

Global Englishes for Language Teaching

The spread of English as a global language has resulted in the emergence of a number of related fields of research within applied linguistics, including English as an International Language, English as a Lingua Franca, and World Englishes. Here, Heath Rose and Nicola Galloway consolidate this work by exploring how the global spread of English has impacted TESOL, uniting similar movements in second language acquisition, such as translanguaging and the multilingual turn. They build on a number of concrete proposals for change and innovation in English language teaching practice, whilst offering a detailed examination of how to incorporate a Global Englishes perspective into the multiple faces of TESOL, putting research-informed practice at the forefront. *Global Englishes for Language Teaching* is a groundbreaking attempt to unite discussions on the pedagogical implications of the global spread of English into a single text for researchers and practising teachers.

HEATH ROSE is an associate professor of Applied Linguistics at the University of Oxford's Department of Education. He is co-editor of *Doing Research in Applied Linguistics* (2017), author of *Japanese Writing System* (2016) and co-author of *Introducing Global Englishes* (2015). He has published in a number of the world's top journals, including *Applied Linguistics*, *Modern Language Journal*, *ELT Journal* and *Higher Education*.

NICOLA GALLOWAY is a lecturer in Education (TESOL) at the University of Edinburgh. She is author of *Global Englishes and Change in English Language Teaching: Attitudes and Impact* (2017) and co-author of *Introducing Global Englishes* (2015). She has published Global Englishes-related research in *System*, *ELT Journal*, *Journal of English as a Lingua Franca*, *RELC Journal*, as well as a number of book chapters.

Cambridge University Press
978-1-107-16273-0 — Global Englishes for Language Teaching
Heath Rose , Nicola Galloway
Frontmatter
[More Information](#)

Cambridge University Press
978-1-107-16273-0 — Global Englishes for Language Teaching
Heath Rose , Nicola Galloway
Frontmatter
[More Information](#)

Global Englishes for Language Teaching

Heath Rose

University of Oxford

Nicola Galloway

University of Edinburgh



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-1-107-16273-0 — Global Englishes for Language Teaching
Heath Rose, Nicola Galloway
Frontmatter
[More Information](#)

CAMBRIDGE UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre,
New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107162730

DOI: 10.1017/9781316678343

© Heath Rose and Nicola Galloway 2019

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2019

Printed and bound in Great Britain by Clays Ltd, Elcograf S.p.A.

A catalogue record for this publication is available from the British Library.

Library of Congress Cataloging-in-Publication Data.

Names: Rose, Heath, author. | Galloway, Nicola (Linguist), author.

Title: Global Englishes for language teaching / Heath Rose, Nicola Galloway.

Description: Cambridge, United Kingdom ; New York, NY : Cambridge University Press, 2019. | Includes bibliographical references.

Identifiers: LCCN 2018040991 | ISBN 9781107162730 (hardback) | ISBN 9781316614952 (paperback)

Subjects: LCSH: English language – Study and teaching – Foreign speakers. | Second language acquisition.

Classification: LCC PE1128.A2 R6378 2019 | DDC 428.0071–dc23

LC record available at <https://lccn.loc.gov/2018040991>

ISBN 978-1-107-16273-0 Hardback

ISBN 978-1-316-61495-2 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

<i>List of Figures</i>	<i>page</i> vi
<i>List of Tables</i>	vii
<i>Preface</i>	ix
<i>Acknowledgements</i>	xix
 Part I Introducing Global Englishes for Language Teaching	
1 Global Englishes Language Teaching	3
2 The TESOL Curriculum and GELT	28
3 Second Language Learning Theory and GELT	60
4 Curriculum Innovation and GELT	79
 Part II Researching Global Englishes for Language Teaching	
5 Research Implications for GELT	109
6 Global Englishes and Language Teaching Materials	134
7 Global Englishes and Teacher Education	162
8 Global Englishes and English Medium Instruction	193
 <i>References</i>	 223
<i>Index</i>	252

