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Attitudes and Impact

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Global Englishes and Change in English Language Teaching

Global Englishes and Change in English Language Teaching analyses the impact of current ELT practice, bringing together research from the fields of Global Englishes and ELT to provide suggestions for the implementation of a Global Englishes for Language Teaching curriculum. Calling for a critical re-examination of ELT to ensure that classroom practice reflects how the English language functions as a lingua franca, this book:

- highlights that multilingualism, not monolingualism, is the norm in today's globalised world, and that 'non-native' English speakers far outnumber 'native' English speakers;
- showcases the author's research into English language learner attitudes towards English and ELT in relation to Global Englishes;
- makes practical suggestions for pedagogical change within ELT.

Global Englishes and Change in English Language Teaching is key reading for postgraduate students and researchers in the fields of TESOL/ELT and Global Englishes.

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I am eternally grateful to my family for their patience and support. I would also like to thank the many MSc TESOL students at The University of Edinburgh for sharing their insights on their teaching contexts around the globe.

Preface

Today, English functions as a global language. The majority of English learners worldwide are adding to their linguistic repertoire and using the language in multilingual and multicultural contexts. Multilingualism, not monolingualism, is the norm, and ‘non-native’ English speakers outnumber ‘native’ English speakers (the terms ‘native’ and ‘non-native’ are placed in inverted commas throughout this book to acknowledge their problematic nature). This shift in authority from a minority group of ‘native’ speakers of English to those who are adding to their linguistic repertoire raises a number of questions with regards to teaching the English language today. Multilingualism may be the norm, but in English Language Teaching (ELT) a monolingual myth prevails and it is ‘native’ English that continues to be upheld as the so-called ‘standard’. This poses a dilemma for practitioners aiming to prepare their students to use the language as a global lingua franca. They may be faced with such questions as: *Who are my students’ target interlocutors? What are their English learning needs? What are their attitudes towards English, and what factors influence such attitudes? What grammatical, pragmatic and cultural norms should they learn? Who should teach them? How should I assess them? How can I ensure they are prepared to use the language as a lingua franca?*

The changing demographics of English mean that the goals of ELT have changed. Students, even those in traditional English as a ‘Foreign’ Language (EFL) contexts, such as Japan, are likely to be learning the language to use it as a global lingua franca. This poses a dilemma to those teaching in contexts where ‘native’ English speaker norms prevail. This book seeks to address some of the questions mentioned above and has been written to highlight the complex nature of ELT in today’s globalised world.

Overall, it has been written to inform the much needed paradigmatic shift in the field of ELT in light of the growing research within the Global Englishes paradigm to ensure that the 21st century ELT classroom reflects how the language is actually used. It provides an overview of the current

scholarship surrounding the pedagogical implications of Global Englishes research, with a focus on the attitudes of students, identified as key stakeholders, towards the English language itself and learning it. As such, it aims to broaden the field of enquiry of English language attitudes, Global Englishes and ELT. With a detailed overview of both theory and an empirical study, this book is a ground breaking attempt to unite theory and practice.

Global Englishes has been defined as being an umbrella term, inclusive of research positioned in the diverse, but overlapping, fields of World Englishes, English as a Lingua Franca (ELF), English as an International Language (EIL) and Translingual Practice (Galloway & Rose, 2015a). This book draws on research positioned within all of these fields, whilst also acknowledging the differences. In doing so, it aims to focus on the shared ideology of such research, aspiring to instigate a paradigm shift in the field of ELT to ensure that it is reflective of how the language functions globally, as documented by scholars in the aforementioned fields. World Englishes research has raised our awareness of the pluricentricity of English and has posed important questions regarding ownership and the ways in which English has adapted to various contexts. However, with globalisation, we have witnessed a dramatic growth in the use of ELF in rather diverse and dynamic settings. In this book, Translingual Practice is placed within the broader field of Translanguaging (Canagarajah, 2011; Garcia, 2009) and Plurilingualism. Research in the fields of ELF and Translanguaging showcase the increasing linguistic hybridity in ELF encounters and how speakers of this global lingua franca utilise their multilingual, or translingual, repertoires to communicate, without necessarily adhering to static ‘native’ English norms. It highlights how they negotiate intelligibility and co-construct norms, using the language in a very different way to how it is presented in the ELT classroom. This growing body of research is indicative of the emergence of a paradigm shift regarding how we think about languages, and also varieties of English for that matter. Translanguaging has its roots in bilingual education (Baker, 2001; Williams, 1996) and was originally viewed as a useful teaching strategy to develop students’ competence in more than one language (input was provided in one language and students produced output in another). Garcia (2009) defined it as the ‘multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds’ (p. 45), thus highlighting the existence of bilingual practices. It has been noted that ‘language is an ongoing process that only exists as languaging’ (García & Leiva, 2014, p. 204), emphasising how users shape the language for their own communicative needs. As with ELF, the focus is not on form, but on meaning. Both ELF and Translanguaging clearly promote a post-structural view of language, challenging the monolingual ideology in traditional approaches to ELT. World Englishes research has certainly been instrumental in raising our awareness

