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## **GLOBAL ENGLISH ACCENTS AND NON-NATIVE ENGLISH TEACHERS**

The article is a theoretical study of the issue of non-native English speakers and, in particular, non-native English teachers' accent peculiarities and whether these can be an obstacle for employing the latter as teachers of EFL (English as a Foreign Language taught in non-English-speaking countries) or ESL (English as a Second Language taught in English-speaking countries). In the paper, an attempt is made to prove that, under certain conditions, such accent peculiarities can be considered not as qualified non-native English teachers' shortcomings but as an asset of a kind. In that respect, the notion of global English accents is introduced, which are considered as normative accents for English as an international, or rather global/planetary, language of international/intercultural communication taught to all the learners of EFL and ESL. It is claimed that special measures should be taken for the native and non-native speakers of English to become accustomed and adapted to hearing such diverse accents quite frequently even in their home countries. Both the native and non-native English speakers the world over need to be taught and get accustomed to perceive the global English accents as something totally normal and acceptable as long as they do not make communication in English incomprehensible or comprehensible with difficulty. The advantages of non-English teachers with their accent peculiarities are discussed when teaching English not only to EFL but ESL students as well, and it is shown that they can be a great help in inuring both non-native and native speakers of English to hearing the variety of global English accents. It is indicated that relevant training and mutual cooperation of both non-native and native teachers of English is required for achieving this goal.

*Key words: non-native teachers of English; accent peculiarities; Global English accents.*

Стаття є теоретичним дослідженням питання акцентних особливостей у носіїв англійської мови. Особливу увагу приділено спостереженню таких особливостей у викладачів англійської мови, які не є її носіями. Досліджується, чи такі акцентні особливості можуть бути перешкодою для виконання викладачами обов'язків, пов'язаних з навчанням англійської мови як іноземної або другої. Робиться спроба доведення того, що за деяких умов вказані акцентні особливості доцільно розглядати як до певної міри корисну якість, а не недолік кваліфікованих викладачів англійської мови, які не є її носіями. У цьому відношенні, пропонується використання поняття «глобальні акценти в англійській мові». Такі акценти англійської мови є нормативними для неї як міжнародної, а точніше, глобальної / планетарної мови міжнародного / міжкультурного спілкування, якої потрібно навчати при викладанні англійської мови і як іноземної, і як другої. Стверджується, що потрібно вживати спеціальних заходів, щоб і носії, і неносії англійської мови звикли і адаптувалися до частого сприйняття глобальних англомовних акцентів навіть у своїх рідних країнах. І носії, і неносії англійської мови в усьому сві-

ті мають бути навченими і пристосуватися до сприйняття глобальних англомовних акцентів як до чогось цілком нормального і прийняттого, якщо вони не роблять англомовну комунікацію незрозумілою або важкозрозумілою. Обговорюються ті переваги викладачів англійської мови, які не є її носіями і мають акцентні особливості, коли вони навчають цієї мови не тільки як іноземної, але й як другої. Показано, що вони можуть надати значну допомогу в тому, щоб привчити і носіїв, і неносіїв англійської мови до сприйняття всієї розмаїтості глобальних англомовних акцентів. Вказується, що для досягнення цієї мети потрібна відповідна підготовка і ефективне співробітництво викладачів англійської мови як її носіїв, так і неносіїв.

*Ключові слова:* викладачі англійської мови – неносії, акцентні особливості, глобальні акценти англійської мови.

**I**ntroduction. Setting the problem. In today's extremely mobile world where English has become not simply an international but a global, or planetary, language of communication [9], all kinds of international mobility become possible only if a person knows English well enough to communicate in it fluently and adequately so as to be clearly and easily understood when speaking and writing it and to understand their interlocutors (in oral communication) or written sources (in written communication) without experiencing any comprehension difficulties. A non-native speaker of English who permanently lives and works in their own country uses English as a planetary communication medium only on visits to other countries, including the English-speaking ones, and, in general, when contacting for different purposes the representatives of other nations, including the native speakers of English. In all such cases, the imperfections in English of such a non-native speaker (on the condition that he or she is fully comprehensible) are easily forgiven or hardly noticed even by native speakers as something quite natural and expected. It is just for such situations that the idea of introducing International English [15] or English as a Lingua Franca [10] into the process of teaching English worldwide appeared not too long ago and has been actively developed and developing since. Getting one's education in an English-speaking country with the aim of returning to one's home country after receiving it makes no exception – in this case as well the accent imperfections in English of a non-native speaker are unquestionably tolerated, again on the condition of full mutual comprehensibility.

