

Teaching World Englishes at the interface of linguistics, language education and classroom practice

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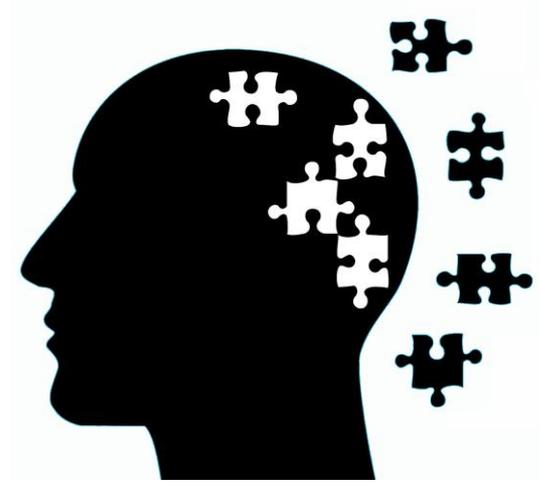
This project is part of the
"Qualitätsoffensive Lehrerbildung", a
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- 1) Background, point of departure and aims**
- 2) Teaching model: Main components and curricular implementation**
- 3) Research perspectives and student reactions**
- 4) Conclusions**

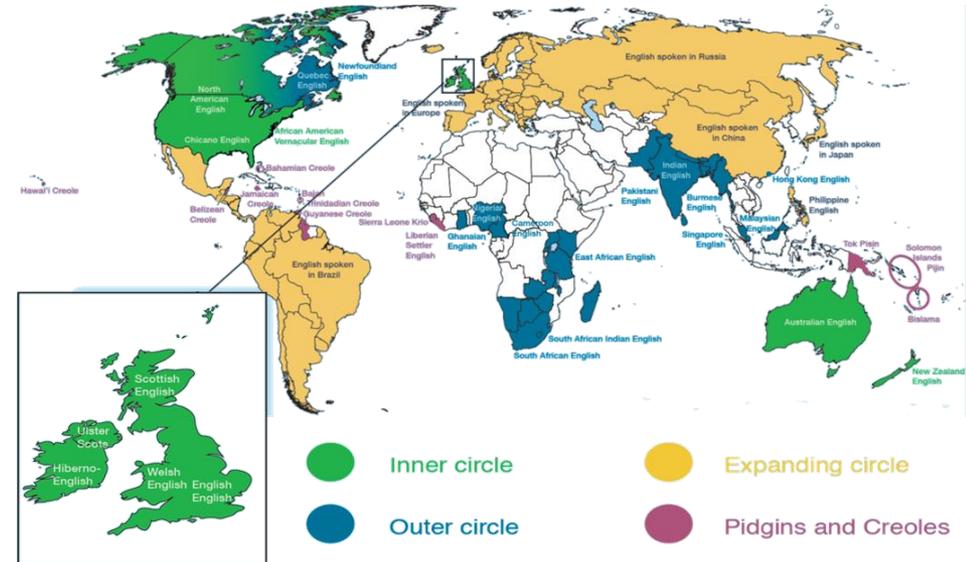
1) Background (1)

- students in teacher training programs often report **perceived fragmentation of disciplines and disciplinary knowledge**, and tend to question **relevance of specific disciplinary content knowledge** for their teaching career and actual teaching practice (Canrinus et al. 2017)
→ equally applies to (English) linguistics
- need for **greater coherence** between different subject areas involved in teacher education (Hudson & Zgaga 2017) by **crossing disciplinary boundaries**
→ enabling students to perceive linguistic knowledge as **linked to and relevant for** pedagogical reasoning and teaching practice



1) Background (2)

- massive **spread and diversification of the English language**
→ English = **global Lingua Franca**
- but English Language Teaching (ELT) and language teacher education: **exonormative orientation** towards "**Standard English**", i.e. British and American English (Syrbe & Rose 2018, Meer 2022)



