Global Englishes for Language Teaching

Brief description of the paper

This proposal is for a new option course to be offered on MSc TESOL

Action requested

To approve the revised course descriptor

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

None

Originator of the paper

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Global Englishes for Language Teaching
New Course Proposal
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GLOBAL ENGLISHES FOR LANGUAGE TEACHING

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Information for SPGSC

Rationale
As stated in the course description, English is now a globalised phenomenon and English is now used by diverse speakers from different linguistic and cultural backgrounds around the globe. It now functions as an international lingua franca and language teachers need to develop an awareness of this new role English plays today. In the last twenty years, there has been an unprecedented increasing internationalisation of the English language. However, despite such changes in the sociolinguistic landscape of the English language, in English Language Teaching (ELT), the native English speaker continues to dominate.

The globalisation of English has important ramifications for how English is taught today. English as a Lingua Franca (ELF) empirical work, which is rapidly growing, emphasises the pluricentricity of English. It also has important ramifications for ELT and a number of books now include sections or chapters on this topic (Jenkins, 2009; Kirkpatrick 2007, 2010a; 2010b; Kachru and Nelson, 2006; Melchers and Shaw, 2011; Seidlhofer, 2011) and many books have been published (Alsgoff et al (Ed), 2012; Dogancay-Aktuna and Hardman (Eds.), 2008; McKay, 2002; Matsuda (Ed.), 2012; Sharifian, 2009; Walker, 2010). Recent years have also seen a number of ELF-related articles in two major language teaching journals in recent years, The ELT Journal and Language Teaching (table 1).

Table 1: ELF-related articles in language teaching journals.

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A number of papers have also been published in several other academic journals (table 2).

**Table 2: ELT-related articles**

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The main objective of this course is to explore the theoretical, descriptive and applied interest in the spread of English. It begins with an exploration of the theoretical implications, including a focus on speakers of the language and the implications of this global spread. This course also includes an exploration of the descriptive interest, looking at the World Englishes (WE) and ELF research paradigms. However, the main focus is in the applied interest of the spread of English, looking at the pedagogical implications for ELT. The dominance of native English speaker norms is explored, as well as the recent proposals suggested for change and for alternative approaches to ELT. In particular, those that include greater emphasis on raising awareness of Global Englishes, which includes WE and ELF, are examined.

Most Applied Linguistics and TESOL courses now offer options in WE or ELF and in recent years, several programmes have begun to offer courses in Global Englishes which include both concepts. The University of Southampton has also recently established a Center for Global Englishes that attracts an impressive number of masters and PhD students every year. A large number of our students chose to do their dissertations in this field, and it is clearly a topic that interests them greatly.

**Resource Implications**

The languages Masters currently offer nine options; considering the student numbers that are aimed for across the three programmes, it would be advisable to offer more options. Decisions about capping courses are flexible year-to-year but options will most likely not run with fewer than ten students. Given that there are currently ten staff in TESOL, staffing should not present a resource problem.
GLOBAL ENGLISHES FOR LANGUAGE TEACHING

Rationale and Aims

English is now a globalised phenomenon and English is now used by diverse speakers from different linguistic and cultural backgrounds around the globe. As a global language, English now functions as an international lingua franca and language teachers need to develop an awareness of this new role that English plays today. However, in English Language Teaching (ELT), the native English speaker continues to dominate. Literature published in the last few decades documents the increasing number of non-native English speakers and also the need for a revaluation of ELT practice. In addition, both the field of World Englishes (WE), which focuses on the identification and codification of national varieties of English, and the field of English as a Lingua Franca (ELF), which focuses on the use of ELF between speakers from different lingua-cultural backgrounds, have taken on growing importance, and in recent years the pedagogic implications have been increasingly stressed.

The main objective of this course is to explore the theoretical, descriptive and applied interest in the spread of English. It revisits many of the concepts and theories covered in the core courses in semester one including curriculum, methodology, language testing and policy in light of the globalisation of English. This course explores research within the WE and ELF research paradigms, as well as looking at research studies on attitudes towards English and English teachers, where students are encouraged to examine research studies in this field critically. The main focus is in the applied interest of the spread of English, looking at the pedagogical implications for ELT. The dominance of native English speaker norms is explored in various contexts, as well as the recent proposals suggested for change to ELT. The course examines approaches to curriculum reform and also the possible barriers to implementing change in varied teaching contexts.