Not so when English is used by non-native speakers coming to live and, more important, to work in an English-speaking country. Some publications have appeared demonstrating that the non-native speakers of English, immigrants to the English-speaking countries, may encounter employment problems, and those problems are mostly connected with the foreign accent of job applicants, however good their command of English in other aspects may be [19]. Moreover, in the publication just quoted it is indicated that the 'regional' English accent/pronunciation, i.e., the pronunciation accepted as standard in a particular English-speaking community, is always preferred even to the pronunciations of native-speakers of English from some other English-speaking countries. Thus, the author of the publication in question, a native speaker of English from the UK whose family immigrated to New Zealand in 1964, shares her experience of having problems with her British accent when going as a young girl to a New Zealand school where she was not infrequently mocked for her 'Pom' pronunciation [19].

The problem of non-native-like-sounding accent/pronunciation in English becomes much more acute and worrying when it concerns non-native teachers of English [13]. Among all the EFL/ESL teachers in the world they are undoubtedly the most numerous group because it is they who, as a rule, teach English as a foreign language in the absolute majority of countries belonging to what Kachru [12] calls the *Expanding Circle*. These are the states where English has no official status, is not spoken on a frequent, everyday basis, and is the language that the people need mostly for contacts not inside but outside their own country. Highly qualified non-native teachers of English in such countries are considered as specialists quite sufficient and adequate for preparing their students to use English freely and fluently as a planetary language of international communication. Of course, in the *Expanding Circle* countries native-speakers are also willingly employed as EFL teachers if their qualifications are sufficient but nobody ever thinks that it is only they who should teach the language and should always be preferred to non-native teachers. It is the non-native English teachers who are believed to be the norm while the native ones are deemed to be a desirable additional luxury but not something indispensable.

However, even if the most qualified non-native teachers of English plan to work in their professional field outside their home country, the problems with employment are, in most cases, inevitable. Even when such a teacher wants to teach English in an External Circle (i.e., non-English-speaking) country, the educational authorities may object giving in the greatest number of cases as their reason the 'non-native/foreign accent'. Just this notorious 'non-native / foreign accent' makes non-native English teachers' professional employment in English-speaking countries sometimes well-nigh impossible. It is worthy of notice that, when a non-native English teacher is really highly qualified, any other objections against his/her employment are rarely formulated because in what concerns the other aspects of the command of the English language and the understanding of the English-speaking nations' culture, a well-prepared and trained non-native teacher can be quite on a par with a native one. And that non-native English teacher's pedagogical and methodological training as to the most effective and efficient approaches to teaching and learning English is quite frequently higher than that of native English-speaking teachers whose pedagogical and methodological competence is often limited to what they were taught in several-month-long ESL/EFL teacher-preparation courses that finish with the examination such as the Cambridge-based *TKT (Teaching knowledge test)* or *CELTA (Certificate in teaching English to speakers of other languages, earlier named Certificate in English Language Teaching to Adults)*.

The above-discussed 'discrimination' of non-native English teachers on the grounds of their *not-quite-native-like-sounding accent* (which is often impossible to eliminate) seems rather unfair and not really justified. But to show this lack of justification, primarily the central notions for this article, the notions of native, foreign, and global English accents, should be discussed.

**Review of literature.** First of all, it should be indicated that speaking about a *foreign accent* of speakers of English, we should mean only the accents of those people from the External Circle countries who are learning or have learned the language either in their home country (EFL – L2) or in an English-speaking country (ESL – L2) where they came and stay/ed for different reasons. English is spoken the world over with an enormous number of different accents but if those are the accents peculiar to people born and bred in what Kachru [12] calls the *Inner* and *Outer Circle* countries they cannot be described as foreign ones. The accents peculiar to British, American, Australian (Inner Circle), or Nigerian (Outer Circle) Englishes, though vastly different, should be considered as *native* ones since for the people from the UK, the USA, Australia, or Nigeria, who speak English with such a variety of accents, that language is their native or mother tongue (L1).

