

A Global Englishes perspective

Lecture
5

Global Englishes Language Teaching (GELT)

- A new approach to teaching English
- An answer to calls for an epistemic break (Kumaravadivelu, 2012) in English language teaching (ELT)



Overview

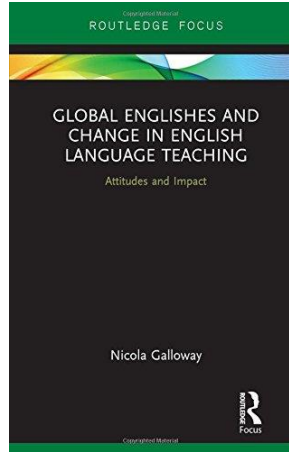
1. Calls for change
2. GELT
3. Teaching IN English (EMI)

Overview

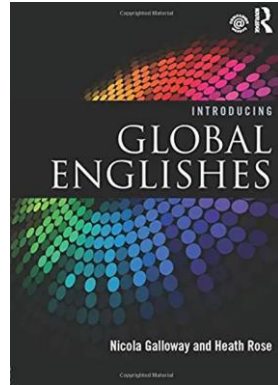
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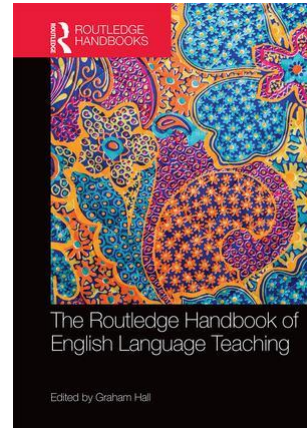
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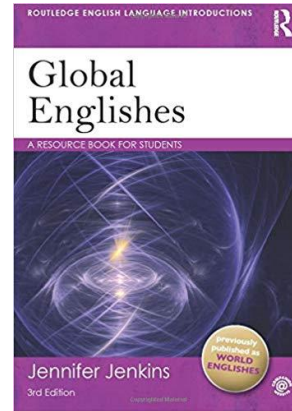
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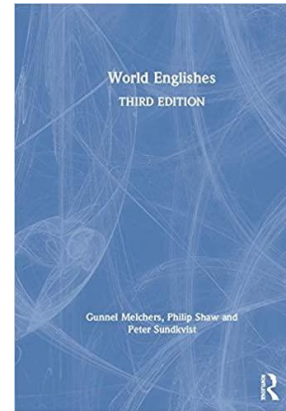
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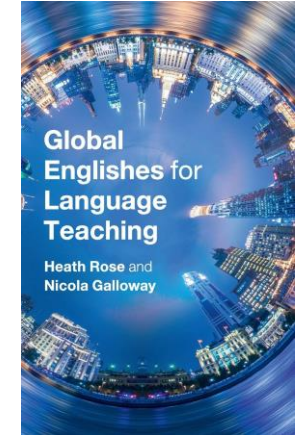
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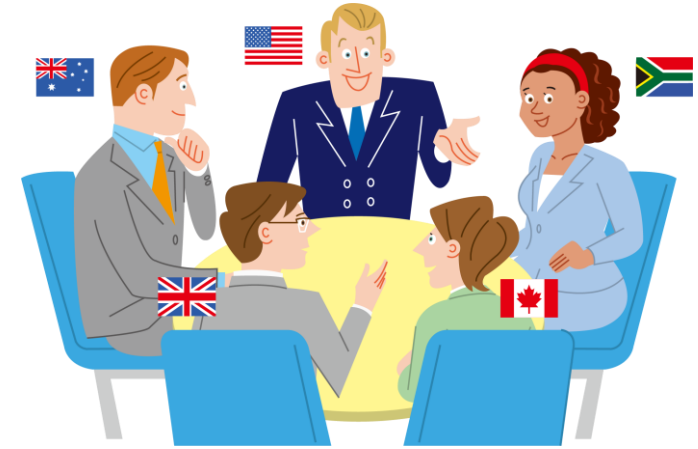
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- ① Galloway, N. (2017). *Global Englishes and change in English language teaching*. Abingdon: Routledge. *
- ② Galloway, N. & Rose, H. (2015). *Introducing Global Englishes*. Abingdon: Routledge. *
- ③ Hall, G. (Ed.). (2016). *The Routledge Handbook of English Language Teaching*. Abingdon: Routledge.
- ④ Jenkins, J. (2015). *Global Englishes: A resource book for students* (3rd ed.). Abingdon: Routledge.
- ⑤ Melchers, G., Shaw, P., & Sundkvist, P. (2019). *World Englishes* (3rd ed.). Abingdon: Routledge.
- ⑥ Pitzl, M-L., & Osmik-Teasdale, R. (Eds.). (2016). *English as a Lingua Franca: Perspectives and Prospects*. De Gruyter Muoton.
- ⑦ Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge: Cambridge University Press. *