This course is intended for students interested in the pedagogical implications of the globalization of English. Pedagogy is a growing concern among those interested in the field of Global Englishes, yet this remains largely at the theoretical level. Little research has been done and the resources for teachers interested in incorporating a Global Englishes perspective into their classrooms continue to be scarce. This course aims to address the theory/practice divide, critically examine the research the available research, and help future teachers examine the ELT materials available to them and consider ways to incorporate a Global Englishes perspective into their classrooms to meet the needs of students who are likely to use the language as a global lingua franca.

Learning outcomes

By the end of this course students will be able to
- demonstrate critical understanding of the theories related to Global Englishes
- demonstrate raised awareness of the current sociolinguistic uses of the English language
- explore the relationship between Global Englishes research and ELT
- critically evaluate approaches to ELT in relation to Global Englishes
- analyse Global Englishes related research studies and their implications for pedagogy
- evaluate research methodology used for Global Englishes research
- critically analyse their own teaching context in relation to Global Englishes
- develop context-specific approaches to raise students’ awareness of Global Englishes
Course Content

Week One: The history of English and the global spread of English
Week Two: English in the Inner and Outer circles and World Englishes research
Week Three: English in global contexts and English as a Lingua Franca
Week Four: Attitudes to English and Linguistic Imperialism
Week Five: English Language Teaching
Week Six: Global Englishes Language Teaching
Week Seven: The Future of English
Week Eight: Presentations

Course Format

8 x 1hr lecture; 8 x 2hr workshop
Number of credits: 20
Level: Postgraduate (level 11)

The workshops will be designed around the readings and topics introduced in lectures. Each lecture is accompanied by 6 types of tasks for use in the workshop. There are a number of introductory activities and discussion activities that support the readings and these can be done online prior to the workshop.

Introductory activities. This includes activities that will introduce the topic of the lecture, but will not require specialized knowledge on the topic. That is, students will be able to engage in these activities as pre-reading exercises before coming to the workshop. This task contains the following activity types:

- Opening discussion activity using a visual prompt
- A ranking or survey based activity to elicit beliefs from the students
- A case study
- A research task

Reading and discussion. This task includes the weekly reading. Each week, students will be assigned a chapter/article to read and discuss with their classmates. In addition, each student in a group is required to read a different chapter/article and complete a reading worksheet, summarise the content to their classmates and lead a discussion on the issues raised using prepared questions. There is a long list of readings to choose from, so students can choose something relevant to their own teaching context or interests.

Listening and discussion. This task uses audio and visual materials that complement issues raised in the lecture. Students listen or watch the material and discuss the content. The various formats of the listening materials, which include interviews, focus groups, observations and the like, provide a basis for research students to practice fundamental skills of research data analysis. These activities are also designed to support the Research Methods courses. The audio and visual materials have the following features:

- A wide range of text types, such as presentations on the topic, interviews with experts, interviews with English language students and teachers, focus groups, and dialogues.
- A wide variety of Englishes and ELF exchanges.
- Opportunities for some data analysis for the research student

Debating the issues. This task will showcase a main debate of an issue of central importance to the topic of the lecture using the content of the lecture as a springboard for conversation. The course takes a balanced view of Global Englishes and students are encouraged to debate the contents in relation to their own specific teaching contexts.
Materials evaluation and design. This task will enable students to critically evaluate ELT materials in relation to Global Englishes Research. Students will also have the opportunity to design materials and lesson plans to introduce students in their chosen context to Global Englishes-related topics. These activities are designed to support the semester one core courses.

Research evaluation and design. This task is also designed to support the Research Methods courses. Students will critically examine various research studies and also design their own studies in groups.

Assessment

Group Presentation (40%)
Individual assignment (60%) An essay based on the presentation topic (2,500 words).

Option 1:
Analyse a learning/teaching context in relation to Global Englishes, examine relevant research and the pedagogical implications for ELT in your chosen context. Based on this evaluation, recommend changes for ELT practice.

Option 2:
Provide a brief overview of research into one aspect of Global Englishes examined on the course. Select two relevant studies and provide a critical examination of them and the implications for ELT practice in a chosen context. Based on this examination, design a 1 hour lesson plan that demonstrates your application of this research.

*Please note that the group presentation will be awarded a mark for group effort and for individual effort. Students do not need to pass the group presentation to progress to the individual assignment. An average mark for both assignments will be used as the final mark. It should also be noted that the assignment does not have to be exactly the same as the presentation, although students are advised to stay with the chosen topic and theme.*

Reference List

Core Text

Supplementary Reading