of the pluricentricity of the English language and showcasing how English is used in certain geographical settings, but we now have a growing body of research that highlights how speakers of this global lingua franca negotiate communication both within and across such settings in rather fluid and dynamic ways. With globalisation, and the increasing use of ELF, it is now questionable whether a variety of English, or even a discrete language, can be said to exist. The boundaries between languages, or ‘varieties’ of English, have become blurry as ELF users draw on their plurilingual repertoires to communicate. Scholars in all of these fields have also discussed the implications of their research for ELT, and this has also been the main focus of those who position their work within the field of EIL. However, while EIL scholars (c.f. Alsagoff, McKay, Hu, & Renandya, 2012; Matsuda, 2012; McKay & Brown, 2016) call for similar curriculum innovations, such as the need to promote multilingualism, raise awareness of, and increase exposure to, the diversity of English and highlight the global ownership of ELT, there appears to be a misunderstanding of the nature of ELF research (Galloway & Rose, 2015a). ELF research is not solely focused on documenting ‘the features of exchanges that occur between L2 speakers of English’ (McKay & Brown, 2016, p. xvii) and does, in fact, discuss such issues as ‘the cultural basis of English teaching and the educational and economic consequences of learning English’ (McKay & Brown, 2016, p. xvii). Calls for a *Global English Standard* (GES) (McKay & Brown, 2016) are also out of sync with ELF questionable and Translanguaging research. Thus, whilst EIL research is placed within the Global Englishes umbrella term to acknowledge the important work in this field and to highlight the shared desire to instigate a paradigm shift in ELT to reflect the global use of English, these misunderstandings of the nature of ELF research are acknowledged.

The pedagogical implications of Global Englishes research have been gathering momentum in the literature. There are now several chapters on ELT in Global Englishes books (Galloway & Rose, 2015a; Jenkins, 2015a; Kachru & Nelson, 2006; Kirkpatrick, 2007, 2010; Melchers & Shaw, 2011; Murata, 2016; Seidlhofer, 2011) and articles in language teaching journals (Baker, 2012a and b; Cogo, 2012; Cogo & Pitzl, 2016; Galloway & Rose, 2014; Jenkins, 2012; Jenkins, Cogo, & Dewey, 2011; Kirkpatrick, 2011; Pitzl, 2005; Sowden, 2012; Sung, 2015; Suzuki, 2011; Thorn, 2013). Furthermore, the increasing number of full-length and edited books devoted to the topic of the pedagogical implications of the global spread of English for ELT (e.g.: Alsagoff et al., 2012; Bowles & Cogo, 2015; Dogancay-Aktuna & Hardman, 2008; Matsuda, 2012, 2017; McKay, 2002; McKay & Brown, 2016; Rose & Galloway, forthcoming; Sharifian, 2009; Walker, 2010) is evidence of the growing interest in the need for a paradigm shift. In these publications, a number of proposals have been put forward for change to

ELT practice, which Galloway and Rose (2015a) group under six main themes:

1. increase World Englishes and ELF exposure in language curricula
2. emphasise respect for multilingualism in ELT
3. raise awareness of Global Englishes in ELT
4. raise awareness of ELF strategies in language curricula
5. emphasise respect for diverse culture and identity in ELT
6. change English teacher hiring practices.