Figures

1.1	Global Englishes: an inclusive paradigm	<i>page</i> 12
2.1	The interrelated elements of the curriculum in relation to GELT	31
2.2	Syllabus types	42
2.3	Major methodology trends from early to mid-20th century in the quest for the ‘best’ method	51
4.1	Curriculum innovation cycle	81
4.2	GELT curriculum innovation cycle	82
5.1	A GELT construct operationalised on an ordinal scale (Syrbe, 2017)	122
5.2	A GELT construct operationalised on a nominal scale	123

Tables

1.1	Galloway’s (2011) original GELT framework (adapted)	<i>page</i> 19
1.2	The 2018 Global Englishes Language Teaching framework	21
2.1	Richard’s (2001) curriculum perspectives from a GELT perspective	35
2.2	A multilayered content-based and skills-based syllabus integrated with GELT (adapted from Galloway & Rose, 2018)	40
2.3	Example additional goals and objectives in a GELT curriculum	46
5.1	A cross-tabulation of summarised qualitative data using GELT-inspired coding (adapted from McKinley, 2018, p. 245)	124
6.1	Adapted GELT framework for textbook evaluation	141
6.2	Evaluation of English-language norms in textbook samples	144
6.3	An analysis of norms in supplied audio materials	146
6.4	An analysis of norms in a sample of audio materials	147
6.5	Evaluation of target interlocutors in textbooks	148
6.6	Analysis of assumed target interlocutors	150
6.7	Analysis of ELF interactions in textbooks	151
6.8	Evaluation of English ownership in textbooks	152
6.9	Evaluation of global cultures in textbooks	155
6.10	Linguistic orientation of textbooks	156
7.1	Frequencies and percentages of participants’ attitudes towards the relevance of GELT proposals for their future teaching context	172
7.2	Frequencies and percentages of students’ attitudes towards the relevance of the barriers to their teaching context	172
7.3	Comparison of pre- and post-course attitudes	173
7.4	Thematic comparison for pre- and post-course open-ended questionnaire responses	175
7.5	Interviewee and focus group profiles	177
7.6	Thematic framework for the pre-course interviews	180
7.7	Thematic framework for the pre- and post-course comparison	182
7.8	Thematic framework for focus group discussions	185

viii	List of Tables	
8.1	Qualitative data from participant universities (adapted from Galloway et al., 2017)	202
8.2	English used in EMI as reported by students and teachers	204
8.3	Responses to ‘I believe that EMI programmes should only permit the use of English in lectures and classes’	206
8.4	Responses to ‘I believe that EMI programmes should permit staff and students to use English and their mother tongue’	207
8.5	Analysis of items 16 and 17 comparing students of different L1 backgrounds	208
8.6	Sample open-ended comments regarding ‘English only’	209
8.7	Sample open-ended comments supporting ‘the use of other languages’	212

Preface

About the Book

With the ever-increasing global demand for English proficiency, English language teaching (ELT) has become a global industry. English proficiency, as part of the modernisation agenda in many countries, is a major part of government initiatives. English is a prestige language in many contexts. It is often a compulsory subject in school; it is a requirement to enter higher education and to graduate. It is becoming, or has already become, a prerequisite to career success in many companies that use English proficiency as a benchmark in their promotion ladders. The age for English instruction has been lowered in many primary schools, and the English language is associated with a number of perceived benefits at the individual, the institutional and the national level. As Kachru wrote in *The Alchemy of English* (1986), ‘knowing English is like possessing the fabled Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power’ (p. 1).

Background to Global Englishes and Its Implications

The spread of English as a global language has resulted in the emergence of a number of related fields of research, including English as an International Language (EIL), English as a Lingua Franca (ELF) and World Englishes (WE). This book groups these fields under the one umbrella term of Global Englishes in its exploration of the impact of the global spread of English on English users and learners. Our use of the term Global Englishes is not a rebranding exercise, but, rather, a consolidation exercise. As independent research fields have been exploring the diverse use of English associated with its global spread, as well as its implications, a term is needed to unite the shared agendas, ideologies and calls for change to pedagogy. We discuss these fields and other related fields, such as translanguaging and native speakerism, in our opening chapter. Chapter 1 also outlines how Global Englishes – an inclusive paradigm – resonates with similar movements in second language acquisition (SLA),

such as the multilingual turn (e.g. May, 2014c), and key ideas emerging from critical applied linguistics, which are explored in greater depth in Chapter 3.