The varieties of English accents coming from the Expanding Circle countries and demonstrated by speakers of that language as a foreign or second one (EFL/ESL – L2) are much more numerous than the varieties of English accents when it is spoken as L1. It is because the peculiarities of those accents depend on the peculiarities of the speakers' L1 – those peculiarities interfering with their pronunciation in English. For instance, for the Ukrainian speakers of English, even quite fluent in their L2, characteristic are the following accent peculiarities originating from their L1 interference: 1) pronouncing the long sound [i:] as in *peat* like a short sound [i] as in *pit*; 2) pronouncing the two interdental sounds rendered in writing by *th* as in *think* and *that* like [s] and [z]; 3) pronouncing the sound [w] as in *wet* like the sound [v] as in *vet*; 4) pronouncing some other English sounds also in a distorted, though less distorted than above, manner, creating only insignificant accent peculiarities like, for instance, with the sounds [t] and [d] which are pronounced with the Ukrainian speaker's tip of the tongue not on the alveoli but at the front teeth; 5) using the Ukrainian intonations instead of the English ones, etc. EFL speakers belonging to other nations having other L1s as the background of their English most certainly have other accent peculiarities in their English pronunciation depending on their mother tongue interference. In that respect, we should not forget that English is a global language more or less actively used by all the nations in the world which means that the number of existing English accents may be continued *ad infinitum*.

With all this infinite varieties of English accents, it seems hardly advisable to try and reduce them to one and the same 'standard' accent that all fluent and independent users of the language (having the command of it on the level not lower than B2 according to the *Common European Framework of Reference for Languages* [3]) need to manifest in their speech. There are several reasons for that.

The first may be considered as a *political* one. If English as a global language of communication needs to be standardized worldwide in what concerns the pronunciation and accent, there has to be one variety of English whose pronunciation patterns may be chosen as the *Standard Pronunciation for Global English*. Hardly anybody will object to the claim that it can be only one of the native speakers' variety from the Inner Circle countries [12] because it is there that the English language as it is today originated and from there it has spread the world over. But which of the six Inner Circle varieties of English (British, American, Australian, Canadian, that of New Zealand, or the Irish Republic) can and should be chosen. The British and American varieties come to mind first but choosing one of them is discriminatory at the very least. Besides, if one such standard accent is accepted as something indispensable for using Global English, it will mean that all the native speakers of it (including the native English teachers) from the Inner and Outer Circle countries, except those speaking the chosen standard variety, will have to re-acquire their L1 pronunciation to meet the standard accent requirements. Formulating such a demand seems quite absurd and it is most certainly not feasible.

The second reason is the *instructional and physiological* one. Some authors claim that teachers are not infrequently reluctant to teach L2 pronunciation to their students because of lack of time for that, although it most certainly has to be done [7]. There can be no objections to the necessity of teaching pronunciation but in what concerns the possibilities of getting rid of accents (both foreign and native) in such teaching, serious doubts arise. More than half a century ago Lenneberg [14] formulated the Critical Period Hypothesis which, since then, has been playing a serious role in the development of L2 acquisition theory. According to this hypothesis, foreign accents are very hard (if it all possible) to be overcome if the new language is taught and learned after puberty. Since the formulation of Lenneberg's hypothesis, there has been a number of studies devoted to the issue of eliminating EFL learners' foreign accent in and after the period of adolescence (see, for instance [18]) but practically all of them were completed with a conclusion that the very neuro-musculatory basis of speech production does not allow to liquidate this accent in the absolute majority of such cases [21].

The causes for frequent impossibility of removing the L2 learners' accent peculiarities in adolescence and later are not simply due to the interferences of L1 pronunciation patterns (see above) that are acquired by those learners so well by the puberty time that they become an inalienable part of human personality. Those interferences are most certainly very important in forming the foreign accent in L2 [22], but even more important is the *physiological* loss of flexibility in learners' vocal tracts by the age of adolescence. This makes well-nigh impossible, or at least very difficult to change the acquired L1 pronunciation patterns of segmental articulations and the patterns functioning on the suprasegmental levels making learners' L2 speech acoustically different from the speech of native speakers [6]. As a result, such prosodic accent characteristics as word stress, rhythm, pitch, and intonation [1; 17; 22] remain closer to those of the speakers' L1 than to those of their L2 generating often irremovable foreign accent peculiarities. Some immigrants to English-speaking countries are eager and make serious efforts to get rid of such accent peculiarities in English, and in the USA there are even special courses to help them in their efforts, but the success is still quite doubtful [8].

Since lots of people in the Expanding Circle countries (including the future non-native English teachers) start learning English as a foreign language in adolescence or not long before that age and few people begin acquiring their L2 in early childhood when their vocal tracts are still flexible, there is not much hope that their foreign accents in English will ever fully disappear. So there are no sufficient grounds for believing, even from the instructional and physiological point of view, that the attempts to teach some 'standard' English accent worldwide will ever succeed.

