



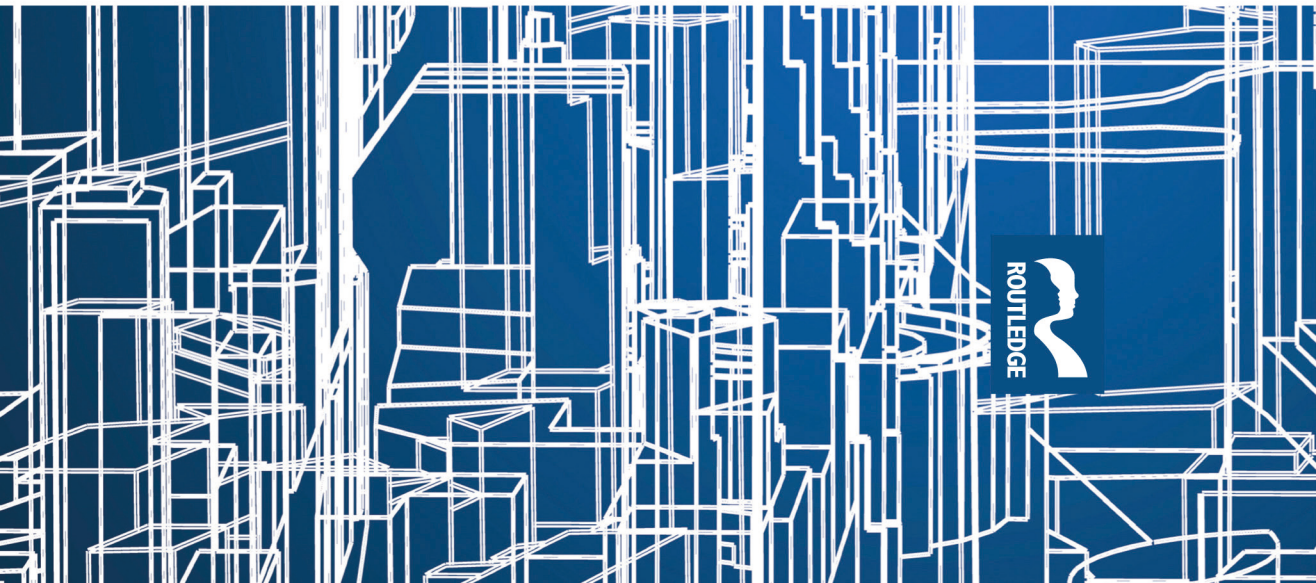
Routledge Advances in Teaching English as an International Language

GLOCALISING TEACHING ENGLISH AS AN INTERNATIONAL LANGUAGE

**NEW PERSPECTIVES FOR TEACHING AND
TEACHER EDUCATION IN GERMANY**

Edited by

Marcus Callies, Stefanie Hehner, Philipp Meer and
Michael Westphal



Glocalising Teaching English as an International Language

The worldwide spread, diversification, and globalization of the English language in the course of the twentieth and early twenty-first centuries has significant implications for English Language Teaching and teacher education.

We are currently witnessing a paradigm shift towards Teaching English as an International Language (TEIL) that aims to promote multilingualism and awareness of the diversity of Englishes, increase exposure to this diversity, embrace multiculturalism, and foster cross-cultural awareness. Numerous initiatives that embrace TEIL can be observed around the world, but ELT and teacher education in Germany (and other European countries) appear to be largely unaffected by this development, with standard British and American English and the monolingual native speaker (including the corresponding cultural norms) still being very much at the center of attention. The present volume addresses this gap and is the first of its kind to showcase recent initiatives that aim at introducing TEIL into ELT and teacher education in Germany, but which have applicability and impact for other countries with comparable education systems and ‘traditional’ ELT practices in the Expanding Circle. The chapters in this book provide a balanced mix of conceptual, empirical, and practical studies and offer the perspectives of the many stakeholders involved in various settings of English language education whose voices have not often been heard, i.e., students, university lecturers, trainee teachers, teacher educators, and in-service teachers.