- **significant implications for ELT and teacher education:**
 - adequate **norms/standards** and **reference varieties**
 - adequate **target interlocutors** for today's learners
vs. monolingual, inner-circle native speakers & corresponding cultural norms
 - impact of diversity of available input on students' **listening comprehension skills**
and teachers' **assessment practices** (innovation / variation / deviation)

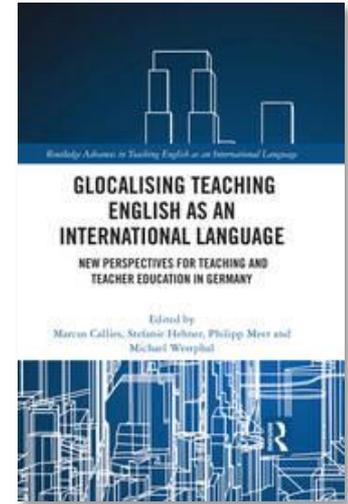
**exclusiveness of monolingual,
BrE/AmE native speaker norms in
educational contexts**



**proliferation of
linguistic research into
plurality, inclusivity
and equality of World
Englishes**

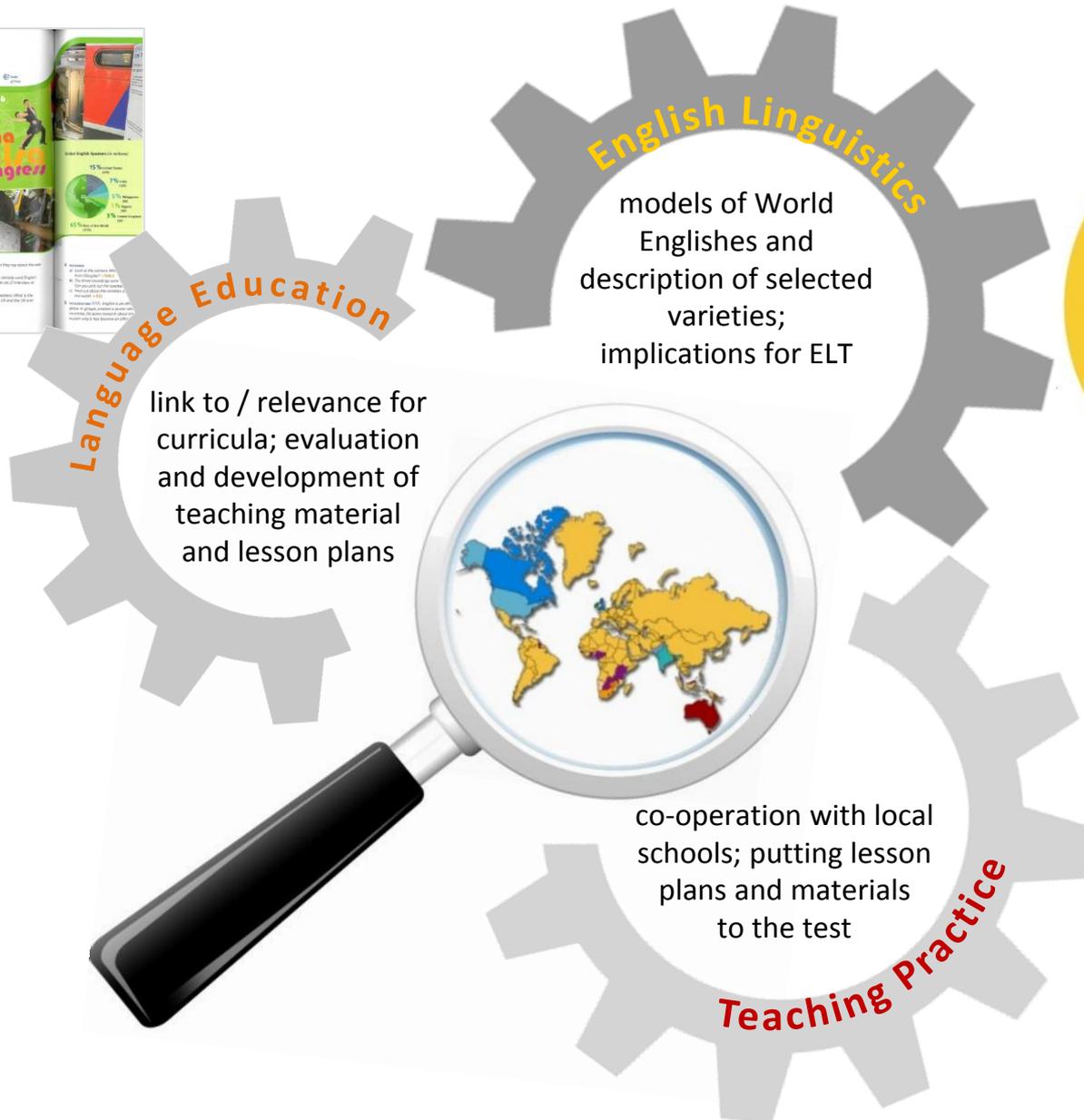
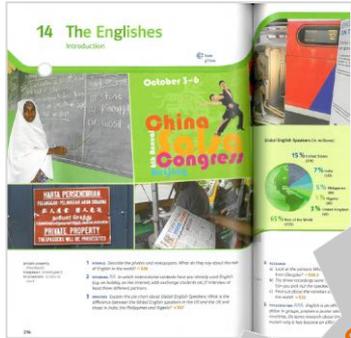
1) Background (3)