Of course, many of these proposals, as well as the dominance of ‘native’ English in ELT, have been discussed out with the field of Global Englishes. Nevertheless, research in this flourishing paradigm adds a new perspective to the debate, in particular the need to reconceptualise the ‘E’ in ELT. Several scholars have also gone further than putting forward proposals for change and have conceptualised the differences between the current ‘traditional’ approach to ELT and an approach that is more representative of how the language functions as a global lingua franca. Canagarajah’s (2005) *Shifts in Pedagogical Practice* and his *Pedagogy of Communicative Strategies* (Canagarajah, 2013a) offer insights into what this might look like in the classroom. McKay (2002, 2003b, 2012) and McKay and Brown (2016) outlined the main principles of *EIL Teaching and Learning*. Jenkins (2006, 2009a, 2015a) and Seidlhofer (2011) conceptualised the differences between ELF and EFL and others have called for *plurilingual pedagogies* within the field of plurilingualism (Cenoz & Gorter, 2013; Lin, 2013). Endeavouring to be inclusive of work positioned in the aforementioned fields, Global Englishes Language Teaching (GELT) (Galloway, 2011, 2013; Galloway & Rose, 2015a) builds on such conceptualisations, covering different aspects of the ELT curriculum for the purpose of detailed curriculum evaluation and design. These include an examination of needs, norms, materials, role-models, culture and teachers through a Global Englishes lens. In GELT, lingua-cultural norms are ad hoc and negotiated, as opposed to being fixed; the goals and objectives of mutual intelligibility and mutual understanding, as opposed to achieving ‘native’ proficiency and accommodation strategies, such as code-switching, are valued (Canagarajah, 2005, 2013a; Jenkins, 2006, 2009a, 2015a; Seidlhofer, 2011). GELT aims to foster plurilingual competences, not ‘native’ speaker competence. It is a student-centred perspective of ELT, not a prescriptive model. It calls for a context-sensitive approach to norms, as well as methods for teaching the language, that reflects the needs of the students.

Despite the growing theoretical debate on the need for a paradigm shift in ELT, a monolingual myth prevails. In classrooms around the world, ‘native’ English is the default, the target, the one to be taught and assessed, the one

to be spoken by the teachers in the classroom and represented in materials and, increasingly as the language through which other subjects are to be learned. With the global spread of English Medium Instruction (EMI) in higher education institutes in non-Anglophone contexts and the lowering of the age for English instruction in many contexts, there is an ever-increasing demand for ELT practitioners in addition to the ever-increasing demand for English language proficiency. The topic of a paradigm shift in ELT is clearly timely. The mismatch between the language taught in the classroom and the increasing evidence of how it functions in real life calls for an urgent need for a critical examination of ELT. The monolingual approach does not permit the use of ELF strategies or translanguaging and anything that deviates from the 'standard' is seen as a sign of a lack of proficiency. This is unfortunate given the increasing body of research showing that this is not a sign of deficiency in English ability. The dominance of 'native' English norms perpetuates the myth that this is the 'correct', 'legitimate' and most useful variety of English, which is clearly not the case. One of the barriers to instigating this paradigm shift (see Galloway & Rose, 2015a for an overview of the various constraints) relates to the dominance of standard language ideology (Lippi-Green, 1997) and native-speakerism (Holiday, 2015) in ELT, both of which perpetuate positive attitudes towards 'native' English, in general and in relation to ELT. Language ideologies 'reflect people's beliefs about what language is and how it should be used' (Dragojevic, Giles, & Watson, 2013, p. 3), and there is clearly a belief within the field of ELT that a 'standard' variety exists and this is the one that should be taught and learned. Standard language ideology has been defined as

a bias toward an abstract, idealized, homogeneous spoken language, which is imposed and maintained by dominant bloc institutions and which names as its model the written language, but which is drawn primarily from the spoken language of the upper middle class.

