

Global Englishes in the Classroom

From Theory to Practice

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Abstract: Today's learners of English will face the challenge of having to communicate with speakers of English from a variety of backgrounds in their future. The smallest fraction of their prospective interlocutors will be native speakers of well-known standard varieties such as British and American English. Researchers of different research paradigms have discussed the pedagogical implications of this diverse sociolinguistic reality, which we refer to by the term *Global Englishes*. The two strategies that are proposed frequently are a) to allow learners of English to encounter a variety of different Englishes in order to develop (listening) comprehension skills and b) to address pragmatic and interaction strategies that allow to deal with intercultural encounters and – in particular – communication barriers. Starting from this theoretical background, we first investigate one coursebook each for the intermediate and the advanced secondary school level in the German state North Rhine-Westphalia to find out to what extent current coursebooks provide Global Englishes material. We identify a trend to providing a considerable amount of material. However, even most recent ebooks rely on audio files despite the fact that they could include a higher amount of audio-visual material. We argue that in particular audio-visual material is well-suited for making students encounter Global Englishes in the classroom and move on to suggest *TED-talks*, advertisements and cinematic films as highly suitable sources of material. We illustrate our argument with examples and selected tasks for each category. We end the article by proposing specific activities that can be used to practice interaction strategies.

Keywords: Global Englishes, ELF, coursebooks, audio-visual texts, task-design



1 Introduction – Global Englishes in theory, curricula, and teaching practice

English can be considered *the* lingua franca of (post)modernity. Using the English language has become a necessity for many professions, and English is an important language in international trade and travel. Therefore, the English language has advanced to a globalized phenomenon and grown out of the cradle of the traditional standard varieties, first and foremost British and American English. Speakers of English today are far more likely to encounter non-native speakers than native speakers of the language (Galloway & Rose, 2015, p. x). We can, therefore, safely assume that today's learners of English will (have to) communicate with speakers of English from various different backgrounds.

These developments have naturally been the subject of research from various theoretical strands (Galloway & Rose, 2015; Melchers & Shaw, 2015):

- The research paradigm of *World Englishes* focuses on the features of varieties of English around the world. These varieties are often categorised on the basis of Kachru's (1985) seminal Concentric Circles of English; phonological and morpho-syntactic markers are used to group varieties into further, linguistically motivated clusters.
- The *English as a Lingua Franca* (ELF) paradigm focuses particularly on the fact that, as a global language, English is used as a means of communication between far more non-native speakers than native ones and in various communicative encounters. In one of the most commonly cited definitions of ELF, Seidlhofer (2011, p. 7) describes ELF as “any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option”. From a linguistic point of view, Mauranen (2018) calls ELF “second-order-language contact” in which the “English” in ELF is a common denominator which has to be constructed for successful communication, depending on the context of the communicative situation. In second order language contact, speakers bring in whatever linguistic and cultural resources they have, which in turn means that ELF is always multinormative, multilingual, and multicultural (Mortensen, 2013). Rather than viewing it as a set of features, ELF can perhaps be seen as a set of skills, another communication mode (Kohn, 2018) which is used to master these complex communicative encounters apart from Standard English. This way, in an educational setting, students should be prepared for this “mode” of using English outside the classroom.
- Additionally, areas such as *Globalisation Studies*, *Language Policy* and *Education* have been concerned with the global spread of English (Galloway & Rose, 2015, p. xi).

These different strands all stress the pluricentricity of the English language, are interested in non-native speakers' use of English (and/or question the status of the “native” speaker in the first place), and emphasise that the sociolinguistic reality of English as a global phenomenon must have implications for the teaching of English, e.g. in foreign language classrooms. In choosing the term “Global Englishes” for the present paper, we follow Galloway & Rose (2015), who suggest this term to encompass all the foci outlined above, based on these shared underlying convictions.

These insights from research and theory have already had some impact on educational policy in Germany. In North Rhine-Westphalia (NRW), one of the biggest German states, the most recent version of the curriculum for English language teaching at secondary schools states that students should be enabled to act competently in intercultural encounters in various anglophone cultures, from the British Isles and the USA to Africa, India, Australia and New Zealand (MSW NRW, 2019a, p. 7). For students approaching

their *Abitur*, the curriculum even demands an increased awareness of the varieties of English as well as deeper insights into the structure and use of an evolving English language (MSW NRW, 2014, p. 12). In line with this policy, the Ministry of Education in NRW announced Nigeria's language and culture to be a core topic for the 2021 *Abitur* examinations (MSW NRW, 2019b).