- emerging paradigm shift from traditional ELT towards **Global Englishes Language Teaching** (GELT; Rose & Galloway 2019, Rose et al. 2020) / **Teaching English as an International Language** (TEIL; Matsuda 2017, Callies et al. 2022)
- strong barriers to innovation in ELT (Galloway 2017: 17-21):
 - persistent, exclusive exonormative orientation towards two main reference varieties in **teaching and testing/assessment**
 - unawareness of extent and acceptability of linguistic variation among **teachers**
 - vague and underspecified descriptions of language variation in **curricula**
 - lack of appropriate teaching **materials**
- still little research on how diversity of English / TEIL is integrated into **teacher training programs** (but see Matsuda 2017)



- resolve fragmentation of disciplinary subject content knowledge and pedagogical knowledge; bridge gap between
 - 1) **English Language Education/teaching pedagogy and English Linguistics**
 - 2) **theory and practice** in university teacher education
- integrate linguistic aspects of **World Englishes into teacher education** (and ELT) by introducing **elements of GELT/TEIL into curriculum** (Galloway 2017: 13):
 - promote multilingualism and **awareness of diversity of Englishes**
 - increase **exposure to such diversity**
 - help teacher trainees develop awareness of **pedagogical implications of global spread of English**, also beyond school curricula

2) Teaching model: Three components



Circles of English



- target group: teacher students of English ("M.Ed. Englisch") in 3rd semester

LING module: Seminar "Varieties of English in the classroom"

- focus on expansion, globalization, and diversification of English and World Englishes
- description of selected varieties (e.g. Canadian English, Nigerian English, Indian English)
- implications for language education

ELE module: Seminar "Handlungskompetenzen"

- thematically linked to linguistics seminar, but shifting focus to materials and curriculum evaluation and development
- preparation of new teaching materials and lesson plans for teaching projects organized by groups of four to six students

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practical phase: students co-operate with in-service teachers at local partner schools, putting lesson plans to practical test, integrating **linguistic and pedagogical content knowledge** into teaching practice to make it **relevant** and **tangible**

module linking pedagogical and subject content knowledge (LINK)

seminar in **English Linguistics** "Varieties of English in the classroom"

- focus on expansion, globalization, and diversification of English and World Englishes
- description of selected varieties (e.g. Canadian English, Nigerian English, Indian English)
- implications for language education