The growth of English as an international lingua franca has been coupled with a tremendous shift in usage of the language. The majority of speakers are now so-called second- or foreign-language users of English, a misnomer considering that, for many people, English has become an important language in their multilingual repertoires. These multicompetent speakers (see V. Cook, 1999, 2012, 2016a, 2016b) use the language alongside other languages for the purpose of communication in diverse and flexible speech communities. This shift in English language use has been accompanied by shifts in the needs of English-language learners for those learning the language to use as a global lingua franca.

In terms of teaching English, in just 100 years we have seen the primary purpose of English-language education move from teaching it primarily as an academic subject to teaching it for communication with first language (L1) speakers, and to teaching it for use predominantly with other users of English. As English language teaching approaches are linked with the needs of learners (Rose, 2018), this global shift indicates that a major change in the English-language curriculum is required, which is a topic covered further in Chapter 2.

The growing demand for English proficiency has further been accompanied by an increasing number of practitioner training courses, from short-term online certificate courses to full degree and postgraduate programmes. Today, there exist numerous options to obtain accreditation and further one's skills in Teaching English to Speakers of Other Languages (TESOL), accommodating those seeking credentials for a short-term working holiday to those seeking a professional career. Many leading universities also offer undergraduate and postgraduate degree programmes in TESOL. Teacher training is discussed further in Chapter 7.

This demand, for English proficiency and practitioner training, has also been furthered with the global movement towards English medium instruction, referred to as EMI. The *internationalisation* of higher education has become synonymous with *English* and, as universities seek to internationalise their curricula, the number of courses and programmes being offered in English has experienced exponential growth (Galloway et al., 2017). Europe has witnessed a tenfold increase in the number of EMI Master's programmes over a period of just ten years, led mainly by the disciplines of business, economics, engineering and technology (Brenn-White & Faethe, 2013). A widely cited report on EMI in Europe shows a similar increase in English-taught programmes in European universities, from 725 in 2001 to 2,389 in 2007, and 8,089 programmes in 2014 (Wächter & Maiworm, 2014). The EMI movement is happening worldwide (Doiz et al., 2013). In many contexts, one of the key driving forces behind this policy is to improve the English proficiency of a country's

future workforce, and English skills are also a key motivating factor behind student enrolment (Galloway et al., 2017).

The rapid spread of EMI has necessitated a need for English-language support programmes. The increased use of ELF in academic settings also offers new opportunities to use English with international peers and tutors. It would seem appropriate, then, for these programmes to include a Global Englishes focus, particularly since many students will have been exposed to a monolingual native model in their high school English class. Thus, the global EMI phenomenon, discussed further in Chapter 8, clearly has implications for the field of TESOL, as well as national school curricula. However, students on EMI programmes do not always value the use of their mother tongue in EMI programmes (Galloway et al., 2017), which may stem from their attachment to ‘standard’ or ‘native’ English norms, discussed further in Chapter 4.

A Call for Change

Certainly, the rise of English as a global language has changed the foundations of how the language is taught and learned. The pedagogical implications of the change in the usage of English by global speakers have led many scholars to call for a paradigm shift in English language teaching – the likes of which last occurred in the 1970s, when communicativeness was brought to the forefront of language education with the emergence of communicative language teaching. Scholars have argued that such a shift is necessary to reframe language teaching in order to match the new sociolinguistic landscape of the twenty-first century. Underpinning this paradigm shift is a change in views of the ownership of English, the emancipation of non-native speakers from native speaker norms, a repositioning of culture within the English language, a shift in models of language and a repositioning of the target interlocutor.