It therefore adds significantly to the limited amount of previous work on TEIL in Germany and bridges the gap between theory and practice that will not only be relevant for researchers, educators, and practitioners in English language education in Germany but other educational settings that are still unaffected by the shift towards TEIL.

Marcus Callies is full professor and Chair of English Linguistics at the University of Bremen. His main research interests are corpus linguistics with a focus on lexico-grammatical variation and innovation in advanced learner varieties of English and World Englishes, Learner Corpus Research, teacher education, conceptual metaphor, and the language of sports.

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Routledge Advances in Teaching English as an International Language

Teaching English as an International Language (TEIL) is a new paradigm in English Language Teaching (ELT) that has emerged as a response to the rapid increase in the global spread of English, which has brought about structural, functional, and demographic changes to the language. These changes include the fact that the majority of communicative events in English that are currently taking place around the world are between so-called “non-native” speakers of the language. Around 2 billion people on the planet are now using English on a daily basis, and English has an official role in more than 70 countries and territories. The rapid spread of English among communities of speakers around the world has also led to the localization or nativization of the language and the development of many new varieties, such as Chinese English. These recent changes to the English language and the ways in which the language is being used call for revisiting many aspects of teaching, learning, and using English. Although an increasing number of publications have come out on the topic of EIL, no book series to date has been dedicated to the teaching and learning of EIL.

The series will publish original research and theoretical essays on various aspects of TEIL. It will also publish books that engage with practical aspects of TEIL, such as pedagogy, EIL assessment, EIL material development, and intercultural communication in EIL.

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Glocalising Teaching English as an International Language

New Perspectives for Teaching and
Teacher Education in Germany

**Edited by
Marcus Callies, Stefanie Hehner,
Philipp Meer and Michael Westphal**

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Series foreword

In *Glocalising Teaching English as an International Language: New perspectives for teaching and teacher education in Germany*, Marcus Callies, Stefanie Hehner, Philipp Meer, and Michael Westphal have compiled an impressive and comprehensive collection of chapters on Teaching English as an International Language (TEIL), creating a volume which will undoubtedly become essential reading in the field. The focus on theoretical and pedagogical considerations in transitioning from English Language Teaching models and methods that favor inner-circle models and norms, to TEIL, which not only acknowledges but also incorporates a global and international perspective on English norms and usage into the English language classroom, positions this book as an important and timely addition to the RATEILS collection.

While grounded in research conducted across various English language teaching contexts in Germany, the authors critically examine key issues that teachers and administrators face regardless of setting in chapters that focus on language teacher education in Section I, to curricula in Section II and materials in Section III. Section I examines the incorporation of TEIL into language teacher education; and teachers' perspectives on and attitudes towards varieties of English and standard language ideologies. Chapters in Section II focus on language curricula as well as sociolinguistic and cultural language development. In Section III, innovative teaching practices are presented, including the applicability of TED talks and pop music in the TEIL classroom. The expansion of 'English' in the TEIL classroom to include outer- and expanding-circle Englishes is also explored.

Written in a highly accessible manner with detailed and example-rich discussion of critical issues in English language teaching, the volume is certain to become a key resource for teachers, researchers, and administrators engaged in TEIL, ELF, and World Englishes research and/or teaching.

Jette G. Hansen Edwards
Series Editor, RATEILS

Foreword

Nicola Galloway

I am delighted to write this foreword, not only because there is a need for more books of this kind, but for the perspective it offers on the German context. With the global spread of English, second language users are now more likely to use English in contact with other second language users, which has implications for ELT curricula and teacher education. The English language is mostly commonly used as a contact language, a lingua franca, by more non-native than native speakers of the language. As a result, the current sociolinguistic landscape is very different to what is presented in traditional ELT curricula, where ‘native’ speaker norms still prevail.

