.

The present study was conducted at a suitable time; with the introduction and subsequent implementation of the 12-Year Basic Education Curriculum in 2014 and 2019, respectively, Taiwan’s English language education has entered a period of transformation. This curriculum promotes language ownership among English learners, increases awareness regarding variations of English used in intercultural communication, and enhances practical communication skills (Chern, 2014; Yeh, 2019). These changes are paradigm shifting because English users in Taiwan did not traditionally view themselves as “legitimate arbiters” (Seilhamer, 2015, p. 24) and instead regarded English as a foreign language for which native English speakers are the custodians (e.g., Yeh, 2016, 2019). However, except for the explicitly written objective of developing students’ ability to understand what speakers with different accents or linguistic backgrounds are saying (Taiwanese Ministry of Education, 2018; Taiwanese National Academy for Educational Research, 2018), the detailed teaching guidelines for the curriculum

have not adequately reflected the notion of global Englishes, which also calls for the reconceptualization of communication and cultural capabilities and language ownership.

Teacher Cognition and Practices

The top-down imposition of the curriculum guidelines, which represent the national direction of education, can be interpreted and implemented in different ways by various agents, including teachers. Menken and Garcia (2010) compared teachers to cooks who “negotiate the language education policies they enact in their schools” (p. 4). They not only convey the content in textbooks and the curriculum but also make active and thoughtful instructional choices by “drawing on complex, practically oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs” (Borg, 2003, p. 81). Therefore, the extent to which an individual teacher’s instructional practices reflect the spirit of the new curriculum is indefinite, notwithstanding policy rhetoric.

Borg (2003, p. 81) refers to “what teachers think, know, and believe, and the relationships of these mental constructs to what teachers do in the language teaching classroom” as “teacher cognition,” which is further characterized as a dynamic construct that is “defined and refined on the basis of educational and professional experiences throughout teachers’ lives” (Borg, 2015, p. 35). Researchers mostly agree that teacher cognition provides a basis for pedagogical decision making and that the relationship between them is interactive (e.g. Basturkmen, 2012; Borg, 2011; Zhu & Shu, 2017). However, this relationship can be mediated by contextual factors and constraints, teaching experiences, and planned aspects of teaching (Basturkmen, 2012). Despite its role as a critical determinant of teaching, teacher cognition is not directly observable and must be inferred from teachers’ statements and behaviors. Notably, these statements are not always congruent with actual teaching practices. A plurality of methodologies has therefore been suggested to examine the cognition and practices of teachers with varying experiences and under varying conditions (Basturkmen, 2012; Borg, 2015; Feryok, 2008).

METHODOLOGY

This study is part of a larger prospective long-term project exploring the implications of global Englishes for high school English

education in Taiwan. The data collected during the first semester of the implementation of the 12-Year Basic Education Curriculum Guidelines were analyzed, and the results were used to answer the following research questions:

- (1) To what extent do the teachers' pedagogical practices reflect the notion of global Englishes?
- (2) How does teacher cognition determine the extent to which global Englishes manifest in the teachers' pedagogical practices?

The context and participating teachers (Chen, Wang, and Lin [all pseudonyms], who taught 10th-grade English) were selected for convenience. The study was conducted at a private high school in Taipei, Taiwan. It was a pilot school designated by the city's Department of Education to explore the practical implications of the curriculum guidelines. The participating teachers taught the 2019–2020 10th-grade cohort; this was the first cohort of students for which the curriculum was comprehensively implemented. Descriptions of the participants are presented in Table 1.

Table 1

Descriptions of Participants

Name	Gender	Qualification	Teaching experience
Lin	Female	Master's degree TESOL certificate	27 years
Wang	Male	Master's degree TESOL certificate	3.5 years
Chen	Female	Bachelor's degree TESOL certificate	2 years

The study data, which comprised my classroom observations and interviews with the teachers, were collected over the first semester of the 2019–2020 school year, at the outset of the implementation of the new curriculum guidelines. The GELT framework was used as a foundation for drawing observational inferences on whether the teachers' cognitions were oriented more toward traditional or global

models of ELT. To verify these inferences, I compared them with the teachers' interview statements. Specifically, one classroom observation session and two interviews (before and after observation) were conducted for each teacher. The pre-observation interview questions explored general global Englishes-related themes (see Appendix for the interview protocol) and the post-observation interviews explored the thought processes underlying the teachers' critical pedagogical decisions displayed in the observations. All interviews were conducted in Mandarin Chinese and then transcribed verbatim and translated into English. The study methods were based on the premise that teacher cognition is essentially implied and usually inconsistent (Basturkmen, 2012; Birello, 2012; Borg, 2015).

