Global Englishes and challenges for English Language Teaching and teacher education in higher education in Germany

Stefanie Hehner / Philipp Meer / Marcus Callies / Michael Westphal
Roadmap

1) Setting the scene: Global Englishes and English Language Teaching (ELT) - Implications and challenges

1) Language Learning Biographies: Raising awareness for variation through reflection

1) Exposing students to World Englishes: Analyzing Jamaican Creole grammar

1) Global Englishes-informed teaching materials: What’s out there and how useful is it?

1) Discussion/Conclusion
Setting the scene: Global Englishes and English Language Teaching (ELT) - Implications and challenges
Background and point of departure

- massive spread and diversification of the English language → English = global Lingua Franca
- but English Language Teaching (ELT) and language teacher education in Germany still very much norm-oriented towards "Standard English", i.e. British and American English (Bieswanger 2008, Syrbe & Rose 2018)

- Global Englishes have brought about a change of the foundations of how English is (or rather: should be) taught and learned
- in view of pedagogical implications scholars have recently argued for a paradigm shift in ELT towards Global Englishes Language Teaching (GELT; Galloway 2017, Rose & Galloway 2019)
Why a paradigm shift in ELT? Pedagogical implications

• language teaching is in need of reframing in order to match new sociolinguistic landscape of 21st century
• change in views of ownership of English
• emancipation of non-native speakers from native speaker norms
• repositioning of culture within the English language, shift in models of language and repositioning of target interlocutor (away from inner-circle native speakers)

Implications for
• choice of adequate norms/standards and reference varieties
• listening comprehension skills and error correction practices
• general assessment/testing practices (increasing development, acceptance and codification of different supraregional, national standard varieties, but high-stakes international language tests privilege BrE/AmE norms → discriminatory towards outer circle varieties)
What is Global Englishes Language Teaching (GELT)?

"umbrella term to unite the shared endeavours of these interrelated fields of study in sociolinguistics and applied linguistics"; "inclusive paradigm that embraces a broad spectrum of interrelated research" (Rose & Galloway 2019: 6)
Aims of GELT

• proponents of GELT advocate **six main proposals** (Rose & Galloway 2019: 16):

1. Increasing **exposure to World Englishes and ELF** in language curricula
2. Emphasising respect for **multilingualism** in ELT
3. Raising awareness of **Global Englishes** in ELT
4. Raising awareness of **ELF strategies** in language curricula
5. Emphasising respect for **diverse culture and identity** in ELT
6. Changing English **teacher-hiring practices** in the ELT industry
## Traditional ELT and GELT compared (Rose & Galloway 2019: 21)

<table>
<thead>
<tr>
<th>Category</th>
<th>Traditional ELT</th>
<th>GELT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target interlocutors and culture(s)</strong></td>
<td>• native speakers (NS) of English, inner circle</td>
<td>• all users of English, fluid cultures</td>
</tr>
<tr>
<td><strong>Ownership / ideology</strong></td>
<td>• inner circle; ethnocentric, exclusive</td>
<td>• global; inclusive</td>
</tr>
<tr>
<td><strong>Norms, role model</strong></td>
<td>• Standard English (= inner circle NS)</td>
<td>• diverse, flexible and multiple forms; expert users</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>• NS teachers and non-NS teachers with same L1</td>
<td>• qualified, trained teachers (same or different L1)</td>
</tr>
<tr>
<td><strong>Source of material</strong></td>
<td>• native English and its speakers</td>
<td>• salient English-speaking communities and contexts</td>
</tr>
<tr>
<td><strong>Needs and goals</strong></td>
<td>• inner-circle defined, native-like proficiency (= formal correctness)</td>
<td>• globally defined, multicompetent use (negotiating skills, accommodation strategies)</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>• accuracy acc. to prescriptive standard</td>
<td>• communicative competence</td>
</tr>
<tr>
<td><strong>Other languages and cultures</strong></td>
<td>• hindrance, source of interference (&quot;negative transfer&quot;)</td>
<td>• resource</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>• monolingual</td>
<td>• multilingual/translingual</td>
</tr>
</tbody>
</table>
Challenges