Curriculum theory has been discussed in relation to the globalisation of English previously (cf. Alsagoff et al., 2012). Sembiante (2016) also discussed the implications of new perspectives on multilingualism and translanguaging in the field of curriculum studies, particularly regarding the role of language. Such contributions aim to guide practitioners to critically reflect on their teaching practice in their specific contexts, but this book further helps practitioners to consider the barriers to change in order to achieve successful curriculum innovation. This book also outlines how curricular change is part of a larger movement in applied linguistics that extends beyond TESOL to studies of SLA, identity and global mobility.

While there has been a growing debate on the need for a critical examination of English language teaching in relation to the globalisation of English, the industry continues to focus on native English norms. Teacher training manuals continue to focus on static representations of English and constrained

representations of future use of the language with native speakers in Inner Circle cultures. As a result, many ELT practitioners in training continue to receive traditional views of language and language teaching characterised by adherence to ‘standard’ norms. This is unfortunate, given that ELF is now the most common use of the language today. This book aims at filling this gap by providing an alternative view of English language teaching, underpinned by a global use perspective.

In most books aimed at practitioner–researchers and teacher trainees, the norms of ‘standard’ English prevail, rather than the diversity and plurality of ELF interaction. Both Dewey (2012) and Widdowson (2012) note the need for teachers to reconceptualise the notion of language, the very subject they teach. Recent years have witnessed research flourish within the field of Global Englishes, and a number of researchers have begun to investigate more deeply what the implications are for teaching the language in the twenty-first century. Although some authored books that explicitly link EIL with TESOL have preceded this one (e.g. McKay, 2002), no definitive authored monograph on Global Englishes and language teaching currently exists.

Global Englishes for Language Teaching

This book aims to build on the growing literature on the pedagogical implications of Global Englishes research, which includes a number of book sections and chapters on the topic of ELT in Global Englishes texts (e.g. Galloway, 2017a; Galloway & Rose, 2015; Jenkins, 2015; Kachru & Nelson, 2006; Kirkpatrick, 2007, 2010a, 2010b; Melchers & Shaw, 2011; Murata, 2016; Seidlhofer, 2011), entire books (Alsagoff et al., 2012; Bowles & Cogo, 2015; Brown & McKay, 2016; Dogancay-Aktuna & Hardman, 2008; Galloway, 2017b; Matsuda, 2012, 2017; McKay, 2002; Rose & Galloway, 2019; Sharifian, 2009; Walker, 2010), articles in language teaching journals (Baker, 2012; Cogo, 2012; Cogo & Pitzl, 2016; Galloway & Rose, 2014, 2017; Jenkins, 2012; Jenkins et al., 2011; Kirkpatrick, 2011; Rose & Galloway, 2017a; Sowden, 2012; Sung, 2014; Suzuki, 2011; Syrbe & Rose, 2018; Thorn, 2013) and growing mention of Global Englishes in ELT practitioner texts (Hall, 2016; Harmer, 2007; McDonough et al., 2013; McGrath, 2013; Savova, 2008) – albeit in a superficial fashion (Galloway, 2017a). It builds on a number of concrete proposals for change being put forward, which can be grouped together into a Global Englishes Language Teaching (GELT) framework (Galloway, 2011; Galloway & Rose, 2015). This book aims to widen the debate on the need for change in ELT practice in light of such research, by offering a detailed examination of what incorporating a Global Englishes perspective into the ELT classroom (i.e. GELT) would look like. GELT is not a prescriptive model for ELT and this book intends to emphasise the diversity of

global teaching practices and the diversity of students' needs around the globe. It is a student-centred framework for curricular change that aims to empower TESOL practitioners to critically evaluate their curricula in relation to Global Englishes.

Based on the proposals for change in the literature, a Global Englishes perspective of ELT emphasises the need to raise awareness of the issues associated with the spread of English and to prepare learners to use English in various global and local communities. GELT is a groundbreaking attempt to unite discussions on the pedagogical implications of the global spread of English into a single text for researchers and practising teachers. This book aims to draw on trends in educational and applied linguistics theory to better inform future English language teaching practice.