FINDINGS

This section begins with a description of the three teachers' teaching experiences and observations. The interview data were analyzed to fill gaps regarding the participants' practices and teacher cognition. Key points of view are in bold print.

A Spectrum of Pedagogical Practices

The classroom observations revealed that the teachers implemented GELT in different ways and to various extents on a continuum from traditional to global orientation. Lin, the first teacher, received her bachelor's degree from a university in Taiwan, where she majored in English and minored in education. She went on to earn a master's degree in the United States before her return to Taiwan. Having taught English at the secondary and tertiary levels for more than 20 years, Lin had the most teaching experience of all the participants. Lin was teaching grammar when I conducted classroom observation. In the pre-observation interview, she noted that her approach is to "feed the students slowly, small portions at first, and then they learn to feed themselves." Therefore, before having her students read aloud an English example sentence, Lin first read the Chinese translation so that they understood its meaning. Afterward, she asked some students to answer grammatical questions on the blackboard. She deemed one student's answer "acceptable" (Lin, observation) because it conveyed the intended meaning but added that there was another "better, more grammatically correct" option (Lin, observation).

The second teacher, Wang, had received training for professional

qualification for elementary school teaching at a Taiwanese university and accumulated three years of teaching experience before earning his master's degree and certificate for secondary English instruction. He then worked as a substitute teacher at a middle school. My classroom observation was consistent with his description of himself as "pretty grammar oriented, maybe collocation oriented or synonym oriented" (Wang, pre-observation interview). Much of his focus was on exam preparation; he encouraged his students to anticipate what examiners were looking for. To engage his students, Wang shared anecdotes concerning customs and food specific to certain nations or ethnicities. However, he did not encourage further discussion or reflection.

Chen, the third teacher, had earned an undergraduate degree in English and English teaching qualifications at a university in Taiwan. She had previously taught at a public high school for a year. During the class, her students followed a handout that supplemented their learning. It was focused on vocabulary mastery, providing information regarding common definitions of specific words and contexts in which they were used as well as their synonyms and antonyms. Her aim was to encourage the students to make associations between target vocabulary words and relevant terms so that they could expand their word choices and vary their modes of expression. In addition, she explained the meanings of word roots and affixes to help her students memorize vocabulary words more efficiently and learn how to speculate on the meanings of unfamiliar terms.

First Language Use in ELT as Compensation for Students' Lower-Level Linguistic Competence

This subsection discusses how the teachers viewed the role of their students' first language (i.e., Chinese) in their learning and use of English. All three teachers used Chinese in class to create a sense of security, provide scaffolding, and enhance classroom management; this strategy is explained in the following excerpt:

Excerpt 1 (Post-observation interview)

Chen: Chinese is often used in the classroom **when my students need to understand a concept or an instruction clearly**. It also

acts as a bridge between the students and me¹ because not every student can adapt to an English-speaking environment. The students may lose attention or have trouble absorbing information if I use too much English.

The teachers recognized the usefulness of incorporating the students' first language into their instruction for their students' learning. However, this might be an alternative to their ideal approach, which is supported by the following statement. Chen stated that she viewed an ideal English teacher as one who uses only English in class, creating an environment in which students can engage in content-related discussion and have meaningful interactions using the target language.

Excerpt 2 (Pre-observation interview)

Chen: In my opinion, **the most ideal condition is teaching English in English**, just like how a Chinese teacher teaches Chinese class in Taiwan.

With respect to the objective of communicating in English outside of a learning environment, Wang indicated that an effective strategy is for his students to draw on all available linguistic and nonlinguistic resources.

Excerpt 3 (Pre-observation interview)

Wang: As long as the students can communicate, **it's okay to add a little bit of body language or Chinese**. As long as they are willing to use what they have learned [...]