The third reason is a *cultural and national* one. Native speakers, unlike the non-native ones, not only practically always recognize a foreign accent [27], they also not infrequently attribute that accent, correctly guessing the national identity of their non-native interlocutor [6]. It means that a foreign accent in English may be considered as a national (and cultural) identity marker of a non-native speaker of the language. And not all the non-native speakers of English want to be totally deprived of that marker (though some of them do – see above). An interesting fact in this respect was revealed by Demirezen [4] who discovered that even some non-native English teachers deliberately preserve a foreign accent in their speech as the declaration of their national identity.

It seems doubtful that in the conditions when English is becoming not only a global language but a *common* language for intercultural communication the world over, it is worthwhile from the cultural point of view to try and eliminate foreign accents in English. This, in particular, concerns the English-speaking countries which are fast becoming 'the immigration Mecca' for the entire globe. If we succeed in that elimination, the humankind risks to lose in its common language (English) some of its cultural and national assets – just as some entire languages have already been lost in the past with no hope of revival. Maybe it would be much wiser to admit the acceptability of all *totally comprehensible foreign accents* in English, especially when they are practiced in the English-speaking countries that are the source of global/common language for intercultural and international communication. It would be the next step after admitting the total acceptability of different native-speaking accents in English from the Inner Circle countries – like, for instance, the British, American, Australian, etc. accents. That first step in the direction of 'equalizing the rights' of all the native English accents has already been made. Certainly, making the second step in question would require some efforts, especially for making native English speakers not simply get accustomed to hearing different foreign accents in English spoken in their home countries but for making them feel psychologically adapted to frequently hearing them and admitting them as something quite acceptable and normal. Just this task of *inuring* native speakers of English to hearing foreign accents in English on a daily basis and to accepting them as something quite normal has already been set by some authors [5].

In the conditions when the worldwide unification of both foreign and native accents in English as the planetary language (and, potentially, the *common* language of the humankind) seems hardly possible instructionally and physiologically and hardly admissible politically, culturally, and nationally, the introduction of the novel term: the "*global English accents*" appears to become rational. The term '*global foreign accent*' in English has already been used in one of the reports summarizing studies of different accents of non-native speakers of English, that term meaning all the totality of such existing accents [11]. But in view of everything said above, it may be better to speak about the *global English accents embracing all kinds of accents in English, both native and foreign, having as their one common feature their total comprehensibility to all the speakers of the English language (again both native and foreign) who have at least the B2 [3] level of its command*. Total comprehensibility does not mean that there can be no accent-dependent misunderstandings in the communication in English between, say, a New Zealander and a Chinese, the first speaking English with the native New Zealand accent and the other speaking it with a foreign (Chinese) accent. What is meant is that such accent-dependent misunderstandings (which may happen even in oral communication between an American and a New Zealander – both native speakers of English) are infrequent and easily resolved in the interaction between communicators so that they never disrupt communication.

Recognizing the normalcy of encountering the infinite variety of global English accents everywhere (including the English-speaking countries) in the conditions when English has become the global language in our globalized world is something that all people in that globalized world need to admit and get used to. And children (and maybe adults too) all over the globe, whether they are learning English as EFL or ESL or whether it is their L1, should be prepared and trained to encounter various global English accents on a daily basis both in their home countries and abroad and perceive them as something absolutely normal and totally acceptable as long as they do not hinder communication.

Non-native teachers of English can be of help in achieving this goal.

**The goal of this article** is to show how non-native teachers of English can render this help and also to prove that, even if only due to such help, highly qualified non-native English teachers (even with some foreign accent peculiarities) can be put totally on a par with the native-speaking ones.

**Results.** It has already been said in this article that non-native English teachers enjoy full employment rights in their home countries only, while, when they attempt to practice their profession abroad (especially in the English-speaking countries), native speakers of English are almost invariably preferred by employers. This kind of the above-mentioned 'international discrimination' of non-native teachers has been discussed a number of times in several professional publications [5] since in such situations, the employers in question do not take into account some indubitable advantages of non-native English teachers over the native ones.

Those advantages have already been analyzed in professional literature [26], and it is on the basis of those works that such advantages are listed below:

1. In the learning environment with homogenous groups of learners, non-native EFL teachers can use their students' mother tongue for facilitating and accelerating the process of learning English [26]. This advantage certainly cannot be of benefit if non-native teachers work outside their home country, especially in multi-lingual groups of students, – so it need not be taken into account in the context of what is going to be said further.