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TESOL practitioner texts

- English as a lingua franca (ELF) as a phenomenon
- World Englishes (WE)/ELF research
- The needs of learners and the goals of ELT



Global Englishes language teaching (GELT)

- Stems from calls within the field of applied linguistics for a paradigm shift in ELT
(Galloway, 2011; Kumaravadivelu, 2012; May, 2014; Galloway & Rose, 2015)

Calls for change

- GELT proposals (Galloway & Rose, 2015):
 1. Increasing WE and ELF exposure in language curricula
 2. Emphasising respect for multilingualism in ELT
 3. Raising awareness of GE 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

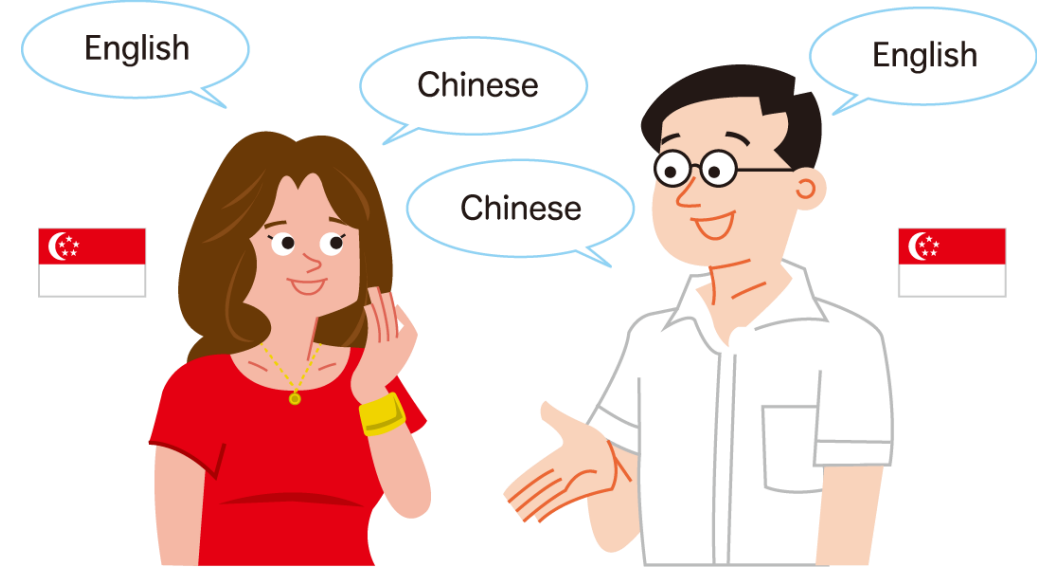
1. Increasing WE and ELF exposure in language curricula

- Lobby for more accurate representation of variation in English in language learning contexts (Gass & Varonis, 1984)
- Extension to language educationalists
 - Learners need to comprehend different varieties
‘so that they are better prepared to deal with English interactions in international contexts’.

(McKay, 2012, p. 73)

2. Emphasising respect for multilingualism in ELT

- Knowledge of English-only as insufficient to function fully in global contexts
- Applied linguistics researchers as strong advocates



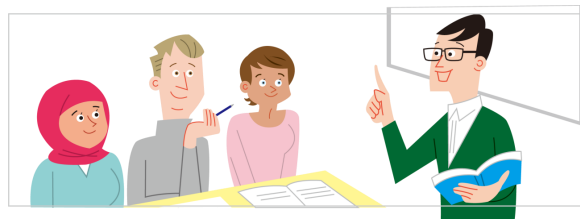
2. Emphasising respect for multilingualism in ELT

- Knowledge of English-only as insufficient to function fully in global contexts
- Applied linguistics researchers as strong advocates
- Challenge monolingual orientations
- The ability to use other languages alongside English creates authentic contexts similar to possible future communities of practice.