However, he added that this strategy was only applicable to students with lower English proficiency and that he expected both linguistic accuracy and fluency from his higher-level students. In addition, he asserted that unconventional grammatical usage and interference with second language production by the first language was undesirable, especially in formal contexts and writing. Overall, concerning first language influence, the teachers established dichotomies between written and spoken language and between formal and informal communication, as illustrated in the following

¹ Highlights in bold indicate key points in the excerpts from interview data.

excerpt:

Excerpt 4 (Post-observation interview)

Lin: Personally, I have **two different standards for grammatical correctness: one for exam and formal communication; the other for spontaneous communication.** When taking exams, students must be as grammatically or syntactically correct as possible to avoid losing points. This is a realistic consideration.

Persistence of Native Norms Alongside Recognition of Diversity and Variations

English linguistic norms, as discussed in the previous subsection, were perceived differently in oral and written contexts. The teachers expressed varying levels of acceptance regarding variations in pronunciation. Chen's high acceptance stemmed from her empathy for her students. In the following excerpt, she described an episode when she was an undergraduate.

Excerpt 5 (Pre-observation interview)

Chen: A teacher usually asked us to read aloud from the textbook. If anyone got the pronunciation wrong, the teacher wouldn't stop correcting [it] until that person got it right [...] **I remember the teacher saying that I sounded uneducated, which shocked me, so I don't want my students to feel inferior just because they sound different from others.**

In accordance with her statement, Chen used audiovisual materials that were not limited to a single model of English.

Excerpt 6 (Post-observation interview)

Chen: Through the **content produced by people of various linguistic backgrounds**, students are exposed to **diverse viewpoints and perspectives** and able to see **how English is used in various ways.**

Lin was similarly open to pronunciation variation. When asked how she evaluated her students' pronunciation, she did not refer to a particular norm of English.

Excerpt 7 (Post-observation interview)

Lin: My benchmark for evaluating pronunciation is **the clarity of vowels and the placement of consonants**. The students should also have **a natural and smooth intonation**. This way, **their speaking can be intelligible**. I make this judgment from a pragmatic and communicative point of view.

In addition, Lin shared an anecdote from her own life in a global communicative setting that may encourage a cognitive departure from a normative benchmark.

Excerpt 8 (Post-observation interview)

Lin: I once participated in an international conference in Kaohsiung [a city in southern Taiwan]. [...] The seminars and workshops were conducted in either English or Chinese, but mainly in English. **I listened to people from all over the world communicating in English**. [...] In fact, **I only half-listened and half-guessed a lot of the content**, but the whole process and experience was very interesting and impressive.

Although he stated that he was aware of and appreciated the inclusion of the notion of global Englishes in the curriculum, Wang paradoxically insisted that standard English norms should be applied for English pronunciation. His opinion regarding this topic is reflected in Excerpt 9:

Excerpt 9 (Pre-observation interview)

Wang: **I don't want my students to say they understand only American English**. Because of the environment I grew up in, the teachers I met were from different countries. Maybe I was confused at first, but then I got used to hearing [different accents] and I was able to catch what they said. So **I don't think that I have to teach American English**.

Despite making the aforementioned statement, the classroom observation revealed that he frequently demonstrated correct pronunciation and corrected pronunciation errors, such as /'æk.jə.rət/ and /ɪn'grɪ.di.ənt/, in class. He made these corrections by emphasizing a particular syllable or intentionally pronouncing syllables in a disjointed manner. His rationale for enforcing the

correct norms of English pronunciation was twofold. Higher-level students should aim for accuracy over mere intelligibility; lower-level students could avoid confusion by following the standard.

All three teachers appeared to believe that norms in written English are stricter and more rigid than those in spoken English. They were more oriented toward traditional models of grammar instruction (see excerpt 4). Lin noted the importance of grammatical accuracy beyond intelligibility:

Excerpt 10 (Post-observation interview)

Lin: Normally, **because of my role, I would maintain the strictest standards of grammatical accuracy.** However, I would also tell my students that, except **in examinations or formal settings**, body language is equally acceptable if it serves the purpose of effective communication.

Wang pointed out that there were “blind spots” in nonnative speakers’ English writing (post-observation interview). He also indicated that his role as a high school teacher compelled him to prioritize grammatical correctness so that his students’ examination performance meets the standardized assessment criteria (refer to the first subsection of the findings).

In addition, paradoxes were observed in cognitions and practices linked to cultural norms. The teachers appreciated the practical relevance of the multicultural-themed topics. However, they admitted that they skipped some of these textbook units. The following explanation was provided.