The movement towards GELT, however, requires a conceptual transition, in terms of both how the language itself is viewed and how it is taught. Such a shift in usage, as well as the evolution of the language, 'have forced a re-examination of the goals of English-language learning and teaching, as well as a reconceptualisation of the English language itself, along with sacredly held paradigms in ELT' (Nero, 2012, p. 153). As Widdowson (2012) notes, 'The first step is to raise the awareness of teachers that there is an alternative way of thinking about the subject they teach, based on an understanding of English as a lingua franca' (p. 24). Thus, this book is structured in a way that enables readers to fully understand where these proposed changes come from and to offer a critical alternative to current mainstream teacher training books. It also introduces original research that melds a Global Englishes perspective with research on materials evaluation, teacher training programmes and English medium instruction in higher education.

Book Structure

A Book in Two Parts: A Text and a Research Monograph

The book is divided into two parts. It is a key text for researchers and teachers, as well as a research monograph. The first part of the book explores the key concepts and theories underpinning a global approach to English language teaching. It explores the theoretical underpinnings of GELT, analyses GELT through a curriculum perspective, explores SLA theory through a Global Englishes lens and investigates what GELT innovation should look like. The second part of the book outlines avenues for research at the nexus of ELT and Global Englishes. It further showcases original GELT-related research in three separate studies, via an exploration of teaching materials, teacher education and language use in EMI contexts.

Part I: An Overview of Global Englishes for Language Teaching

Part I focuses on the theory behind a Global Englishes approach to language teaching and includes four chapters. Chapter 1 begins with an overview of the field of Global Englishes, introducing its connections to World Englishes, ELF, EIL, translanguaging and a number of other interrelated research paradigms. In this initial chapter, we introduce the key concepts and theories, which underpin the book, before moving on to their pedagogical implications. This chapter introduces the GELT framework and outlines the proposals that have been put forward for change to ELT practice.

Chapter 2 re-examines key concepts and theories underlying English language teaching, by exploring them through a Global Englishes lens. It takes a curriculum perspective, by exploring the implications of Global Englishes on such elements as course aims/objectives, needs analysis, syllabus design, teaching approaches, learner assessment and course evaluation. This chapter provides a structured critical overview of the field of TESOL and challenges the dominance of English-language norms, whilst providing real-life examples of GELT innovations in English-language classrooms.

Chapter 3 widens our investigation by applying a critical Global Englishes lens to the field of SLA. SLA theory holds significant influence over English-language learning and teaching practices. This chapter links trends in TESOL with parallel developments in SLA, in order to provide GELT with a theoretical anchor. Here, we provide an overview of key theories in SLA before focusing on recent developments surrounding multilingualism and movements away from monolingual reference points. Increasing awareness of the fact that multilingualism, not monolingualism, is the norm in language acquisition has led to a re-examination of key concepts in SLA. Many of the arguments within the recent ‘multilingual turn’ in SLA resonate with GELT; hence, this chapter highlights the synergies between the two.

In Chapter 4, we acknowledge that implementing change is challenging, and we introduce readers to the GELT curriculum innovation process. We also discuss a number of possible barriers to achieving Kumaravadivelu’s (2012) ‘epistemic break’ (p. 14) from ‘native’ English-speaking norms in ELT. We also acknowledge that such a change may be rather daunting for TESOL practitioners, so offer advice on how best to introduce innovation to increase the possibility of successful institutional adoption of GELT. It is hoped that consideration of the various factors involved in the curriculum innovation process will help practitioners to maximise the opportunity to implement sustainable GELT-related curricular innovation.

This chapter concludes Part I and argues that, in order to achieve macro-level change in ELT, it is crucial not to alienate experienced teachers by telling them that their current teaching practices are irrelevant and outdated. It is also

important that calls for change are grounded in classroom-based research, and not on ideological or theoretical arguments. In order to bridge the theory–practice divide, we call for more research carried out by practitioners, which leads us to the next part of the book that outlines research studies in GELT.