- barriers to innovation in ELT with a view to GELT (Galloway 2017: 17-21):
  - persistent, **exclusive exonormative orientation** towards two main reference varieties of English (= BrE and AmE) in teaching and testing/assessment practices
  - **standard language ideology** and **native-speakerism** in teacher education and teacher recruitment practices
  - little research on if and how diversity of English is integrated into **teacher training** programs
  - unawareness of linguistic variation among EFL **teachers**
  - **curricula** provide only vague and underspecified descriptions as to language variation
  - lack of practical **teaching materials**
Language Learning Biographies:
Raising awareness for variation through reflection
Background: Seminar

- Spread of English
- Theories and Models
- History and Features of selected varieties
- Teaching English as an International Language
- Attitudes and beliefs (of teachers and students)
  - Reflection on participants’ own experiences, beliefs and attitudes
- Norms, errors, innovations
Purposes

For teachers

● get to know participants´ experiences
● gain insights into their beliefs and attitudes
● material to work on in class when talking about beliefs and attitudes

For the participants

● tool for reflecting on their experiences in the light of new knowledge
“Reflection is viewed as a process of becoming aware of one’s context, of the influence of societal and ideological constraints on previously taken-for-granted practices and gaining control over the direction of these influences.”

(Habermas 1974 cited by Calderhead 1989: 44)

“Reflection is the central dynamic in intentional learning, problem solving, and validity testing through rational discourse. Intentional learning centrally involves either the explication of the meaning of an experience, reinterpretation of that meaning, or application of it in thoughtful action.”

(Mezirow 1991: 99)
Reflection in (teacher) learning

Besides content knowledge and pedagogical knowledge teachers’ professional knowledge includes epistemological beliefs and other cognitions

→ teacher education needs to include reflection

Self reflective learning:

● refers back to personal biography
● raises awareness for beliefs and attitudes and their role in learning
● confronts students with scientific theories and prompts comparison with their own theories
● provides opportunities to deconstruct and reconstruct knowledge and beliefs

(Matschinke 2007: 7ff)
Guiding Questions

● Thinking about your own English classes at school, which varieties played a role there? Was a target variety mentioned explicitly?

● Describe your encounters with the English language in Germany and abroad.

● In which situations/with whom was it easy or difficult to communicate?

● In which situations did you feel (un)comfortable?

● Describe your opinions about your personal variety and other varieties you have been in contact with.

● Is there a specific variety (or accent) you are trying to reach? Does this change in different situations/contexts?

● Did you notice specific features in a variety/dialect that you liked or didn´t like? Did you try to adopt or avoid specific features?

● Have people commented on the way you speak English (in a positive or negative way)?

● In which situations did you feel you learned a lot for your own proficiency in English or for teaching it?

● How have your experiences shaped your view on the English language?

● **Which conclusions for teaching English do you draw from your own experiences?**

● **Are your experiences of any importance for you as a teacher?**
Attitudes towards varieties

- Irish English just sounds a lot more down to earth when compared to British English.
- This lack of distinction to my English is something that I am happy about, as it does not bind me to a cultural group.
- To be completely honest I never liked the Standard British English variety, because it always had this posh and snooty factor to it.
- I believe that the English variety of the Belfast area has something really charming about it.
- I would not say that my variety is a particularly bad one from an aesthetic standpoint but I tend to feel ashamed when people notice that I am from Germany when speaking English.
- Soon, I became annoyed by the American pronunciation.
- It is a enjoyable accent the people speak Down Under.
Confidence in speaking English

• Among the Erasmus students, I was one of those who knew English reasonably well, which boosted my confidence. On the other hand, there also were North American exchange students who I did not talk to very much because I did not feel like my level of English was sufficient for having meaningful conversations with them. This is a pattern I notice with myself: I can communicate very well with other learners of English and by now also in educational settings, but when it comes to talking to native speakers, I feel like my English is not proficient enough.

• I only used English with non-native speakers before, where I was not afraid of making mistakes, because they were also making mistakes.