Excerpt 11 (Post-observation interview)

Chen: These units are **good materials for topic extension and integration of life experience.** They are more elaborate and thorough in terms of word choice and content development. They are suitable materials for advanced students. However, **they were not included in the assessment, so I skipped these units to allow more time for other units.**

As mentioned, my observation of Wang’s class demonstrated students’ interest in cultural content. However, the accounts he gave in class, such as Japanese chopstick taboos, seemed static and simplistic. Notably, his understanding and representations of culture as specific to a given nation or ethnicity are reflected in the statements

given by the other two teachers:

Excerpt 12 (Post-observation interview)

Chen: **Language use is closely tied up with the culture where the language originated.** Native English-speaking teachers are at an advantage in terms of **their familiarity with the culture's lifestyle, values, festive practices, and history.** They can efficiently **create an authentic context for learning English.**

Excerpt 13 (Post-observation interview)

Lin: It is strange if a language textbook is not coauthored by a native speaker. After all, there are a lot of language materials, details, and cultural and life-related information that require in-depth knowledge, verification, or advice. **It is necessary and helpful to have native speakers on the author team because they have sufficient relevant experience.**

Emphasis on Linguistic Competence Over Communicative Capability

In contrast to these paradoxes, the teachers clearly gave more weight to linguistic competence than communicative capability. Chen emphasized the fostering of linguistic competence in her students, particularly in terms of vocabulary. Although she agreed with curriculum guidelines that communicative capability is essential, she also noted the following:

Excerpt 14 (Pre-observation interview)

Chen: When my students had lower linguistic competence, I only implemented a few aspects of the new guidelines. When their proficiency improved, I implemented more of these aspects.

The absence of communication strategy instruction was also observed in the other two teachers' classes. They regarded linguistic competence as a prerequisite for communicative capability. Contrary to her own past experience, Lin stated that guessing the meaning of words from context was "far from strategic" for students (post-observation interview; also see excerpt 8). In addition, as exemplified by excerpt 3, Wang considered the strategic use of linguistic and nonlinguistic resources to be a workaround for lower-level students. He sought to equip his students with sufficient linguistic knowledge

to prevent communication breakdown:

Excerpt 15 (Pre-observation interview)

Wang: I want my students to be excellent, I want them **to be able to say everything that they want to say**, so I probably **won't teach them what to do when they don't know how to say something in English**.

It would be reasonable to infer that all the teachers believed that linguistic competence and communicative success are positively correlated.

Self-Derived Teacher Cognition of Ownership of Global Englishes

Despite the discourse on global Englishes in the curriculum guidelines, which involve extending the ownership of the language and acknowledging variations of English, only one of the participant teachers was aware of its mention. Wang learned about global Englishes in an elective undergraduate social linguistics course.

Excerpt 16 (Post-observation interview)

Wang: [The focus of global Englishes on] English as a language of communication in the world seems to **place less emphasis on grammatical accuracy and pronunciation**. This perspective **shows respect for the differences in English spoken by people from all over the world**. **The purpose of language is to communicate and exchange ideas**.

Chen's and Lin's knowledge concerning global Englishes was drawn from their education and lived experiences. They expressed similar viewpoints and noted the following:

Excerpt 17 (Post-observation interview)

Chen: To my knowledge, global Englishes is like **a localized lingua franca**, and it **allows people from different countries to communicate and understand each other**.

Excerpt 18 (Post-observation interview)

Lin: The notion of global Englishes indeed **came to me through**

my own experience. Of course, relevant ideas were mentioned in all the textbooks I studied back in the day, like introduction to linguistics, sociolinguistics, and pragmatics. It's been too long, and my memory is vague.

The idea of English ownership was also unfamiliar to the teachers. They arrived at inferred definitions derived from background knowledge or personal experience.

Excerpt 19 (Post-observation interview)

Chen: **I assume that language ownership refers to a standard for the use of a language by everyone.** I believe there exists a norm and standard of English use. Nonnative English speakers do not have to comply with the standard, such as speaking with a standard American or British accent, as long as they are capable of communicating in English.

Excerpt 20 (Post-observation interview)

Lin: I could **infer from my linguistics study and training in college** that language is inherently a common property in constant dynamic change. I guess I can say that **my understanding of the term 'language ownership' comes from my educational background.** I also agree that **language is not an exclusive property of any particular group or class but belongs to all users of that language.**

Excerpt 21 (Post-observation interview)

Wang: If English is to be the world's lingua franca, **its ownership should belong not just to those who speak it as a first language but to all who use it.**

There appeared to be a consensus that English should be owned by all users; nevertheless, the ideal of universally accepted standard norms seemed to persist (see excerpt 19). In addition, the teachers' stated cognitions were in fact internally inconsistent when examined alongside the data presented earlier (e.g., excerpts 12 and 13).