These curricular demands boil down to two main aspects that students need in their classrooms *today* in order to be successful in intercultural communicative situations *in the future* (Ahn, 2017; Baker, 2012, 2015; Farrell & Martin, 2009; Melchers & Shaw, 2015):

- frequent Global Englishes encounters (see Section 3) that allow them to develop a sufficient degree of tolerance towards comprehension problems, adequate listening comprehension skills as well as intercultural and language awareness;¹
- interaction strategies (see Section 4) that allow them to manage intercultural encounters (in particular critical incidents) and to overcome potential communication barriers.

If we switch perspective from theory to current practice, however, we still encounter a considerable gap. Kohn (2016, p. 87), for instance, states that “[...] far too many young people are leaving school today without being able to cope with the challenges of real English communication to their own satisfaction” (see also Bieswanger, 2012). Practitioners at schools in North Rhine-Westphalia who were interviewed in 2019 (Zehne, in prep.) agreed with Kohn's thesis and pointed to a lack of material for practicing Global Englishes encounters in their classrooms. They stated that fully-employed in-service teachers often do not have the resources to produce these materials on their own.

In sum, we witness a situation in which theory from Global Englishes research is being transferred into curricular guidelines (e.g. in North Rhine-Westphalia), but apparently not yet further into the classrooms to a sufficient degree.

In what follows, we would like to contribute to closing this apparent theory-practice gap. We first investigate what contribution current coursebooks can make in that regard (Section 2) and on that basis move on to suggesting material and tasks addressing the two needs pointed out above. Section 3 mainly focuses on receptive competences, providing example material and tasks for integrating Global Englishes encounters in English as a foreign language classrooms. This section opens with a strong plea for the use of audio-visual texts in that regard. Among others, we argue that these texts are suited best for providing comprehensible input (Krashen, 1985) and, thus, for catering to the needs of learners, who should not be frustrated, but encouraged to encounter Global Englishes. Section 4 turns to productive competences (in particular speaking) and shows how interaction strategies for ELF encounters can be practiced. Section 5 concludes the paper.

2 Global Englishes in the coursebook: current tendencies

A central medium and source of material for in-service teachers is the coursebook, which is based on curricular guidelines (see Section 1). Due to their prominent position in everyday school life (McKay, 2012; Möller, 2016), current coursebooks are an essential starting point for any project aiming at transferring theory to (school) practice. In this section, we will examine how two different current coursebooks represent global varieties of English.

¹ The concept of *intercultural awareness* (Baker, 2012, 2015) is based on Byram's seminal account of intercultural communicative competence (ICC) (Byram, 1997) and, thus, encompasses the ICC components related to *knowledge*, *attitudes* and *skills* suggested by Byram (Baker, 2012, p. 65). However, *intercultural awareness* extends earlier conceptions in stressing the “varied, dynamic, and emergent” nature of cultural influences in “global lingua franca contexts” (Baker, 2012, p. 66) and, therefore, goes beyond the ICC idea of communication between cultural groupings well-defined on a national level. Consequently, while knowledge of specific cultures still plays a role in Baker's conception, the focus shifts to “an understanding of the dynamic way sociocultural contexts are constructed” (Baker, 2012, p. 65).

One of the first coursebooks for the advanced secondary school level based on the new curricular demands outlined in Section 1 is *Green Line Oberstufe* (Butzko et al., 2015). Schulte and Schildhauer (2020) analysed the varieties of English used in that book, counting the different speakers, allocating them to varieties and determining a percentage of each variety per unit. Their results are replicated in Figure 1:

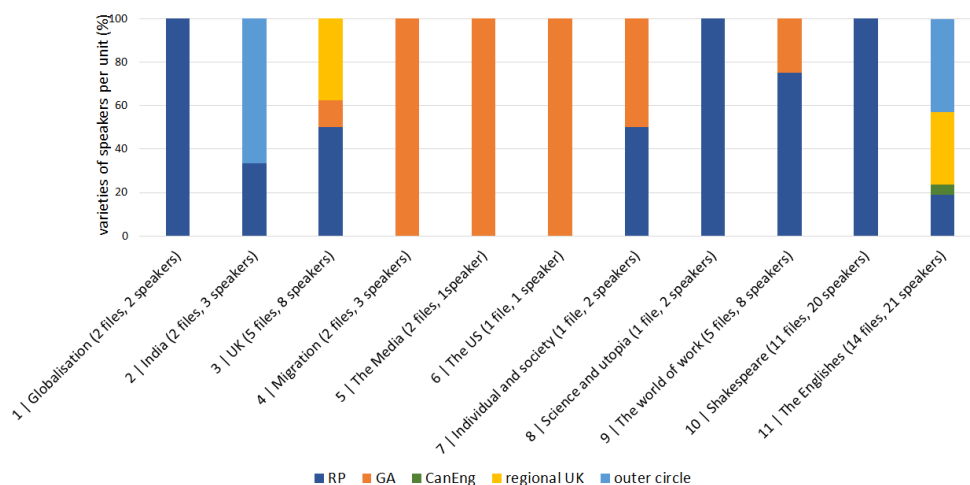


Figure 1: Varieties of English audible in audio files per unit in *Green Line Oberstufe* (reproduced from Schulte & Schildhauer, 2020)

Figure 1 shows that the traditional standard varieties, Received Pronunciation (UK) and General American (USA), dominate in each unit. Only chapter 11 (“The Englishes”) provides input from different varieties, such as regional accents from the UK, Canadian English, and African varieties of English (labelled “Outer Circle” here).

