Incorporating Global Englishes into the ELT classroom

Nicola Galloway and Heath Rose

Increasing students' awareness of the globalisation of English is a daunting task for teachers, especially considering the lack of globally-oriented ELT materials they have to work with. This study builds on previous research (Galloway and Rose 2014) in response to Sung (2015) and reports on the use of a student presentation task to introduce and raise awareness of Global Englishes in a Japanese English language classroom. An analysis of student reflections showed that the presentation task allowed students to select and explore Englishes salient to their experiences and interests. In researching and imparting knowledge of their chosen variety, and by listening to their classmates' presentations, the task raised students' awareness of variation in English, and challenged attitudes towards Englishes that differed from standard models presented in typical ELT materials in Japan. Tasks such as the one presented here provide practitioners with avenues to incorporate Global Englishes into classroom practice.

Background to the study

In a recent 'readers respond' forum, Sung (2014) responded to our study on the use of listening journals to raise awareness of variation in English (Galloway and Rose 2014), calling for more research on how to incorporate Global Englishes into ELT. We agree that such work is needed to help practitioners raise learners' awareness of the diversity of English and prepare them to use English as a Lingua Franca (ELF). Growing research within the Global Englishes paradigm showcases the changing sociolinguistic landscape of English as it has spread around the world. The majority of English speakers today have learned the language in addition to their existing linguistic repertoire, which has had a major impact on the language. English is no longer a language spoken as a first language by those born into a native English speaking country such as The USA or The UK, nor is it a 'foreign' language that is acquired to communicate primarily with the 'native' English speaker. Today, English is used around the globe, and as such, has been appropriated by its speakers in diverse ways. It is a global language with a global ownership, and as such both the needs of learners and the goals of ELT have changed. World Englishes and ELF research in particular showcases how communication can be successful without conforming to so-called 'native English speaking norms', and this research highlights a mismatch between what is taught in the ELT classroom and how the language is actually used.

However, as Matsuda (2012: 6) has noted, the current state of the field poses both 'challenge and frustration for teachers'. At the theoretical level, an increasing number of scholars are criticising traditional approaches to ELT, noting that current practices fail to equip students with the skills necessary to use the language as a lingua franca, yet on the other hand there is a paucity of practical resources for executing change into action. As Matsuda herself notes, many are left with 'no choice but to continue to do what they have been doing' (ibid: 6).

A number of concrete proposals for changes to ELT have been put forward (McKay 2012; Galloway and Rose 2015), however there remains a lack of research at the classroom level showcasing what this would entail and the possible influence it would have on learners. As Baker (2012: 25) notes,

> It is interesting to speculate if English language learners would still hold 'native' English in such high esteem if they were exposed to the plurality of global Englishes to the same extent in pedagogy.

The study reported here used presentations with 108 learners in a Japanese university to introduce students to the concept of Global Englishes. The study, therefore, responds to calls for exposure to the plurality of English in classrooms to prepare learners to use English in global contexts.

Global Englishes Language Teaching

This paper uses the term Global Englishes Language Teaching (GELT) as an umbrella concept to unite the calls for change in ELT. GELT (Table 1) is informed by the World Englishes and ELF research paradigms, which all share a similar underlying ideology, showcasing the diversity of English and encouraging a

movement away from native English norms in ELT. It should be noted that scholars use different terms to discuss similar phenomena, such as Matsuda (2016), who prefers the term World Englishes-informed ELT, while acknowledging that GELT shares a common vision.

	Traditional ELT	**GELT**
Target interlocutor	Native English (NE) speakers	All English users
Owners	NE speakers	All English users
Target culture	Fixed NE cultures	Fluid cultures
Teachers	Non-NE speaking teachers (same L1) and NE speaking teachers	Non-NE speaking teachers (same and different L1s), NE speaking teachers
Norms	Standard English	Diverse, flexible, and multiple forms
Role model	NE speakers	Expert users
Source of materials	NE and NE speakers	Salient English speaking communities and contexts
First language and own culture	Seen as a hindrance and source of interference	Seen as a resource

Table 1 Differences between GELT and traditional ELT (adapted from Galloway and Rose 2015: 208)

Both Jenkins (2006) and Seidlhofer (2011) have summarised the differences between ELF and the traditional English as a Foreign Language (EFL) approach to ELT, emphasising the monolingual bias present in the latter. In many EFL classrooms, English is seen as a monolithic entity, and there is an assumption that it should be taught monolingually, and by native speakers. GELT extends the work of ELF scholars by offering a framework that covers norms, recruitment practices, models of English and a way to help teachers critically evaluate ELT materials to ensure that they equip students with the skills necessary to participate in global contexts. In GELT, as with ELF in Jenkins's (op. cit.) and Seidlhofer's (op. cit.) distinctions, strategies such as codeswitching and comprehension of deviations from the 'standard' are seen as important for expert users. In GELT, the boundaries between languages are blurrier, and the English language is not promoted as a monolithic variety, which is used in isolation of other languages.