Part II: Research on Global Englishes for Language Teaching

Part II of the book focuses on researching GELT. Chapter 5 examines research into GELT, starting with an outline of areas in need of investigation. We especially emphasise the need for classroom-based research to evaluate the impact of Global Englishes approaches in language classrooms, in order to bridge the theory–practice divide. This chapter also explores suitable methodologies that can be employed to investigate GELT. It particularly emphasises the importance of action research, reflective inquiry and narrative inquiry as tools to examine and report on change in actual ELT classrooms, as well as introducing a number of alternative methodologies. Just as practices change, new methods of inquiry are necessary, in order to research them effectively.

Chapter 6 presents a study that investigates the global orientation of popular English textbooks, which are widely used within ELT contexts around the world. The study illustrates how the GELT framework can be operationalised as a research framework to investigate Global Englishes in teaching materials. Despite textbooks providing only one perspective into classroom practices, they remain one of the most prevalent sources of teaching and, as such, assert a major influence on the way language is taught and on the way students view the language (Matsuda, 2002). The aim of the study is to explore the extent to which a sample of textbooks position key GELT constructs, in order to ascertain whether or not these texts reflect the lingua franca language needs of modern-day English learners.

Chapter 7 examines a research project into TESOL teacher education in the UK, where a Global Englishes course is offered as an optional module within a Masters-level TESOL programme. The study uses pre-course and post-course questionnaires and interviews and post-course focus groups to examine pre- and in-service teachers' attitudes towards GELT and to examine the effects of the course on these attitudes. The mixed methods study aims to reveal the attitudinal undercurrents of the participants and to gain insight into the contexts in which they are operating. The study also aims to inform GELT course evaluation and design. We use this study as a springboard to emphasise the importance of both teacher education and conducting research with key stakeholders, thus the results will be of interest to those teaching in different contexts who are interested in ensuring that their TESOL practitioner programmes reflect the growth in ELF usage worldwide.

Chapter 8 presents reanalysed data from a recent British Council ELT Research Award project (Galloway et al., 2017), in order to more thoroughly explore the monolingual orientation within EMI programmes in China and Japan. Questionnaires were conducted with 579 students at 12 participating universities in Japan and China and with 28 members of staff at 8 of the universities. The chapter also draws on an additional 123 international students who were studying in Japan. The study builds on the results of the main project, by offering a more detailed examination into student and teacher perspectives of English-only policies within EMI, as well as their underlying attitudes pertaining to the use of other languages. The qualitative data provides insight into *why* the participants hold monolingual or multilingual perspectives of language use within these EMI contexts.

A Personal Rationale

Although we have outlined an academic rationale of this book, it also has a deeply personal rationale. Our motivations to write this book emanate from both authors' lifelong commitment to the profession of teaching, which is anchored in our combined thirty-five years of working in English language teaching and TESOL teacher education. We feel our identities are as teachers first and as scholars second, and we drew on both of these identities when researching and writing this book.

From our early years as language teachers in schools in rural Japanese towns, we both became acutely aware of the privileges afforded to us as so-called native English-language teachers working in an educational context that prized speakers of 'American English' or 'Queen's English'. As both of us came from non-standard English-speaking communities (Nicola from Scotland and Heath from rural Australia), we were highly aware from the outset of our careers that this privileged status was undeserving and misguided, but we lacked the academic knowledge to articulate why.

In these early years, we worked with many talented L1 Japanese background English-language teachers, who were not only more experienced at teaching than we were at the time, but also more knowledgeable of the standard English used in the curriculum. Our co-teachers, however, were often undervalued, especially in the commercial English language teaching industry. Such early experiences caused one of us (Nicola) to challenge such inequalities in her Master's research, and the other (Heath) to distance himself for a couple of years from the profession of English language teaching to focus his Masters research on the pedagogies of languages other than English.

