Global Englishes Language Teaching: Real-world applications

Kelly Cargos, Tokyo Kasei University

About me

- Kelly Cargos (she/her)

- Born in the US; currently in Japan

- Special Lecturer at Tokyo Kasei University

- Bilingual (with multilingual aspirations)

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What is Global Englishes Language Teaching?

Global Englishes Language Teaching (GELT)

- Framework to guide research and curriculum innovation

- First developed by Galloway (2011)

- Updated by Rose and Galloway (2019)

Traditional ELT

"I will use English with native English speakers."

GELT

"I will use English with **all different English users.**"

Rose & Galloway, 2019, p. 21

Traditional ELT

"Inner Circle countries own the English language"

GELT

"English is a **global** language, and any users can own it."

Rose & Galloway, 2019, p. 21

Traditional ELT

"I want to learn English to

access British or American

culture."

GELT

"If I learn English, I can interact

with **different cultures**

around the world."

Rose & Galloway, 2019, p. 21

Traditional ELT

"English norms are the norms of Standard English."

GELT

"English norms are **diverse** and **flexible**."

Rose & Galloway, 2019, p. 21

Traditional ELT

"English teachers are native English speakers or non-native speakers with the same L1 as students."

GELT

"English teachers are **qualified, competent teachers** who may not have the same L1 as students."

Rose & Galloway, 2019, p. 21

Traditional ELT

"My English role models

are native speakers."

GELT

"My English role models are

expert users."

Rose & Galloway, 2019, p. 21

Traditional ELT

"Teaching materials should feature native English."

GELT

"Teaching materials should feature **the Englishes that are most relevant** to learners."

Rose & Galloway, 2019, p. 21

Traditional ELT

"Other languages and cultures interfere with learning English."

GELT

"Other languages and cultures are a **resource** to draw from while learning English."

Rose & Galloway, 2019, p. 21

Traditional ELT

"Educators in the Inner Circle decide the needs of all English learners."

GELT

"Learner needs are defined around with world with **different learners having different needs**."

Rose & Galloway, 2019, p. 21

Traditional ELT

"English proficiency is assessed based on accuracy according to prescriptive standards."

GELT

"English proficiency is assessed based on **communicative competence**."

Rose & Galloway, 2019, p. 21

Traditional ELT

"The goal of learning English is to get native-like proficiency."

GELT

"The goal of learning English is to become a **multicompetent user**."

Rose & Galloway, 2019, p. 21

DISCUSSION #1

Discussion #1

1. Click on the Google Doc link in the chat.

2. Go to your Breakout Room.

3. In the Google Doc, find your Room page.

4. Answer the questions.

5. One group member should take notes.

How can we apply GELT in our classrooms?

What can you (feasibly) do as a teacher?

- Expose students to more Englishes and diverse users

- Introduce the concept of Global Englishes

- Teach strategies for communication with diverse users

What can you do as a teacher/administrator?

- Perform needs analysis – what English is best to teach?

- Consider assessment for communicative competence

- Consider multilingual or translingual classrooms

- Push for hiring diverse instructors
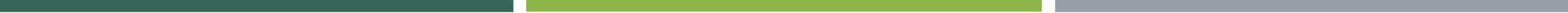
GELT resources for practitioners

Book

- *Principles and practices of teaching English as an International Language* (Multilingual Matters)

Matsuda and Duran (2012)

- "EIL Activities and Tasks for Traditional English Classrooms"

- Mainly for secondary / university students and adults

- Objectives, resources, procedure, and additional guidance

Article

Galloway, N., & Rose, H. (2018). Incorporating Global Englishes into the ELT classroom. *ELT Journal, 72*(1), 3-14.

Galloway and Rose (2018)

- English majors at a Japanese university gave presentations on a regional variety of English

- Students listened and evaluated peers' presentations

- Students reflected on the experience

Websites

- IDEA – International Dialects of English Archive

    - https://www.dialectsarchive.com/

- My English Voice

    - https://www.youtube.com/channel/UCWk6WGx9gEIZ8Fyw9h7ZSlw/featured

- ELF Pronunciation

    - https://elfpron.wordpress.com/

Websites

- 東京外国語大学言語モジュール　英語
  - http://www.coelang.tufs.ac.jp/mt/en/

DISCUSSION #2

Discussion #2

1. Click on the Google Doc link in the chat.

2. Go to your Breakout Room.

3. In the Google Doc, find your Room page.

4. Answer the questions.

5. One group member should take notes.

References

Galloway, N. (2011). *An investigation of Japanese university students' attitudes towards English* [Doctoral dissertation, University of Southampton]. https://eprints.soton.ac.uk/345128/

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

Rose, H., McKinley, J., & Galloway, N. (2021). Global Englishes and language teaching: A review of pedagogical research. *Language Teaching, 54*(2), 157-189. https://doi.org/10.1017/S0261444820000518