3. Raising awareness of Global Englishes in ELT

- The importance of raising learners' awareness of how English is used as a global language
- To develop an accurate understanding of how learners will use the language in the future



4. Raising awareness of ELF strategies in language curricula

- To develop the strategies needed to adapt to different communities of language users

5. Emphasising respect for diverse culture and identity in ELT

- The need to respect cultural differences in ELT classrooms
- The need to widen the lens of what an English-using culture is



A Global Englishes perspective

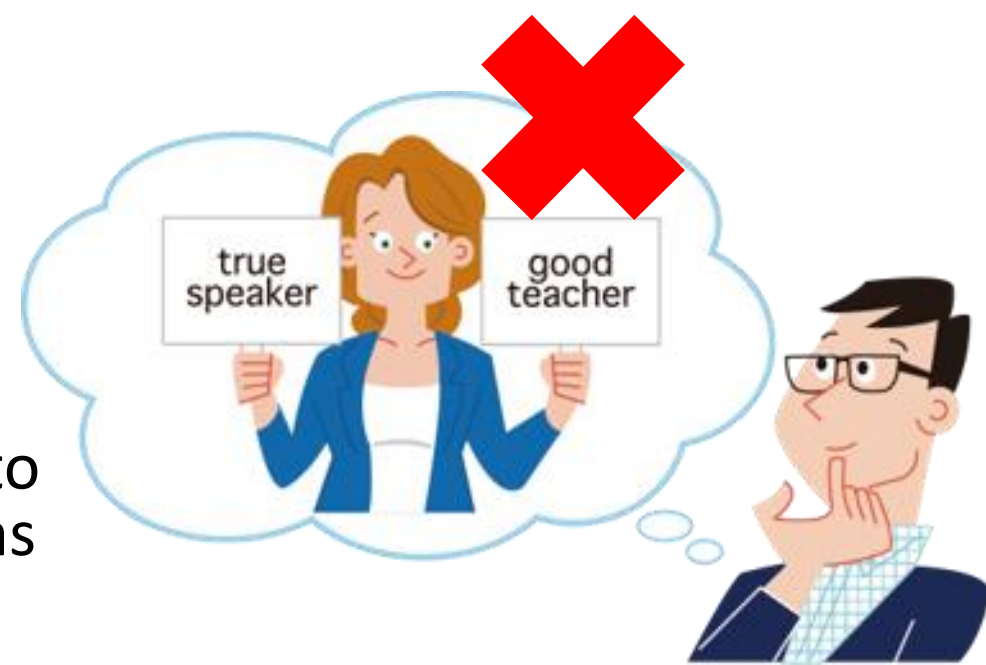
6. Changing English teacher hiring practices in the ELT industry

- The need in teacher recruitment and training to move away from concepts of native speakers as being experts to professional English teachers

(McKay, 2012)

- ‘Non-native’ English speaking teachers as the majority of the profession
 - *‘On a global level, the ELT profession is perhaps the world’s only occupation in which the majority faces discrimination.’*

(Ali, 2009, p. 37)



A Global Englishes perspective



- Lack of a concrete plan of innovation that can be implemented into practice



- Widespread observations of a theory-practice divide



The Global Englishes Language Teaching (GELT) framework (Rose & Galloway, 2019)

- For research purposes and to inform curriculum innovation
- Aims to:
 - provide a means to answer calls for change in ELT
 - enable practitioners to evaluate and design curricula

GELT framework

- Target interlocutors: not necessarily native English speakers
- Lingua-cultural norms: ad hoc and negotiated
- Goals and objectives: mutual intelligibility and understanding

	Traditional ELT	GELT
Target interlocutors	Native English speakers	All English users
Norms	Standard English	Diverse, flexible and multiple forms
Goals of learning	Native-like proficiency	Multicompetent user

Adapted from Rose, H., & Galloway, N. (2019). *Global Englishes for language teaching*. Cambridge: Cambridge University Press.

GELT framework

- Focus on ELF strategies
- A student-centred perspective

(Rose & Galloway, 2019)

GELT is NOT...

- A suggestion that we need to abandon previous practices
- A superior teaching approach

BUT GELT is

- An ideology which can be used to *inform*, rather than *direct*, teaching in the 21st century

GELT and EMI

- The relevance of GELT for teaching IN English (EMI contexts)





GELT and EMI

- Calls for an examination of the challenges faced by students in EMI contexts

(Macaro, Curle, Pun, An, & Dearden, 2018)

- Calls for more research on the 'E' in 'English medium instruction' from a GELT perspective

Questions

- What English is used in EMI?
- Is there an opportunity to examine language variation and ELF usage in EMI settings?