After completing our Master's degrees, we both independently returned to Japan to take up lectureships at Kanda University of International Studies, which was where we first became colleagues. We worked with students who

mainly aimed to use English for future careers in the tourism industry. We both were acutely aware that our learners were likely to use English with other second-language (L2) users of the language, rather than ‘American English speakers’, who were over-represented in the curriculum. Our university gave us a great deal of autonomy within the curriculum. The curriculum promoted learning through use, rather than a focus on form, which was quite compatible with innovations.

Lecturers were also free to propose and create content-based courses on a topic of their own interest. One of us (Heath) created and taught a course showcasing cultural and historical content related to East and South-East Asia, within the context of tourism. The decision to introduce this course was to help balance the extant curricula focus on ‘British Studies’ and ‘American Studies’. It was also due to the perceived importance of this region for students who aimed to work in the tourist industry. As an example, in January 2018 there were 2.3 million visitors from East and South-East Asia to Japan compared to just 92,000 visitors from the USA (source: JTB, www.tourism.jp/). The other of us (Nicola) explicitly taught Global Englishes content to students, which formed data for her doctoral research. This foray into explicit Global Englishes teaching can be read in Galloway (2011, 2013, 2017a). As far as we can tell from the extensive literature we cover in this book, this course is one of the first recorded instances of teaching Global Englishes content to learners of English within a traditional language programme.

In later years, we were colleagues once more within Rikkyo University College of Business, where we worked together to integrate Global Englishes content within the existing English for Academic Purposes (EAP) curriculum. Changes included: an introductory module on the global spread and use of English; the hiring of L2 English-speaking teaching assistants for increased ELF exposure in the classroom; inviting of guest speakers who were strong role models of business ELF users; and shifting focus on communication over accuracy in assessment. Our drive to innovate the curriculum was grounded in the perceived importance of English as a business lingua franca for our students’ future careers. Some of this later experience is reported in Galloway and Rose (2013) and Rose and Montakantiwong (2018). After teaching at Rikkyo University, we took up academic positions in UK and Irish universities, where we integrated our professional and academic knowledge in shaping teacher training programmes – experiences we discuss in Galloway (2017b) and Rose (2017).

We introduce this personal rationale to highlight the fact that we do not write this book sitting atop an ‘ivory tower’ dictating change from an ideological point of view. Sadly, this is sometimes the case when calls for change are made by applied linguistics researchers who have had limited experiences in actual language classrooms. While the perspectives we present in this book have

xviii Preface

a strong theoretical foundation, they are also entrenched in our own previous pedagogical experiences and practices in TESOL. They are reflective of our own journey and experiences as teachers of English and are bound inextricably with practice. Many of the ideas we present here have a strong professional rationale and offer our own professionally grounded answers to calls from practitioners who teach English in global contexts.

Scholars often talk about a theory–practice divide when introducing innovative pedagogical practice. However, our personal rationale highlights the fact that our research-informed practices have predominantly occurred within the very space between theory and practice. Much of the research we have reported over the years (Galloway, 2011, 2013, 2017a; Galloway & Rose, 2014, 2018; Rose & Galloway, 2017; Rose & Montakantiwong, 2018) has occurred when we have embodied a practitioner–researcher identity (for an overview of the complexities of such research, see Galloway, 2017c). Thus, this book is one way for us to consolidate this work by linking our own extant practices of Global Englishes for language teaching with current TESOL and SLA theory in order to stimulate innovation within both fields.

Acknowledgements

We would like to acknowledge the support of friends and family in writing this book, which is, perhaps, our biggest joint writing project to date. We would also like to thank the various participants in our studies, and also our research assistants, namely Takuya Numajiri and Jarek Kriukow, whose contributions to the data analysis in Chapters 7 and 8 greatly improved the volume. We would like to thank our amazing publishing team at Cambridge University Press.

Cambridge University Press
978-1-107-16273-0 — Global Englishes for Language Teaching
Heath Rose , Nicola Galloway
Frontmatter
[More Information](#)