2. Non-native teachers are always better prepared for developing their students' interlingual awareness by making different interlingual comparisons because, when they themselves were learning their L2, such comparisons were their daily practice [26].

3. For the same reason, non-native teachers are better equipped for developing their students' intercultural awareness [26].

4. They are also better equipped for helping learners to cope with problems originating from incompatibilities or differences between the language(s) that is(are) known to them and the one that is being learned because, when learning their L2, those teachers had to struggle with such incompatibilities or differences regularly [16; 24; 26].

5. Last but not least, "...students may feel overwhelmed by native-speaker teachers who have achieved a perfection that is out of students' reach... Students may prefer the fallible nonnative-speaker teacher who presents a more achievable model" [2, p. 200] (this psychological, from the students' point of view, advantage of non-native teachers, *especially when they are entrusted with teaching EFL outside their home country*, is also discussed in [26]).

In view of what was said in this article concerning inuring those who have a good command of English (including its native speakers) to hearing global English accents, it may be claimed that non-native teachers of the language have one more advantage, besides those listed above. (In this case, of course, only the highly qualified non-native English teachers are meant who can be distinguished from their native-speaking colleagues mainly, if not only, by their accent peculiarities). Such non-native teachers should be the ones to whom it would be most rational to give the task of inuring both EFL and ESL students to those global English accents that are different from the native-speaking accent varieties. It would be rational to do that because every one of them can best represent and explain one of such non-native-speaking accent varieties. Besides, non-native-native teachers of English can also be helpful in demonstrating those accent varieties to native English speakers with the aim of inuring them to hearing such accents (e.g., demonstrating to native-speaking schoolchildren in English-speaking countries those global and non-native English accents that students can encounter in their daily life or when traveling abroad).

However, to fulfil such tasks, non-native English teachers need to be specially trained and to have a specific kind of collaboration with other (native and non-native) teachers of English.

To be able to give students a sample of a global *foreign* English accent as distinct from global *native accents*, non-native EFL teachers should clearly understand the difference between their own *foreign* accents and those of the native speakers of English. Non-native English teachers will undoubtedly mostly be employed in non-English-speaking External Circle countries (their own ones or any others in case of general acceptance of the idea that highly qualified English teachers are valuable everywhere and not only in the places of their national origin). So the question arises which of the global *native* English accents should be mostly used for comparisons with their foreign accents. Practically invariably, in the Expanding Circle countries only two varieties of the Inner Circle Englishes are taught: the British or the American one – and sometimes they are taught in a kind of combination and juxtaposition [25]. This is quite natural because these two varieties of English are the most widely spread and most broadly internationally recognized as the standard varieties for international use. That is why a non-native EFL teacher should be trained in distinguishing and explaining the accent peculiarities and differences of at least three accents in English: his or her own as compared, juxtaposed, and opposed to the British and the American ones.

Such teachers should also be trained to distinguish other different global English accents (both foreign and native), so as to make recordings of such accents and to use them as teaching samples. At the same time, they should always explain to students that different accents are natural for global English and that learners should not expect to hear only one accent or only

the standard British / American pronunciation; they should expect, get used to, and treat with complete tolerance and understanding all the varieties of global English accents. This is especially important if a non-native teacher of English is invited to work on global English accent peculiarities with learners who are native speakers of the language (like schoolchildren from schools in Inner or Outer Circle countries). These invitations would be especially helpful in developing the native speakers' tolerance of different English accents in their own midst. However, to be able to do it, a non-native English teacher should be trained to analyze and distinguish the differences in various global *native* English accents, and not only the differences in British and/or American accents.

A non-native English teacher for completing his or her specific global English accents-related tasks should also be trained to be practically and psychologically prepared for working in collaboration with other non-native teachers with different global *foreign* accents and with native teachers with different global *native* accents in English. The desirability of collaboration with other non-native teachers with different global *foreign* English accents is quite clear since it will give EFL, ESL, or even native English students an opportunity to get themselves familiarized with different varieties of such foreign accents, thereby inuring them to hearing the diversity of them and developing their tolerance to all kinds of accented English. But even more important is the collaboration with native English teachers.