• It was a huge step for me to use English on a daily basis with people who I did not understand entirely. I felt uncomfortable in almost every situation until I got to know native speakers who told me that it is understandable for them if I make mistakes, because it is difficult to speak in a language that is not your mother tongue. It helped me to open up a little bit and to not be afraid of making mistakes anymore.
1. Take 5 minutes to think of
   ...
   one situation in which you were judged (or felt judged) for your accent or dialect of a language
   ...
   one situation in which you judged someone else for their accent or dialect of a language
   ...
   one experience that changed your previous view of the English language

2. Share one or two of them with your neighbor
Exposing students to World Englishes: Analyzing Jamaican Creole grammar
Objectives

- Variety and grammar distinct from Standard English
- Awareness of grammatical variation - ‘no grammarless dialects’ → Standard English grammar
- Competences in grammatical description and analysis
- Critical engagement with popular culture

Procedure

- Introduction Jamaican Creole
  - Vernacular of Jamaica + English
  - Emergence out of colonial contact: British and enslaved West Africans
  - History of linguistic discrimination
- Disclaimer, lyrics + song
- Respond critically to Jamaican Creole being grammarless
Benefits and problems

- challenging task - manageable with step-by-step tasks
- unusual class materials
- high level of difficulty
- controversial content

Materials:

- Exercise sheet
- Solutions
- Sound File (MP3)
Global Englishes-informed teaching materials: What’s out there and how useful is it?!
Practical resources for Global Englishes-informed ELT & teacher education

- What’s out there? - Unfortunately, not that much yet.
  - BUT: there is a growing body of material

Matsuda & Duran (2012): EIL Activities and Tasks for Traditional English Classrooms
Matsuda (2017): Lessons, Activities and Tasks for EIL Teacher Preparation
Siemund et al. (2012) - The Amazing World of Englishes
Focus today: *The Amazing World of Englishes*

- Textbook on the diversity of English worldwide
- Familiarize students with characteristics of different Englishes and countries/regions where these Englishes are spoken
- Focus on: *sociocultural* & *linguistic* aspects
- **Task-based** approach: often pre-, while-, post-activity tasks
- Competencies: reading, listening, viewing comprehension, analysis
- **Inductive-empirical** approach
- Structured according to Kachru’s Circle Model:
  - Part 1: Inner Circle/L1 varieties
  - Part 2: Outer Circle/L2 varieties
  - Part 3: Expanding Circle/English in Europe
Focus today: *Chapter 7* - Nigerian English (excerpt)

- Why Nigerian English today?
  - One of the largest varieties of English worldwide
  - It is becoming important for (future) teachers of English to know about Nigeria & Nigerian English (e.g. Zentralabiturvorgaben NRW 2021)

**AIM**

Evaluate the usefulness and suitability of this resource to approach the topic of Global Englishes in ELT/teacher education in a hands-on way.
TASK

Please take **10 minutes** to **skim** through the provided material. Focus on the provided **tasks in more detail**, but don’t fully read all the actual text material. Take notes and comment on the questions below.

Consider e.g.: appropriateness of tasks, difficulty, diversity of task types,

**QUESTIONS:**

1) Using this chapter as an example, how suitable do you find the book for dealing with Global Englishes in your individual ELT contexts?

2) How appropriate do you find the chapter on Nigerian English for teaching the topic of Nigeria & Nigerian English?
1) Using this chapter as an example, how suitable do you find the book for dealing with Global Englishes in your individual ELT contexts?
   ○ Sociocultural & linguistics aspects: focus?
   ○ Empirical-inductive: difficulty?
   ○ English proficiency level of students: problem/resource?

2) How appropriate do you find the chapter on Nigerian English for teaching the topic of Nigeria & Nigerian English?
   ○ Nigerian English vs. Pidgin: separation, difficulty?
   ○ Explicit linguistic terminology?
   ○ Additional ideas based on material?
Thank you very much for your attention!

Convenors
Stefanie Hehner (Bremen) - hehner@uni-bremen.de
Philipp Meer (Münster) - philipp.meer@uni-muenster.de
Marcus Callies (Bremen) - callies@uni-bremen.de
Michael Westphal (Münster) - michael.westphal@wwu.de

Interested in networking with others interested in the topic of Global Englishes in ELT? Approach us and join our network!

Global Englishes in ELT in Germany

References (1)


References (2)