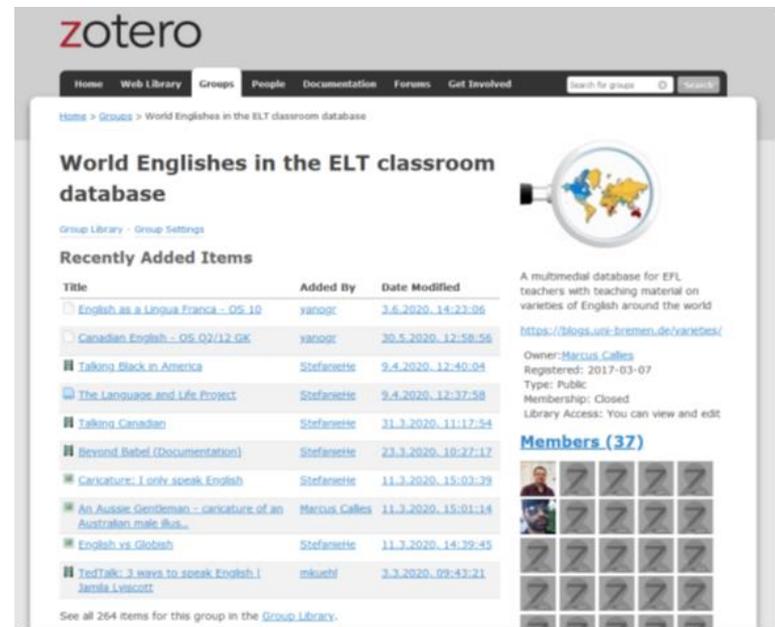
seminar in **English Language Education** "Handlungskompetenzen"

- thematically linked to linguistics seminar, but shifting focus to materials and curriculum evaluation and development
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TRANSFER

practical phase: students co-operate with in-service teachers at local partner schools, putting lesson plans to practical test, integrating **linguistic and pedagogical content knowledge** into **teaching practice** to make it **relevant and tangible**

- various topics related to WEs, e.g. British and American English, Australian English, the vocabulary of Australian English (hypocoristics), African American English, Indian English, English in South Africa, Canadian English, English in Trinidad, English around the world (for primary school)
- students receive feedback by in-service teachers
- importance of **teaching component**: serves as **catalyst for reflective practice**; without practical experience reflective practice and transfer of knowledge unlikely to occur
- multimedia **database of material** for future students & in-service teachers



3) Research perspectives

- several instruments to investigate different effects and outcomes of teaching model, perceived difficulties in implementation and changes in mindsets of students
- aims: **support reflection** and **raise awareness**, but also gain **insights into cognitive processes** and linguistic (and teacher) **identities**

Instruments:

- language learning biographies (written, 1-2 pages)
- questionnaires (pre- and post-seminar)
- written reflection of lesson
- written reflection of planning process
- **semi-structured interviews**

- qualitative **semi-structured interviews** with students after practical phase
- focus on students' **past experiences with English language** as well as **teaching objectives** and **corrective feedback**, subjective assessment of **potential changes in their views of English**, and their own way of speaking and teaching English
- main categories to be coded for:
 - changes in views on
 - **the English language and attitudes towards it**
 - participants' own English
 - **teaching English (linguistics)**
 - **relevance of practical teaching component**
 - future teaching objectives

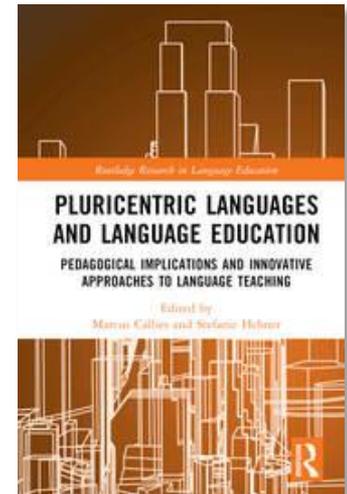
- 1) Well, I believe that even before the seminar I was somehow aware of the fact that it is stupid to assume that there is ONE correct kind of English. Uhm, but **the seminar showed me, I believe, ADDITIONALLY that, you know, linguistics can be something that changes and is sort of alive**, that is built on communication and so on and so forth, **something that has a real PRACTICAL component**, uhm, in, uhm, CONTRAST to the, uhm, rather NUMBER-crunching linguistics classes I have taken so far in my studies. (C06)
 - 2) Well, I think from the previous linguistics courses I didn't take away so much. Actually almost nothing. [...] But I think, **this was like the first linguistics course or the first seminar in which I realized, oh, you can really do something with it in the classroom**. You can really do linguistics. And I also find the combination with didactics just really interesting, that it wasn't linguistics only and then "What do we do with it in the end?", but that you could also see: **yes, that's how you can put it to practice**. [...] Well, also, it was actually the first time that I found didactics really helpful. (C14)
- **explicit verbalization** of some students' views of **linguistic and pedagogical content knowledge** in light of their previous curricular encounters with these disciplines (disciplinary knowledge can indeed be of practical relevance for school context)