(Lippi-Green, 1997, p. 64)

Indeed, the studies on English language attitudes reviewed in this book reveal this bias towards an idealised, homogenous variety of 'native' English. Such attitudes are also reflected in attitudes towards ELT, where the 'native' English speaker episteme dominates. Native-speakerism, a concept related to standard language ideology, has been defined as

the idealisation and promotion of teachers who are constructed as 'native speakers' as representing a 'Western culture', from which springs the ideals both of English and of the methodology for teaching it.

(Holliday, 2005, p. 6; Holliday, 2015, p. 13)

English language students are key stakeholders in ELT and an understanding of their orientations should be central to any investigation on curriculum innovation. A sound ELT curriculum should be based on an analysis of students' needs, and research on students' attitudes towards the language and ELT in light of Global Englishes is clearly needed to accompany discussions at the theoretical level. Understanding these attitudes in depth, and how they are formed, can offer valuable insights into how they form, change and can be changed.

Language attitudes, an umbrella term for attitudes towards language, variety or dialect, language learning and learning situation (Baker, 1992), are complex constructs influenced by a myriad of factors. They can reflect stereotypes (Dragojevic et al., 2013; Garret, 2010; Lambert, 1967; Ryan, 1983) and can be influential at the public policy level, in relation to whether or not a variety receives institutional support (Cargile, Giles, Ryan, & Bradac, 1994). Language attitudes have important consequences and a number of researchers have looked at them in relation to education (Dörnyei, Csizér, & Németh, 2006; Gardner, 1985; Münstermann, 1989; Papapavlou & Pavlou, 2007; Tegegne, 2016). Further, due to the prestige status of English around the globe, a number of researchers have investigated 'non-native' English speaking students' attitudes towards 'native' English (Adolphs, 2005; Bayard, Weatherall, Gallois, & Pittam, 2001; Cargile, Takai, & Rodríguez, 2006; Huygens & Vaughan, 1983; Kirkpatrick & Zhichang, 2002; Ladegaard & Sachdev, 2006; McKenzie, 2008a and b; Stewart, Ryan, & Giles, 1985; Yook & Lindemann, 2013) and both 'native' and 'non-native' English (Chiba, Matsuura, & Yamamoto, 1995; Matsuura, Chiba, & Yamamoto, 1994; Matsuura, Fujieda, & Mahoney, 2004; McKenzie, 2008a, 2008b; Starks & Paltridge, 1994; Tokumoto & Shibata, 2011). Some have also discussed their findings in relation to ELT (Chiba et al., 1995; Matsuura et al., 1994; McKenzie, 2008a, 2008b) and others have directly investigated students' attitudes towards English in relation to ELT (Butler, 2007; Dalton-Puffer, Kaltenboeck, & Smit, 1997; Jodai, Pirhadi, & Taghavi, 2014; Prodromou, 1992; Rubin, 1992; Rubin & Smith, 1990). Several studies have also been conducted on students' attitudes towards their 'native' and 'non-native' speaking English teachers (Barratt & Kontra, 2000; Benke & Medgyes, 2005; Buckingham, 2014; Florence Ma, 2014; Lasagabaster & Sierra, 2005; Mahboob, 2004; Walkinshaw & Oanh, 2014) and towards the 'ideal' English teacher (Cheung, 2002; Galloway & Rose, 2013; Pacek, 2005). Over the past 10 to 15 years, a number of researchers have also investigated students' attitudes towards English in relation to Global Englishes (Galloway, 2011, 2013; Galloway & Rose, 2013; Grau, 2005; He & Li, 2009; Kuo, 2006; Matsuda, 2003; Timmis, 2002; Wang, 2013, 2015; Wang & Jenkins, 2016). However, it is unfortunate that the growing theoretical interest in the need for change to ELT in

light of Global Englishes research has not been reflected in research at the practical level. Only a few researchers have examined what this might look like and its potential influence on students' attitudes (Baker, 2012b; Derwing, Rossiter, & Munro, 2002; Galloway, 2013; Galloway & Rose, 2013, 14, 17; Kubota, 2001; Rose & Galloway, 2017; Shim, 2002; Sung, 2015).