In essence, GELT encourages a movement away from the native English benchmark, while in no way promoting a one-size-fits-all approach. It is based on empirical work in the field, which raises important questions about ELT. Dewey (2012), for example, has noted the need to consider the learners' context, expose

them to the diversity of English around the globe, and engage them in critical discussion about the global spread of English. He also points out that they should not be penalised for 'innovative forms that are intelligible' (ibid.: 163) and emphasizes the need to focus on communicative strategies. Similarly, Cogo (2012) notes that ELF research encourages learners and ELT practitioners to engage in the debate of what English is and who owns it.

A lack of materials

However, change is no easy task and a number of barriers to incorporating a Global Englishes perspective into ELT have been identified (Galloway et al. 2015), one of which is the lack of suitable materials that provide authentic samples of language in global contexts. It is unfortunate that the majority of ELT materials today fail to acknowledge the diversity of the English language, and that no publisher has yet 'dare[d] to be different' (McGrath 2013: 198). This is problematic given the key role that ELT materials play in the learning and teaching process.

Despite the example lesson plans and activities provided by Matsuda and Duran (2012) to raise awareness of the diversity of English, little research to date has been conducted on students' responses such materials. Our earlier examination of over 100 listening journals, consisting of more than 1000 reflections, concluded that the journals were a useful way to examine students' use of English and their attitudes towards it, as well raising their awareness of Global Englishes (Galloway et al. 2014). However, the study also highlighted the limitations of listening journals, including reinforcement of stereotypes and superficial exposure to the English varieties and ELF interactions.

The Study

Aim

The current study aims to provide a clearer understanding of how a Global Englishes approach can be achieved in English language classrooms. It also explores the extent to which the approach influences learners' attitudes to English and ELT. Extending on our earlier work, which centred on self-access activities that exposed students to many non-standard English varieties, the current study investigates the effects of explicit Global Englishes awareness raising through a presentation task that required students to more deeply engage with one specific regional English variety of their own choice.

Setting and students

The research was conducted with 3rd and 4th year English majors (aged 20-22) at a university in Japan. This population is important for research purposes as there have been calls to expose students to the diversity of English in Japan (Matsuda

& Duran 2012). Further, not only do college students represent the immediate future users of ELF, but with the introduction of more English Medium Instruction (EMI) programmes at the university level to attract foreign exchange students, there is also more use of ELF on the Japanese university campus in recent years. Many Japanese companies have also introduced English as an official working language, and with growing numbers of international tourists, ELF opportunities are on the rise. The university in question was a small, private university that specialized in language instruction.

The awareness raising presentation task was conducted with 108 students in a course designed to teach Global Englishes within a general English for Academic Purposes (EAP) course structure. The course reflected the university's goal of offering more content-base courses to reflect the growing trend towards EMI at the university level. EAP courses are often designed to prepare students to study in native English speaking countries, yet the goal of this course was to raise Global Englishes awareness through EAP content to prepare them for to study further English content and equip them with the skills necessary to use English as a global lingua franca. The students were approximately at the B2 level on the CEFR, although some bordered on B1. The course was taught twice a week for 13 weeks by one of the researchers in four consecutive university semesters, to different cohorts of students. The EAP syllabus included reading, writing, listening, debating, and presentation skills exercises (Appendix One). Presentations took place in week 10 after students had been exposed to topics such as Kachru's (1985) World Englishes model, including the use of English in the Inner, Outer, and Expanding Circles[1], the spread of English as a global language, and ELF.