DISCUSSION AND IMPLICATIONS

In this section, the findings in relation to the research questions and GELT framework are discussed and proposals for teacher professional development and pedagogical innovation are proposed.

Regarding the first research question, the findings revealed a range of pedagogical practices along the traditional–global spectrum. Some globally oriented ELT practices were identified through the classroom observations conducted in the present study; they included the use of students’ first language as a supportive (although not necessarily ideal) tool in the classroom, partial acceptance of pronunciation variations, exposure of students to a limited variety of Englishes, and superficial integration of cultural content. These practices did not adequately align with global Englishes principles (see the first subsection of the Literature Review section), particularly with respect to developing strategic communication capabilities for adapting to international English-using communities, challenging representations of culture as a nationally or ethnically specific concept, and problematizing the stereotypical view of native English speakers as custodians of the English language and culture (Rose et al., 2020). Although empirical studies have suggested the implementation of instructional practices in and outside of classrooms with the assistance of technology (e.g. Galloway & Rose, 2018; Ke, 2016; Sung, 2018), these pedagogical strategies have been predominantly implemented in a higher education context; therefore, modifications are required to enable their implementation at the high school level.

With regard to the second research question, the results indicated that the teachers’ pedagogical practices and stated cognitions frequently conflicted with each other. Despite their general awareness of the global use of English, the teachers’ pedagogical decisions and choices were influenced by traditionally oriented cognitions of ELT. The divergence within and between the cognitions and actual practices of the teachers can be characterized by an overarching adherence to a monolithic ideology. The teachers upheld a stereotypical “language, culture, nation correlation” (Baker, 2015, p. 12), making inadequate associations between the English language and so-called native English–speaking cultures (e.g., excerpts 12 and 13). It can also be inferred that the teachers perceived more prestige in the monolingual use of English than in the strategic and flexible use of multilingual and multicultural resources (e.g., excerpts 2 and 15). As in the case of Wang, unconventional communicative repertoires tend to be “viewed as errors or signs of incompetence”

under the traditionally oriented view (Galloway, 2017, p. 476).

Evidently, the concept of extending ownership and acknowledging variations of English was not adequately communicated to the teachers. They derived their cognitions of global Englishes from their own education and lived experiences and received little proper training or professional development in this regard. This finding is consistent with those of Selvi (2019), who reported a lack of teachers' education and professional development in which global Englishes is underscored. This undermines the systematic internalization of the concept and its related concerns. In other words, the applications of GELT have been left to individual judgment.

Consistent with prior research findings, the present study verified that contextual factors mediated the incongruence between cognition and practice. Test preparation, a top priority for all three teachers, was identified as a major contextual factor that had shaped their cognitions and practices. It also constrains the potential applications of GELT (e.g., excerpts 4, 10, and 11). This outlook parallels those of ELT scholars such as Davies (2009) and McKinley and Thompson (2018). Chou (2017) and Yu (2019) demonstrated the prominence of the instruction of literacy skills (reading and writing), which correspond to the constructs tested in the national university entrance examination (i.e., reading, writing, and Chinese–English translation), for ELT in Taiwan. Chou (2017) also noted that audiolingual skills, especially listening, were moderately incorporated into existing teaching practices after an English listening comprehension test was added to the entrance examination in 2015. The participant teachers' approaches to test preparation included equipping students with strategies to obtain correct responses, targeting student output to an examiner audience, and evaluating student work according to restrictive codified conventions. These practices were underpinned by the prevalent ideology of English as a foreign language (Chou, 2017; Ke, 2019; Tseng, 2019). As Lin's case illustrates, such an ideology penalizes students' nonnormative use of language through point deductions (Hemmi et al., 2019; also see excerpt 4). In particular, writing is assessed using codified standards, and students who fail to adhere to these standards may jeopardize their chances of achieving academic success (Matsuda & Matsuda, 2010; Tardy, Reed, Slinkard, & LaMance, 2020). In practice, the ignorance of diverse contexts and forms of communication that are just as common (if not ubiquitous) appeared to be falsely justified by these arguments.