As the curriculum for this level also demands that students develop an increased awareness of and descriptive insights into the diversity of the English language, we additionally analysed the tasks in *Greenline Oberstufe* which exhibit a linguistic focus. Table 1 shows how these tasks can be categorised:

Table 1: Categories of tasks with a linguistic focus in *Green Line Oberstufe* and anchor examples

stylistic devices	“Analyse the stylistic devices the songwriter uses to convey his message.” (p. 92)
argumentative structure	“Explain the structure of the article – what is the logical connection between the paragraphs?” (p. 66)
meta / status of English	“Explain the meaning of ‘English isn’t English, it’s an elastic patchwork.’” (p. 258)
variety features	“What do you notice about the way the speaker pronounces ‘came’, ‘take’, ‘place’ and ‘available’?” (p. 269)
other	“Examine the style and language of the text. Do they appeal to you?” (p. 188)

For our purposes, tasks of the categories “meta / status of English” and “variety features” are particularly relevant. However, our analysis revealed that tasks with a linguistic focus are scarcely used in all units (with an average of 3.4 linguistic tasks per unit) except

chapter 11 “The Englishes” (with 59 linguistic tasks). Moreover, chapter 11 turned out to be the only unit in the book offering tasks focussing on variety features and the status of English. These results make it appear highly unlikely that Global Englishes will be addressed thoroughly in English classrooms relying on this coursebook as a guiding medium.

However, since *Green Line Oberstufe* was published in 2015, ebooks have established themselves as a new trend on the market. As they make use of the affordances of digital media, they are able to provide learners with an abundance of audio-visual material. Furthermore, the new *Orange Line 5* (both in print and as an ebook, NRW edition; Haß, 2017) invites 9th-grade students of comprehensive schools on a world tour through Australia (unit 1), the Caribbean (unit 2), South Africa (unit 3) and Hong Kong (unit 4). For these reasons, we replicated our analysis with a focus on the ebook *Orange Line 5*.

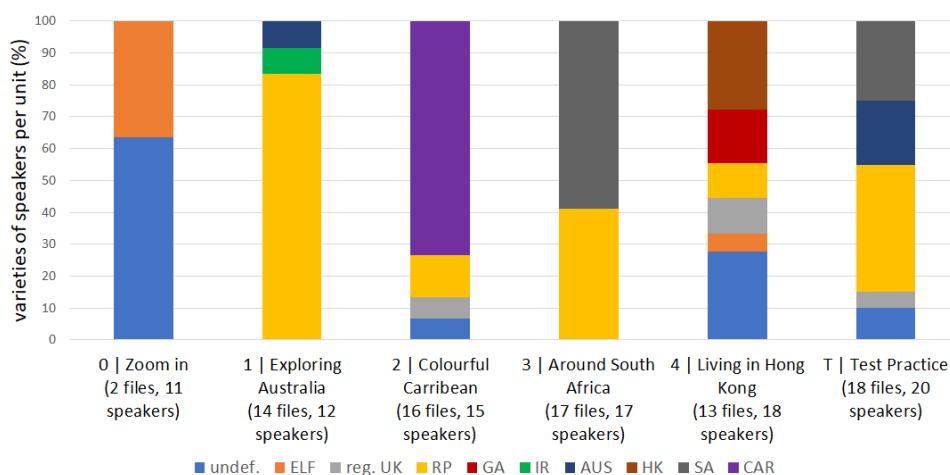


Figure 2: Varieties of English audible in audio files per unit in *Orange Line 5*

Figure 2 shows that *Orange Line 5* makes use of a vast amount of different speakers – never less than 10 in each unit. This constitutes a tremendous leap in comparison to *Green Line Oberstufe*. Additionally, the variety ratio is reversed as compared to *Green Line*: We hardly find speakers with a General American accent and while speakers of Received Pronunciation are still used fairly frequently, they are the minority in almost every unit (apart from Australia). In particular unit 2 and 3 appear to provide frequent input of the variety located in the respective area.