Scholarship on the globalization of English is gaining further momentum. As English has spread beyond its original boundaries, a number of related fields of research within Applied Linguistics document the global use of English. Scholars in the fields of World Englishes, English as an International Language, English as a Lingua Franca, and Global Englishes highlight the pluricentricity of English, how it functions as a global lingua franca and emphasize its global ownership. Scholarship discussing the pedagogical implications of research in all of these related fields is receiving growing visibility and importance, with increasing calls for the need for change in ELT curricula to meet the needs of those learning the English language in today’s globalized world. Such calls for change center on the mismatch between how the language is presented in the ELT classroom and how it is used outside of such educational settings. However, despite the growing body of work documenting both the use of English as a global lingua franca and the need for a paradigm shift in ELT, the ‘traditional’ ELT curriculum based on ‘native’ speaker norms continues to dominate. While headway has been made in recent years, there continues to be a theory-practice divide, with calls for more empirical research and explorations of how to instigate change at the classroom level.

This book addresses this divide, offering insights into the European context. It not only addresses calls for more classroom-based research with a range of stakeholders, but it also adds to the growing body of literature that calls for a new orientation to language in the ELT curriculum. It provides readers with insights into how to achieve this much needed paradigm shift away from ‘native’ speaker norms in the German context and beyond. The authors have produced

a very comprehensive tool for both teacher and curriculum development in relation to TEIL/Global Englishes that provides readers with insights into the growing body of conceptual work, but also highlights the need to supplement such work with practical suggestions to instigate change. The authors report on various empirical studies, responding to the need for more research with a range of stakeholders and they also outline several practical suggestions to achieve curriculum innovation. The chapters help readers re-imagine ELT in the twenty-first century, something that requires practitioners to critically evaluate standard language norms. These chapters include intervention studies and showcase teacher education curricula to raise awareness of Global Englishes. The studies provide pedagogical evidence on the benefits of Global Englishes innovations, responding to the need for research demonstrating a perceived benefit of incorporating a Global Englishes perspective into the classroom. The book also prompts readers to think beyond traditional definitions of English to gain an understanding of the implications of global Englishes.

The focus of the volume is on the German context, but it will be of interest to readers around the globe, particularly in similar expanding-circle contexts that continue to focus on 'native' English norms. Of course, there is no one-size-fits-all approach to implementing an ELT curriculum or introducing Global-Englishes-related innovations. Context is key, yet readers will be able to draw parallels with other contexts where similar norms prevail. The chapters provide perspectives from a range of stakeholders in English language education, including school, university, and teacher education and provide insights into the implementation of TEIL, critical evaluations of current curricula and the perceptions of some key stakeholders in relation to TEIL/GELT. This will be of interest to researchers, teachers, and teacher educators, in a range of contexts. Teachers are important agents of change in the curriculum innovation process and the authors have embraced this notion with a clear focus on the importance of teacher education. The number of postgraduate Applied Linguistics and TESOL programs including Global Englishes perspectives is growing and this book offers insights into the design of such courses. The chapters also provide insights into key stakeholders' perceptions towards curricular innovation which is vital to achieving successful and sustainable curricular change.

I believe that this book will help teachers to address the 'native' speaker bias in their curricula and ensure that their classrooms are reflective of how the language is used as a global lingua franca. The inclusion of empirical research will also be of interest to students, researchers, and curriculum developers. With an overview of curricula, materials analysis, and interventions, the book provides a wealth of information for those considering to innovate their curricula in light of the global spread of English.

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The editors would like to thank the founding editor of this book series, the late Prof. Farzad Sharifian, for accepting our book proposal and for his feedback in the initial stages of this publication project. We would also like to thank the current series editor, Prof. Jette Hansen Edwards, for giving us the opportunity to publish this book in the series. We are indebted to Katie Peace at Routledge for her continuing support and guidance during the publication process. Sincere thanks also go to Nicole Hober of the University of Bremen, Germany, for her invaluable support in the preparation of the final book manuscript.