Many of these studies yield similar results, revealing positive attitudes towards 'native' English, both in general and in relation to ELT. Such attitudes, however, cannot be used to justify the continued dominance of the 'native' English speaker model in ELT. Attitudes are complex constructs, influenced by various factors, and it is unfortunate that many of the aforementioned studies relied on single, quantitative methods, failing to fully investigate the underlying reasons behind such positive orientations. 'Native' English norms dominate ELT, clearly making this the most familiar variety. This perpetuates stereotypes that this is 'correct' and 'standard', and it is possible that students have been socialised into thinking that this is the 'best' variety to learn and the one that will be most suited to their needs. They have been socialised into thinking that there are distinct boundaries surrounding languages and, for many, that the best way to learn English is *through* English from 'legitimate' speakers of the language who learnt it as a 'native' language. The lack of studies investigating the possible influence of Global Englishes instruction on students' attitudes is also problematic and, as Baker (2012b) noted, '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' (p. 25).

Attitudes are not static and are subject to change, yet there remains a lack of research examining, not only what GELT would look like in practice, but also its potential influence on students' attitudes. As Zacharias and Manara (2013) note, 'The lack of studies on EIL classroom pedagogy needs to be addressed urgently, because, for a new pedagogical paradigm to take root, studies in classroom contexts are crucial' (preface). It is in response to this call for more research that this book has been written. It aims to contribute to the growing theoretical debate on ELT within the field of Global Englishes with an empirical study in the Japanese university context. Japan is a country where 'native' English norms prevail in ELT, despite the increased use of ELF, both domestically and internationally. ELF is recognised at the policy level, with the Ministry of Education's 'Action Plan' recognising that English acts as 'the common international language' (MEXT, 2003). However, as Galloway (2013) pointed out, in the same document, reference is made to 'native' English speakers, who are seen to provide a 'valuable opportunity' to learn English (MEXT, 2003). The 'native' English model, then, is present in educational policy in Japan. For example, one of the textbooks in elementary schools, *Eigo-Noto (English Notebook)* ('英語ノート EigoNoto.com,' n.d.), focuses on the 'native' English speaker

model and the accompanying website includes comments such as is ‘that would not be the most natural response from a ‘native’ speaker of English’. ‘Native’ English speakers are recruited to work in schools and language institutions throughout the country; and English language proficiency tests, such as The Test of English for International Communication (TOEIC), use ‘native’ English proficiency as a benchmark of competence. The prestige status of English is evident in the recent movements towards EMI in Japanese universities, the lowering of the age for English instruction in elementary school and the implementation of English as the official working language in many companies, such as Uniqlo and Rakuten. Thus, ‘English may not have official status, but it is increasingly becoming more than a mere ‘foreign’ language’ (Galloway, 2013, p. 788) in Japan. Government initiatives such as the Super, or Top, Global University Project (TGUP) (MEXT, 2014), which aims to attract international students to ‘internationalise’ the Japanese universities, results in many students graduating from traditionally monolingual high school classrooms, where they are exposed to a monolingual approach to ELT, and they enter a university classroom where they may be required not only to study the content through English, but also to use ELF with their non-Japanese speaking peers.

Many of the aforementioned studies on attitudes towards English and ELT were conducted in the Japanese context, and, more than 10 years ago, Matsuda (2003) called for more exposure to the diversity of English. Japan is also an interesting context for this study due to the growing discourse of Global Englishes in the country. The Japanese Association of College English Teachers has recently established a new SIG on ELF (JACET (Japanese Association of College English Teachers), n.d.); Tamagawa University has established a Centre for ELF, also advertising for an ‘ELF (English as a Lingua Franca) instructor’ (JREC-IN Portal, n.d.); and there are an increasing number of publications on ELF in the Japanese context including books (Murata, 2016) and various articles in the *Waseda Working Papers on ELF*, which are now in their 5th volume.

Overview

The book is divided into four chapters. Chapters 1 and 2 provide a theoretical background to an empirical study on English language attitudes and ELT, which is presented in Chapter 3. The first chapter also provides relevant background information on the field of Global Englishes, introducing the key concepts and theories, which underpin the book. This initial chapter introduces the reader to World Englishes, ELF, EIL and Translanguaging, exploring the pedagogical implications of such work for ELT. It critically examines the dominance of native-speakerism and standard language ideology in current practice, including a discussion of GELT and consideration of