Presentation task

GELT promotes a learner-centred curriculum that places emphasis on students' individual needs. Thus, the task asked students to choose a regional variety of English and/or the use of English in a chosen context (such as an ELF context) that they were personally interested in. They were given two weeks to research the topic, using the library, internet and the self-access centre, which included a range of materials, including audio of speakers from different contexts (Appendix Two). They prepared a ten-minute presentation either on PowerPoint or a poster board, delivered to a small group of their peers. Every student was given a peer evaluation checklist and asked to listen to at least three other presentations. This checklist asked them to evaluate how far the presenter had researched the topic and also their general presentation skills. After the task, students wrote accounts of their own presentations, and those of their classmates in order to reflect on what they had discovered. Each student was given one A4 paper and asked to reflect on why they chose their topic, what they learned from their peers, and their general thoughts on the activity. One class of students (n=19), who represented a typical cohort, was used as a case study in which to analyse the reflections. These hand-written accounts were converted into electronic files, coded in NVivo, and qualitatively analysed according to common themes.

Limitations

Research was conducted in a single setting, with one of the researchers in the position of classroom teacher, thus assuming a researcher-practitioner role. We acknowledge that this role may have influenced the data collected, despite every effort to follow ethical practice, and to maintain objectivity. Nevertheless, the tasks were presented to students with a positive view of Global Englishes, which may not be shared among all teachers. Indeed some teachers may be ambivalent to the type of exposure provided in this activity, which could be seen as an obstacle for successful implementation of this task in other contexts.

Results and Discussion

Selection of English varieties

As noted above, learners were free to choose a variety of English and/or the English used in a certain context, however in those presentation reflections analysed every student chose a regional variety of English. While we acknowledge the inherent difficulties in drawing geographic borders around constructs as fluid as language, or categorizing varieties into neat circles, students tended to discuss varieties of language in this way, and thus they are presented as such. The following varieties were chosen by presenters: Japanese English (n=2), New Zealand English (n=2), Scottish English (n=2), Singaporean English (n=2), Australian English, Egyptian English, Kenyan English, Malaysian English, Nigerian English, Patois (Jamaican English Creole), Philippine English, Quebec English, Saudi Arabian English, South African English. These languages represent a good mix of linguistic varieties around the world (including native Englishes, nativized Englishes, creoles, and learned Englishes), from a wide variety of contexts (including nations where English is the first official language, a co-official language, or has no official status).

Data showed a stronger preference for Outer Circle Englishes (n=8), such as those found in Singapore. The selection of Englishes in this study differs from to the findings of our earlier study, which found that students had a preference for exploring Englishes of the Expanding Circle (n=459) and Inner Circle (n=367) in much greater numbers than the Outer Circle (n=186). However, the smaller sample size of this study may have accounted for some of this difference. Moreover, the nature of this task, which required students to research a particular variety of English, may have encouraged the selection of Outer Circle Englishes, for which more literature was available to students, due to the large amount of research carried out by World Englishes scholars. Similar to our 2014 study, we also noted an absence of American and British English varieties. We surmise this may be due to an over-saturation of American and British English in Japanese language curriculum, and a desire for students to explore variations in English in contrast to this, thus concurring with our previous research findings.

Reasons for selection

The most predominantly coded reason (n=7) for selection of a variety was connected to students' direct prior experience with speakers from the region. For example, two of these students had visited their chosen region (Australia, New Zealand), and four students had interest due to previous encounters with speakers from these regions in language learning contexts. For example, participant 12 wrote that: 'The reason why I chose it is my host family when I was in Canada was from the Philippines and I'm used to hearing it. So I thought it would be interesting learning more about Philippine English and the country'. This was similar to another student who derived interest in Malaysian English due to their host family in Australia having migrated from Malaysia. Other students in this category gained interest due to having teachers from the country (Scotland), or because they had experience learning languages (e.g. Chinese) connected to their chosen variety (Singapore).

Another prominent reason (n=5) for the selection of the English variety was curiosity about the linguistic properties of unfamiliar and familiar varieties. For example, many students were interested to discover what made the variety unique from other models they were accustomed to, such as Participant 2, who wrote: 'I wanted to learn why Australian English is different from British and American English even though it is also Inner Circle country. It means Australian English has unique features that other Inner Circle people can't understand'. Others in the category were interested in the variety because they knew little about it, such as one student who chose Kenyan English because he or she couldn't 'imagine what the English spoken there would sound like' (Participant 11), and another student who chose New Zealand English because they 'wanted to choose the country which English is spoken as a native language and [they] did not know well' (Participant 17). The two students who chose Japanese English did so because they wanted to more deeply explore and understand the features of Japanese English, and the historical and linguistic reasons for such features.