In one of the preceding works on the issue under consideration [26], it was claimed that in EFL situations quite beneficial is the collaboration of a permanent non-native teacher of English with a native English teacher who from time to time attends the former's classes to give conversation lessons, work on students' English pronunciation, etc. This scheme works perfectly as is shown by the experience of the Department of English Applied Linguistics and Methods of Teaching Foreign Languages at Alfred Nobel University (Dnipro, Ukraine) where the authors of this article work and where a native speaker of British English has been working for the last two decades. He mostly teaches in the way described above (regularly giving English conversation classes in all students' groups) in collaboration with his colleagues – the non-native teachers, – and that really improves the students' English communication skills and their pronunciation skills as well. But in ESL situations the scheme above may be reversed – with a permanent native English teacher regularly inviting a non-native one to his or her classes to give lessons on global *foreign* English accents. This approach can also be used when non-native English teachers are invited to familiarize native-speaking students in English-speaking countries (e.g., schoolchildren) with global *foreign* English accents that they may encounter.

Therefore, a conclusion can be made that the foreign accent of a non-native English teacher must not necessarily be a problem if in all the other aspects that teacher is highly qualified and distinguishable from his or her native English-speaking colleagues only by accent peculiarities which in no way make his or her speech incomprehensible or hardly comprehensible. Moreover, such a foreign accent may in a certain way be an asset since a non-native teacher can be very successful in disclosing to his or her EFL/ESL (and even native-speaking) students the characteristics of the phenomenon of *global English accents* to which all the students should be inured in view of the global role of English as a planetary language of international and intercultural communication.

**Conclusion.** In the conditions when English has become the planetary language of communication in the globalized world, it has ceased to be the 'property' of the English-speaking nations only. Just like the greatest works of art and literature, the greatest writers and poets, such as Shakespeare or Shevchenko, the monuments to whom stand not only in England or Ukraine, but in many countries of the world, English has turned into the language belonging to all humankind – everyone's tool for international and intercultural communication, one and the same communication instrument for all the nations on this planet. But such a status, the highest one for a language, inevitably leads to some distortions of the original language by its users belonging to different nations (including the English-speaking ones). Those distortions of 'the original' are most vividly manifested in different English accents existing the world over in the Inner, Outer, and Expanding Circles countries where English is used as a communication tool.

Different national accents, native and/or foreign, which are often very hard or well-nigh impossible to change and bring to one common standard, are inevitable. But they need to be thoroughly researched to understand how to treat them in EFL/ESL teaching and learning. This is why the number of studies in this field has been increasing recently (see, for instance [20]).

On the basis of all the studies on existing accents in English pronunciation, it may be said that, possibly, they are not a drawback but a new aspect and asset of the language – a manifestation of the international and intercultural diversity of that new phenomenon: a common planetary language of communication. This is why, as long as the accent differences do not in any way impede the international and intercultural communication in English making the intercourse incomprehensible or hardly comprehensible, they should be treated as something absolutely natural and normal by all the speakers of English – both native and foreign.

This normalcy and diversity of various English accents in the world makes it reasonable to introduce the term “global English accents” meaning by those all the existing accents of English (both native and foreign) that characterize the English pronunciation typical of representatives of different nationalities using English for communication and having the command of it on the level not lower than that of the ‘independent user’ (B2). It should be repeated and even reiterated that all such accents may be considered as fully normal and acceptable as long as they in no way disrupt or make an obstacle to the communication in English both in international/ intercultural and intranational / intracultural contexts.

It should be remarked, however, that special measures need to be taken to inure native and non-native speakers of English to hearing diverse global English accents perceiving them as something quite regular without feeling any kind of estrangement or annoyance. It especially concerns the native speakers of English who often hear global (foreign) accents inside their own countries, e.g., from numerous immigrants.

Non-native English teachers can be of great help in achieving the development of the native and non-native speakers’ habits of and tolerance to coming into frequent contacts with various and different global English accents. It is they who, using themselves as examples and explaining the diverse accents’ origins, peculiarities (in particular, in comparison with the native English accents), and inevitabilities, are in the best position to develop in native and non-native-speaking students the tolerant attitudes to those accents as a natural and unavoidable feature of the language enjoying the status of the planetary / global one.

It means that the area of professional employment of highly qualified non-native teachers of English should not be limited to the countries of their national origins where most such teachers as a rule exercise their professional skills. They can also be employed professionally and with considerable benefits in those non-English-speaking countries to which they do not belong nationally, as well as in the English-speaking countries. They may be of great use there for teaching students to perceive with understanding and accept with tolerance diverse global English accents. But to do that competently and efficiently, they need to receive special training and be prepared to willingly, actively, and effectively collaborate with other non-native English teachers demonstrating different (from their own) foreign English accents in their speech. Those teachers are also in special need of being well-prepared for effective and competent joint work with native English teachers who demonstrate various native English accents in oral communication.



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