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Introduction

Marcus Callies, Stefanie Hehner, Philipp Meer and Michael Westphal

The worldwide spread and globalization of the English language in the course of the twentieth and early twenty-first centuries and its establishment as the de facto global lingua franca has brought about large-scale variation along regional, social, and functional dimensions. Considering the huge number of people learning English as a second or foreign language (L2), non-native speakers are the majority of English speakers today. These developments have significant implications for English Language Teaching (ELT) and teacher education, for example in that they pose questions as to the adequate coverage and integration of language variation in educational settings. However, in Germany, like in many other parts of the world, English Language Education (ELE) is still very much focused on standard varieties of English spoken in the Inner Circle (Kachru, 1985/1992), typically standard British and American English, while other Englishes have largely been ignored (e.g., Bieswanger, 2008; Syrbe & Rose, 2018).

This bias towards a monolingual British or American native speaker as the ideal(ized) target interlocutor for today's learners (including the corresponding cultural norms) has to be re-considered, as a paradigm shift towards Teaching English as an International Language (TEIL, e.g., Matsuda & Matsuda, 2018; Rose et al., 2020) and Global Englishes Language Teaching (GELT, Rose & Galloway, 2019) is well under way. Both approaches aim to promote multilingualism and awareness of the diversity of Englishes, increase exposure to this diversity, embrace multiculturalism, and foster trans-cultural awareness.

Numerous initiatives that embrace TEIL can be observed around the world. However, in contrast to other parts of the world – especially in the Asia-Pacific region (e.g., Marlina & Giri, 2014; Galloway, 2017; Hino, 2018, Ahn, 2019; Phan 2020), but also in South America (e.g., several chapters in Matsuda, 2017; Gimenez, Salles El Kadri, & Cabrini Simões Calvo, 2018) – ELT and teacher education in Germany and other expanding-circle contexts in Europe appear to be largely unaffected by this development, with standard British and American English still being at the center of attention. The present volume addresses this gap and is the first of its kind to showcase recent initiatives that aim at introducing TEIL into ELT and teacher education with a focus on Germany, but with a

plausible applicability and impact for other countries with comparable education systems and ‘traditional’ ELT practices in the Expanding Circle.

As is characteristic of an emerging and diverse research paradigm, there currently exists a sometimes competing and partially overlapping terminology to refer to the various pedagogical movements that aim at informing and innovating ELT in view of the diversity of Englishes. The most widely-used umbrella terms are TEIL (e.g., Matsuda & Matsuda, 2018) and GELT (Rose & Galloway, 2019). Both are conceived of as being inclusive paradigms at the intersection of research on World Englishes, English as a Lingua Franca (ELF), and English as an International Language (EIL). EIL has been used for several decades with a focus on the implications of the spread of English for language pedagogy rather than linguistic variation itself (Rose et al., 2020, p. 11). However, it has sometimes also been understood as referring to the many varieties of English spoken in the world in the sense of an international, i.e., global means of communication. To avoid confusion, researchers now increasingly seem to prefer the term TEIL to emphasize its aims of innovating ELT (e.g., Marlina, 2017; Matsuda, 2017; Rose et al., 2020), see for instance the distinction made by Matsuda and Matsuda (2018, p. 65):

In our view, WE [World Englishes] and TEIL are complementary to rather than competing with each other. WE is a research field that generates new knowledge and insights about the diversity of the English language and its impact on various aspects of language practices, including English language teaching. TEIL is a paradigm within a related but different field – that is, ELT – through which principles generated by WE studies are enacted, tested and challenged. They do overlap to some extent. Examining the implications of WE in the English language classroom is within the purview of both WE and TEIL, but with different emphases – the former with the goal of understanding WE as a phenomenon and the latter with an emphasis on improving teaching practices.