- 3) My views on the language have definitely changed in that for example **Indian English** uhm has more legitimacy for me now. Well, before [the seminars] I perceived it perhaps as wrongly pronounced English (...) and now it is really/ Well, it IS a variety of English and their English just IS like that, if that makes sense. So, yes, it does have more legitimacy now in my view. (B03, 130)
- 4) Well, my view of English at SCHOOL has changed. But my view on English as a language/ So, I was sensitive to varieties before, just because I had spent time in Australia and America. So, well, this [i.e., awareness] already existed. But in school for me it was always/ Well, **I never even thought of varieties there. Because English there was simply Standard English.** (...) That was the problem. And one didn't question that. That was clear to me. That [i.e. the standard] is correct and everything else is wrong, so to speak. Well, that has changed for me now, to what extent **I AM tolerant towards other varieties and to include that [tolerance] in teaching.** (A11, 27-29)
- **higher level of awareness of Global Englishes**, of their own English and their attitudes towards varieties; **increased tolerance** of varieties and non-standard pronunciation in themselves

- 5) Well, earlier, I have/ would have just said, without reflecting on it, "ok, if textbooks only contain British and American English, that's fine. That's nice." Just that. And (...) then it simply became clear/ well, this real academic view on (...) How is English actually spoken globally? **And then/ that has/ that really made me realize: Ok, this is also relevant for school. And that's why it is also relevant for the pupils.** At least as to know something about who speaks English in what way (...) yes. (B06)
- 6) **it just became TANGIBLE through the teaching unit**, because we HAD to implement it. And it was only a **SMALL** example, I mean, to organize two lessons. But that was really great because we/ Well, you saw it, **it shows that it works.** (B03, 142)
- 7) But now we have put it into practice and it **just WORKED** and it also made kind of **SENSE** in that context, actually. Also without the goal to do **linguistics because of linguistics.** (A10, 28)
- practical teaching component leads to increased **relevance and meaningfulness of disciplinary content knowledge**; proves **feasibility of integrating Global Englishes into ELT**

4) Conclusions: Applicability to other pluricentric languages

- dynamics of other **pluricentric languages** (Spanish, French, Portuguese, German etc.) pose similar implications and challenges for language education and have sometimes been discussed for much longer than for English (Callies & Hehner 2023a for references)
- discussions address implications of global dissemination and use of pluricentric languages for teaching with aim of innovating language education
- university teacher education for teaching L2 Spanish faced with **similar degree of disciplinary fragmentation** involving
 - several subject disciplines, i.e. linguistics, literary and cultural studies, and practical language teaching with increasingly specialized subject matter content knowledge)
 - subject-specific didactics and general education
- teaching model thus applicable to almost all all other modern language philologies (Callies & Hehner 2023b)



4) Conclusions: Implications for teacher education

- enable future teachers to teach English including **linguistic variation** in a way that is based on state-of-the art disciplinary knowledge and justified by educational reasoning
- **sustainable curricular implementation** relatively straightforward, but very **dependent on local players** (importance given to topic, willingness to collaborate, availability of staff)
- personal, **biographic approach** has proved **fruitful** to notice and develop awareness of diversity of Englishes and pedagogical implications of global spread of English
- crucial **importance of practical in-school teaching experience** to overcome fragmentation of study content; **catalyst for reflective practice** and engagement with topic



<https://blogs.uni-bremen.de/varieties/>

Project

Global Englishes in ELT in Germany

Philippp Meer · Marcus Callies · Stefanie Hehner · [Show all 14 collaborators](#)

Goal: The goal of this network is to bring together researchers and practitioners in Germany that are interested in exploring the role of Global Englishes in English Language Teaching in Germany.