A further reason given was a stated interest in the region (n=4). One student, for example, chose Egyptian English because of an interest in the history of that region which extended to a desire to better understand the linguistic history of the country. Other students stated a general desire to extend their knowledge of a country or variety of English that had been touched on in class (n=3). For example, the introduction of Singaporean English in class content prompted two students to explore this variety further.

Thus, the reasons for choice seemed to centre around three main clusters: prior experience with speakers of a variety; linguistic curiosity with familiar and unfamiliar varieties; and general interest in a region and its speakers. These results mirror those in our earlier study, which also found that prior experiences heavily weighed on students' choices, in addition to linguistic curiosity or cultural interest in a particular region (Galloway et al. 2014).

Student reflections on English varieties

Student reflections were also coded according to what they had learned in researching and presenting their content, as well as listening to others. Many comments centered on linguistic features of the variety (n=20), in terms of noting morphosyntactic differences (n=8), phonological differences (n=7), and lexical differences (n=5). Others saw the activity as a means to more deeply reflect on the linguistic history of a nation in order to understand the processes that helped shape the English spoken there (n=11). One student for example, noted:

> Jamaican English is based on British English (especially north region), mixed with African languages. Due to its location and connection to U.S. Jamaican English also has American English features. Patois, which is creole mainly Caribbean people use, is also spoken. For the first time I thought this is entirely different from English, because of its name of the language. However, this language is also a kind of English (strictly creole and information said that the language is a dialect)" (participant 14).

Comments such as this suggested that the activity gave students an opportunity to better understand the features of a variety and to challenge their own pre-conceived notions of it.

Absent in the reflections were comments that negatively evaluated the Englishes chosen, although this may be unsurprising given that they selected these themselves. This was very different to the findings of our 2014 study, which found that limited exposure to variation in English via listening journals re-enforced stereotypes in some students, who labelled unfamiliar variations as 'strange', 'difficult' or 'incorrect'. We surmise that due to the nature of the task, where students were required to more deeply investigate the features of the English, and to understand why these differences existed, fostered a richer appreciation for them. In contrast, the listening journal activity only required learners to listen to an English and to reflect on it. However, some students noted that the presentation activity helped to challenge their notions of Standard English, illustrated in this statement: 'Each country has a lot of unique features, but the base language "English" is the same. I could also notice it is important to respect each features and it is not important to decide Standard English' (participant 17). Such findings highlight the importance of engaging students in more meaningful ways with the varieties they are being exposed to.

Finally, many comments (n=9) centered on how the activity had helped them learn more about how English is used in their region, which was then used as a springboard to become better informed about the use of English worldwide. One student highlighted a new awareness of the ethnic diversity of Nigeria, and the existence of many indigenous language communities, between which English and Creole English was used as a lingua franca. Another student commented on the use of English in communities in Saudi Arabia. A further student reflected on the importance of Singaporean English in the construction of a national identity. Others touched on the negative impact of English on indigenous languages such as Maori in New Zealand, and other regional lingua franca such as Swahili in Kenya. One student used Maori language revitalization policy in New Zealand to

reflect on the influence of the Japanese language on regional indigenous languages in Japan, namely those spoken by Ainu populations in the North of Japan.

Student reflections on the activity

Finally, although not part of presentation prompt, many comments positively reflected on the activity itself (n=17). Many students noted the activity was 'fun', a 'good opportunity', 'enjoyable', 'interesting', and 'informative'. These students also expressed a desire to learn more, with one student noting she wished to have listened to other presentations. This sentiment was shared by another student who wrote:

> I wanted to hear more of classmates' presentation such as Japanglish, Canadian English... and so on! It was not enough to know "World English" in this class. We can't know all of them in just a semester like 4 months. (Participant 8)

Other students, reported the activity motivated them to learn more about the countries studied, to engage with speakers from that region, or to travel there in the future.

Implications for ELT

This study set out to investigate the effect of explicitly teaching Global Englishes on attitudes of English learners towards variation. Due to a lack of materials for teaching Global Englishes, the task sought ways to do this through an existing EAP-focused course. The presentation task was one way to raise awareness of the topic and by allowing them to choose Englishes or ELF contexts most salient to them, it aimed to encourage a more learner-centered curriculum. Through their research and subsequent presentations, the students became important 'materials' of knowledge, and were empowered by having to impart this knowledge to others in their presentation groups. This student-centred approach seemed to be successful in negotiating the obstacle that a lack of materials presented. Based on this result, we would encourage teachers in a similar teaching context to trial this same task in their own classrooms. We surmise that the activity would work with B2 and above-level students, but lower proficiency students may need more scaffolding and help sourcing materials. We would recommend that teachers consider their students' own choices and future needs when selecting the most salient Englishes for the task.