To achieve consistency throughout the present volume, we use ‘Teaching English as an International Language’ and its shorthand TEIL as an umbrella term for the educational/pedagogical approach to ELT. The alternative, but largely synonymous term GELT is not used except in citations or direct reference to specific GELT proposals. As an umbrella term for the diversity of the English language we use ‘Global Englishes’ (Rose & Galloway, 2019, pp. 4, 12) that includes World Englishes, ELF, EIL, Englishes learned as a foreign language (EFL), Englishes learned as a second language (ESL), unless the need arises to use one of these more specific terms, or when referring to specific varieties of English in which case we will use, e.g., ‘Indian English’, ‘English in Germany’, or ‘Asian Englishes’.

There is consensus that the diversity of Englishes world-wide needs to be reflected in English language curricula, teaching materials, and classrooms if students are to be educated for successful communication across international contexts (see, e.g., Matsuda, 2018: 29–30). However, the growing body of conceptual work in TEIL needs to see context-specific implementation into the

diverse local curricula, supplemented with practical suggestions, i.e., tasks and materials for the classroom, to impact actual teaching practice in specific settings (see, e.g., Selvi & Yazan, 2021). The chapters in this book provide a balanced mix of conceptual, empirical, and practical studies and offer the perspectives of the many stakeholders involved in various settings of ELE whose voices have not often been heard, i.e., secondary-school students, teacher students, university lecturers, in-service teachers, trainee teachers, and teacher educators. It therefore adds significantly to the limited amount of previous work on TEIL in Germany and bridges the gap between theory and practice in TEIL, which will not only be relevant for researchers, educators, and practitioners in ELE in Germany, but other educational settings that are still unaffected by the shift towards TEIL.

The book is structured into three thematic sections. **Section I** focuses on TEIL in teacher education by reporting on the development of an innovative teaching model for university teacher education and the views, attitudes, and previous experiences of the diverse stakeholders involved in teacher education. **Section II** features chapters that evaluate the school curricula of the German federal states as regards their suitability for TEIL, as well as suggestions relating TEIL to other pedagogical approaches and concepts. **Section III** then contains practically-oriented chapters zooming in on the development and use of innovative teaching material and activities for the TEIL classroom.

Section I begins with a contribution on “An integrated approach to introducing TEIL in language teacher education at the interface of linguistics, language education, and teaching practice” (**Chapter 1**). As a first step toward closing the gap between theory and practice in TEIL, Marcus Callies, Heather Haase, and Stefanie Hehner report on the design, curricular implementation, and evaluation of a new teaching model that is unique in the implementation of TEIL in university-based English language teacher education in Germany.

Chapter 2 leads over to the second phase of teacher education in Germany, i.e., the practical in-service training outside university. Based on a qualitative study with teacher educators, Verena Hölscher and Philipp Meer show that although teacher educators generally attribute importance to Global Englishes in ELT, they have reservations regarding non-American/non-British Englishes; Global Englishes are found to hardly play any role in this phase of teacher education.

In **Chapter 3**, Johanna Hartmann investigates future teachers’ perceptions of Global Englishes and shows that their views of different Englishes are overall dominated by a strong outward orientation to traditional native-speaker norms. Standard British English is judged to be at the top of a perceived hierarchy of Englishes, followed by standard American English and their own variety, while non-inner-circle varieties are rated lower.

Section I closes with a joint contribution by Sandra Jansen, Susanne Mohr, and Julia Forsberg, who illustrate the persistence of a standard language ideology among in-service teachers and how this ideology is reproduced in the classroom (**Chapter 4**). They illustrate eight key concerns which, they argue, need to be addressed more strongly in teacher education to overcome this ideological barrier to innovation toward TEIL.