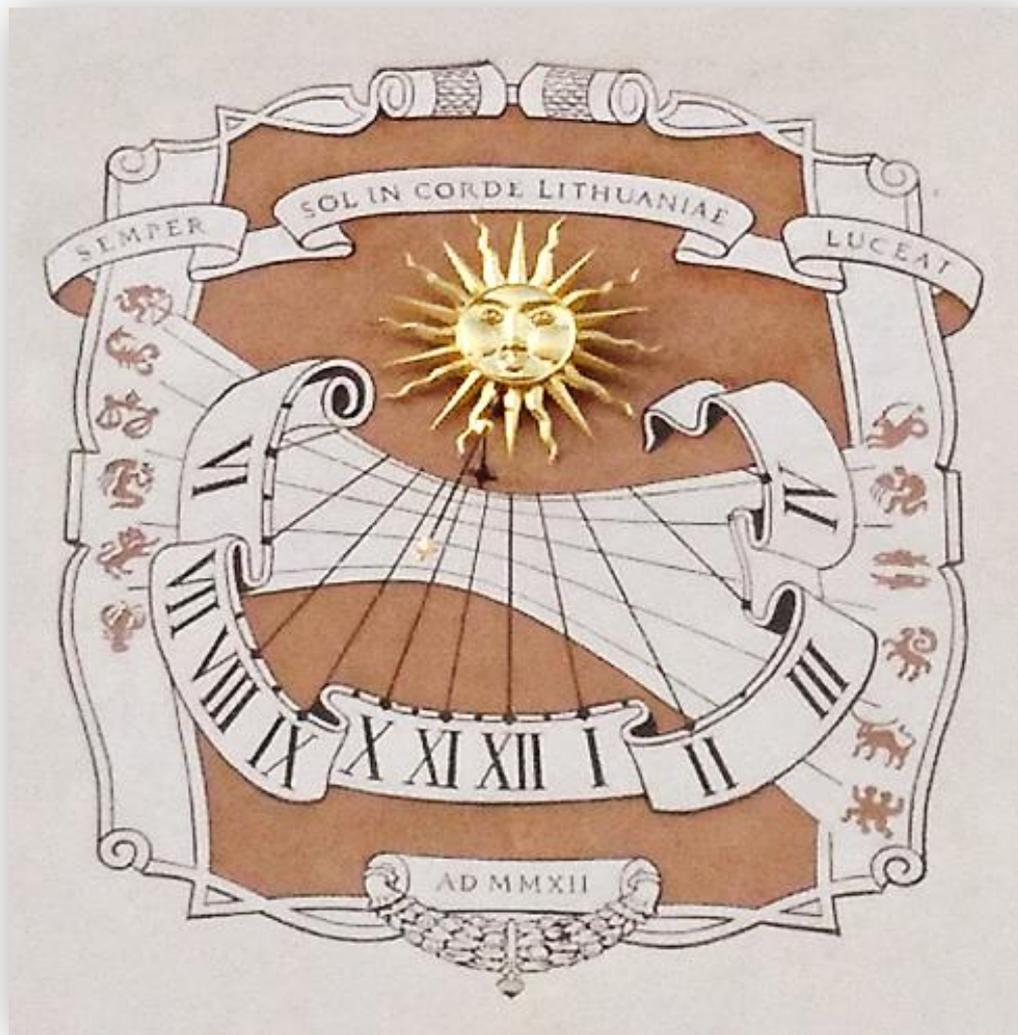
[Project log](#) [References \(5\)](#) [Questions](#)

<https://www.researchgate.net/project/Global-Englishes-in-ELT-in-Germany>



<https://globalenglishes-emi.network/>

**Labai ačiū
už viską!**



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