In terms of the effectiveness of the activity in forming students' attitudes towards Englishes, we found the presentation approach to be more effective than the listening journal approach reported in our previous research. The listening journal approach only required students to listen to short snippets of speech in an attempt to raise their awareness of variation. This superficial engagement with the source material, while eye-opening for many students, re-enforced stereotypes because students focused on the 'strangeness' of non-standard

speech compared to other classroom models of English. By requiring students to meaningfully engage with one variety of English, and to more richly explore what variation existed, why it existed, and how it was used, allowed students to appreciate the features of the language. Then, by listening to their peers impart this knowledge, they developed an awareness that English is used differently in various contexts around the world, at that these differences are not right or wrong, but are normal. Our data did not allow us to look at the effects of the activity on students' long-term attitudes or behaviours, however a larger study on the same cohort of students has indicated a heightened awareness of Global Englishes can increase confidence as L2 English learners, and change students' perceptions of the legitimacy of alternative models of Englishes. Although the activity does not address language use across linguistic communities, it could be a useful stepping stone to raise awareness of ELF communication, which 'transcends conventional regions and borders' (Cogo op. cit.: 98).

In conclusion, we would encourage teachers to explore further activities such as this one to raise awareness of variation in English, showcase the global ownership of English, and raise students' confidence as legitimate users of a global language. McKay (2012) has argued previously that language teachers need to prepare learners to use English in global contexts, and thus need to raise awareness that speakers use English that differs from the prescribed norms depicted in most commercial ELT materials. Data from this small classroom project indicates that the use of learner-led research of online sources succeeded in engaging learners, and having them critically reflect on Global Englishes.

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The Authors

Nicola Galloway is a Lecturer in TESOL in the University of Edinburgh's Moray House School of Education. Her research interests are in Global Englishes and academic language practices. She is co-author of *Introducing Global Englishes* (Routledge, 2015) and *Global Englishes for Language Teaching* (Cambridge University Press, *forthcoming*).
Email: nicola.galloway@ed.ac.uk

Heath Rose is an Associate Professor of Applied Linguistics in the Department of Education at the University of Oxford. His research interests are in Global Englishes and TESOL. He is co-author of the book *Introducing Global Englishes* and is co-editor of the book *Doing Research in Applied Linguistics* (Routledge, 2017).
Email: heath.rose@education.ox.ac.uk

Notes

Appendix

Appendix One: Outline of course syllabus

Module	Week	EAP skills focus	Global Englishes topic focus
The spread of English	1	Introduction	History of English; English speakers
		Reading: Reading for meaning	
	2	Listening: Taking notes skills	Advantages and disadvantages of the spread of English
		Debate: Introducing opinions	
	3	Writing: Brainstorming	Issues related to the spread of English
		Presenting: Structure	
World Englishes	4	Reading: Issues & opinions	English in Kachru's Three Circles; English and power
		Listening: Summarising	
	5	Debating: Agreeing/disagreeing	Variety and ownership
		Writing: Paragraphs	
	6	Presenting: Voice	'Standard' English
		Presenting: non-verbal communication	
ELF	7	Reading: Skimming and scanning	English use in Europe
		Listening skills: Listening for gist	
	8	Introduction to presentation task	English in in Japan
		Debating: Boosting and hedging	
	9	Writing: Citing sources	English use in higher education
		Writing: Essay structure	
Main Tasks	10	Student presentations	Varieties of English
		Student presentations	
	11	Presentation reflections and feedback	Varieties of English; English in Singapore
		Listening: Organizing notes	
	12	Student debate preparation	'Standard' English in Singapore
		Student debate	
	13	Review of main topics	Review
		End of term assessment	

Appendix Two: Abridged task description

Choose one of the countries from Kachru's circle and investigate the history and use of English (grammar/pronunciation/loan words/ attitudes, etc). or examine the use of ELF in a specific domain (e.g. business). You have two weeks to research the topic. Use the library and self-access centre, and search on the internet for information. The following websites may help you start:

http://www.world-english.org/accent.htm

http://www.ic.arizona.edu/~lsp/main.html
http://www.une.edu.au/langnet/aave.htm
http://www.une.edu.au/langnet/
http://www.pbs.org/speak/seatosea/americanvarieties/smokies/