Section II turns from teacher education to curricula. In **Chapter 5**, Philipp Meer provides a local perspective on the role of Global Englishes in the English language curricula in Germany. While different Englishes are found to be generally represented in the (upper secondary) curricula of (almost) all federal states, varieties of English are almost exclusively approached on a very broad and unspecific level that leaves considerable room for interpretation.

In **Chapter 6**, Markus Bieswanger zeroes in on the state of Bavaria and investigates the (changing) role of Global Englishes in Bavarian ELT curricula and teacher training over time. He identifies some “progress” but also many “missed opportunities” as regards TEIL, particularly concerning the newest version of the curriculum, and ultimately argues in favor of reforms to adapt ELT in Bavaria to the needs of twenty-first-century learners in light of the diversity of Englishes world-wide.

In **Chapter 7**, Michael Westphal, Katharina Brüggemann, Kathi Fischer, and Dagmar Deuber discuss the importance of sociolinguistic competence for TEIL. They argue for an extension of linguistic to sociolinguistic competence in future curricula. The basis of this discussion is an analysis of secondary-school students’ awareness and perception of the quotative form *be like*.

Ricardo Römheld and Frauke Matz close Section II with a theoretical discussion of the conceptualization of cultural learning underlying ELT (**Chapter 8**). They criticize the currently prevalent paradigm of intercultural communicative competence (ICC) as hindering successful implementation of TEIL and discuss alternative approaches to cultural learning.

Section III begins with Stefanie Hehner’s contribution on teaching materials for the TEIL classroom with a focus on Indian English (**Chapter 9**). She discusses the benefits and potential pitfalls of exposing students to an outer-circle variety by analyzing available teaching materials on India, presenting new materials, and highlighting further resources for teachers.

Michael Westphal illustrates how pop songs provide opportunities to have students encounter different Englishes and Anglophone cultures in the classroom (**Chapter 10**). He presents an analysis of two textbook series for the ways they make use of pop songs and provides exercises on Jamaican Creole using the lyrics of a pop song by a Jamaican artist.

Section III, as the most practically oriented part of the volume, closes with a paper by Peter Schildhauer, Carolin Zehne, and Marion Schulte, who discuss the benefits and challenges of using multimodal texts for a TEIL approach (**Chapter 11**). Beyond these theoretical considerations, they provide hands-on explicit examples for exercises in the classroom on TED-talks.

On the one hand, the different contributions demonstrate the various barriers to innovation toward TEIL in ELT in Germany. These barriers include highly persistent language ideologies among educators which privilege standard British and standard American English over Englishes of the Outer and Expanding Circle. School curricula only show tentative signs of change toward fostering a TEIL approach. This tentativeness is then reproduced in teaching materials, which further

inhibit a change toward TEIL in practical applications in the classroom. Together, these obstacles reproduce long-established biases toward native-speaker norms in ELT and prevent innovation. These obstacles are identified via research based on curricula, survey and interview data, and teaching materials mainly from Germany but they may apply in other expanding-circle countries in very similar ways.

On the other hand, all contributions highlight paths forward to the implementation of TEIL in Germany. These suggestions include (1) earlier, more specific, and bold innovations in curricula in favor of TEIL, for example including sociolinguistic competence or theories of global citizenship, (2) the use of a wider range of texts and materials for classroom activities, such as pop songs, YouTube videos, or TED-talks, as well as (3) changes in teacher education, which should address the global politics of English more deeply, and TEIL-related training programs aimed at teacher educators in the second phase of teacher education. Together, the contributions show that further implementation of TEIL depends on all players involved in ELT.

The book is directed toward the many stakeholders involved in ELE, most importantly ELT and teacher education, i.e., teacher students, trainee teachers, teacher educators/trainers, and in-service teachers as well as ELT researchers – especially those with an (emerging) interest in Global Englishes and TEIL. The target audience also includes (graduate) students and scholars of World Englishes and applied linguistics more broadly. Additionally, we hope that this book will be a rewarding read for university courses addressing the interface of variation in Englishes world-wide and ELE.

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