Unlike contextual constraints, teaching experiences and planned aspects of teaching (see the last subsection of the Literature Review

section) were, however, not identified as significant factors in the present study. The research and teaching of global Englishes is still in its initial stage of development in Taiwan (Suzuki et al., 2017); therefore, the notion is still an unfamiliar one to both experienced and less experienced teachers. The planned aspects of teaching of the participating teachers (such as their textbook preferences, the handouts they used as supplements, and the test-preparation-oriented strategies to teaching that they adopted) were similarly informed by traditional models of ELT.

To prevent global Englishes from being just policy rhetoric or an empty buzzword, teachers must acknowledge the misconceptions that they bring into their instruction and be encouraged to identify and bridge the gap between classroom English and real-life English. This can be achieved through examination of the associations of competence and performance with native English use and idealized linguistic knowledge as well as through the challenging of stable, generalized frames of reference with situated approaches (Baker, 2012, 2015; Kubota, 2019). A practical strategy for guiding teachers is to engage critically with their experiences in the learning, teaching, and, particularly, the use of English. This strategy can reduce or even eliminate the dissonance in teachers' cognitions and classroom practices, such that congruent changes may occur (Bayyurt & Sifakis, 2015; Feryok, 2010; Galloway & Numajiri, 2019; Rose, Syrbe, Montakantiwong, & Funada, 2020; Sifakis, 2007). By itself, the implementation of new curriculum guidelines is insufficient for the promotion of global Englishes in ELT in Taiwan. Explicit and purposeful reflection on its relevance is warranted and may be incorporated into the curriculum as feedback.

CONCLUSION

This study focused on a context that has often been neglected in related research. The results reveal the extent to which the cognitions and practices of high school English teachers in Taiwan reflect GELT. Specifically, inconsistencies and paradoxes within and between their cognitions and actual pedagogical practices were identified. These inconsistencies were characterized by the valuation of the resource potential of students' first language and prioritization of monolingual English use, acknowledgment of the diversity and maintenance of essentialist beliefs, and practice of strategic communication and emphasis on linguistic competence. The present findings highlight the importance of establishing global Englishes–

aware reflective practices and critical perspectives as threshold competencies in teacher education and professional development. The potential mediating effects of contextual factors and stakeholders, such as examinations and examiners, constitute a promising area for future research.

With the incorporation of a global Englishes perspective into the new curriculum guidelines, ELT in Taiwan is on the cusp of reconceptualization. The present study is a small-scale and preliminary study; however, it provides exploratory insights into how the notion of global Englishes in the curriculum guidelines has been interpreted and implemented. The cases explored in the present study can encourage practitioners and researchers to consider making instructional adjustments to accommodate the implications of GELT. I acknowledge that the present findings are contextual and subject to interpretation. Nevertheless, the quality of this research was established through a comprehensive description of the context and participants and a comparison of two types of data. This study can serve as a starting point for conducting larger-scale investigations in which quantitative data and data from other sources can be collected to establish more holistic perspectives relative to this study.

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ACKNOWLEDGMENT

The author would like to thank the anonymous reviewers of the *Taiwan Journal of TESOL* for their constructive comments to help improve earlier versions of this paper. The author's sincere gratitude also goes to the participants for their contribution and Wallace Academic Editing for their assistance in editing the manuscript.

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PUBLISHING RECORD

Manuscript received: August 17, 2020; Revision received: July 14, 2021;
Manuscript accepted: July 29, 2021.

APPENDIX

Appendix A. Interview Protocol

1. Can you tell me about your education and professional background?
2. What is your idea of a good English teacher?
3. What is a typical situation where English is used, and you hope to prepare your students for?
4. What makes someone a competent English user? Please give an example of such a competent user.
5. Some people take native English speakers as role models or prefer to be taught by them. What do you think about this?
6. The 12-year Basic Education Curriculum Guidelines for Senior High School English promotes language ownership among English learners and increases awareness regarding variations of English used in intercultural communication. What do you think about this? How have your teaching practices reflected the notion of global Englishes?
7. What is your idea of successful intercultural communication?
8. Why was the textbook that you use chosen? / What is your idea of the textbook you are using? Does it meet your needs?
9. Do you use other materials in addition to the textbook in your class? Why do you use these materials?
10. What is your idea of using students' first language in English class?