Questions

- How is English being used alongside other local languages?
- Is there an opportunity to explore fluidity and translanguaging in EMI?

Questions

- How can English language curriculum better prepare students to use English as the academic lingua franca?
- How are both English and content knowledge assessed?
- How should staff and students be supported?

These questions

- Creation of an opportunity for context-specific case studies to fully comprehend the impact of EMI on language development through a Global Englishes lens

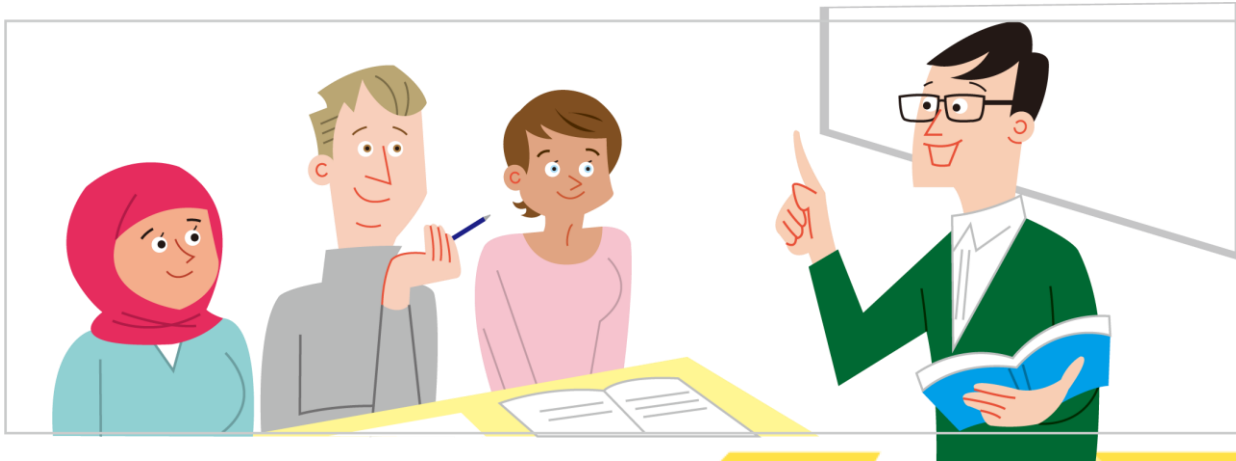


GELT perspective

- The owners of English seen as being as fluid as the language they speak
- Beyond outdated notions that geographic borders and nation-based states 'contain' language and speakers

Increasingly international EMI settings

- Exposure to the use of translanguaging and various academic norms and educational cultures
- A need to support the students in EMI programmes



The internationalised nature of the EMI classroom

- In Japan, domestic students feel less able to keep up in EMI classes if there is a mixed domestic and international student body.

(Tsuneyoshi, 2005)

- The norms underpinning language teaching grounded in standard language ideology

~~Westernisation~~

Academic norms in EMI settings

- Why are we adhering to Western academic norms in a programme based in Japan?
- GELT
 - Static views of language are problematic. (Widdowson, 2012)
 - Switching into English should not necessarily mean Westernising.

GELT

- Encourages the positioning of qualified, expert users as good role models for learners
- Raises awareness of the value of expert users as role models and teachers

Changing teacher hiring practices in TESOL

- The effects of hiring teaching assistants for an EMI business course in Japan, based on their perceived value as both
 - Role models of expert ELF users
 - Having knowledge of business concepts

(Galloway & Rose, 2013)

Changing teacher hiring practices in TESOL

- Students' positive response to non-native English speaking teaching assistants
- Value on teaching qualities over 'nativeness'
 - Able to explain difficult concepts
 - Approachable
- No relationship between students' perceived value of the teaching assistant and their 'nativeness'

(Galloway & Rose, 2013)

Nativeness

- Nativeness as an inherently poor criterion for judging a teacher's ability to teach

Recap

- The pedagogical implications of Global Englishes research for both
 - Teaching English as a subject
 - Teaching in English
- Global Englishes language teaching (GELT) as a new approach to teaching English
 - We need to ensure that the 21st century English language classroom is reflective of how the language functions today as a global lingua franca.