A closer look at the samples reveals that all speakers speak slowly and aim for a neutral variety that is marked slightly by features of their regional variety (e.g. monophthongs for the lexical sets FACE and GOAT as well as syllable-timed rhythm for the Caribbean, cf. Schneider (2008), and alveolar /r/ for South Africa, cf. Mesthrie (2008)). Thereby, students encounter unfamiliar Englishes, but are challenged adequately in relation to their proficiency level and are thus not overwhelmed by the input.

However, *Orange Line 5* still mainly relies on audio-only files: only 13 per cent of the files in the ebook are audio-visual, e.g. snippets from film documentaries and the like. In some cases, this focus on audio files produces odd contradictions, e.g. when the students are asked to “listen to Marcus talking to his English friend, Alan, in a video chat” (p. 122; task accompanying an audio file, our emphasis).

To sum up, the examples we have analysed exemplify a concentrated (*Green Line Oberstufe*) and an integrated (*Orange Line 5* ebook) approach to Global Englishes: *Green Line Oberstufe* offers almost all material related to varieties of English in one (the last) unit, while the *Orange Line 5* ebook provides for these encounters in nearly every of the numerous audio samples. If the *Orange Line 5* ebook is taken as an example of the most recent coursebooks, we can assume that the new generation of coursebooks

shows a promising tendency towards frequent encounters with Global Englishes that are tailored to the proficiency level of the audience. However, even this new generation of coursebooks relies on audio (instead of audio-visual) files. In addition to that, descriptive language awareness tasks are hardly offered in either of the books we analysed.

In the following section, we try to target these gaps by suggesting a) exemplary audio-visual material that can be used within an integrated approach to Global Englishes and b) accompanying tasks that can serve to develop language awareness and language descriptive competences at intermediate and advanced proficiency levels at German secondary schools.

3 Using audio-visuals to expose learners to uses of Global Englishes

3.1 Why audio-visual texts?

Audio-visual texts play a prominent role in the students' life worlds. The current JIM study, for instance, ranks online videos and TV 4th and 5th among adolescents' media activities in their leisure time (Medienpädagogischer Forschungsverbund Südwest, 2018). Indeed, this aspect could be essential in raising and sustaining the students' motivation, particularly with regard to possible comprehension problems.

What is more, audio-visual texts are multimodal, i.e., they combine core modes such as language, image and sound (cf. Stöckl, 2016). Especially formats in which speakers appear on screen offer a range of non- and para-verbal cues for meaning making: they provide gestures, facial expressions and various contextual cues that render input comprehensible similarly to face-to-face interaction (Krashen, 1985; Nava & Pedrazzini, 2018, p. 36). For listening comprehension, this is a decisive advantage audio-visual texts can have over the audio files favoured by coursebooks (see Section 2 above; Henseler, Möller & Surkamp, 2011, p. 9, 23; Viebrock, 2016, p. 16).

Admittedly, audio-visual texts taken from an authentic cultural context (Buendgens-Kosten, 2013) may feature "idiomology, regional vernaculars, dialect and accents, a high speech rate, and demanding stylistic features such as irony, puns, and the like" (Viebrock, 2016, p. 18), which might constitute too high a challenge for some students. However, the material available displays these features to a varying extent. The following sub-sections illustrate this by presenting examples of audio-visual texts that range from easy to difficult regarding the features listed above. Additionally, digital audio-visual texts can often be played at reduced speed (e.g. in the VLC player) and/or with subtitles (an automatic option offered, for instance, by YouTube), and thus offer further convenient options for differentiation in heterogeneous learner groups.

3.2 TED talks in a listening journal activity

TED talks are an easily accessible audio-visual resource to use in the classroom. Originally, these talks were part of an annual conference for representatives from technology, education, and design. Today, they cover a wide variety of topics, which are of interest to the public. In TED talks, which are available online (www.ted.com), expert speakers from a wide range of fields introduce and explain their ideas to a lay audience (Anderson, 2017).

TED talks provide a valuable resource to expose students to the use of English as a global language (by non-native speakers), as they

- are easily accessible online and can be filtered by length and/or topic;
- belong to one main genre: argumentative speech;
- provide other cues for understanding besides speech: facial expressions, gestures, graphs/figures;

- have transcripts available online for most videos;
- might even have subtitles, e.g. when watched via ted.com or YouTube.

A listening journal activity (cp. Galloway & Rose, 2014) can be a way to practically implement TED talks as a source of exposure to a wide range of (non-native) English accents. Such a journal is

“[...] a book in which students record their extensive and intensive listening practices, as well as reflections on their listening experiences. The extensive listening aspect of listening journals requires students to choose and listen to texts that appeal to them from a source provided by the teacher” (Schmidt, 2016, p. 3).

In the case of our listening journal activity, the source provided by the teacher is a web page which contains the audio-visual material needed for the journal activity.² Students can find the videos they are supposed to watch on the page and can easily access this resource from home. A rating system, e.g. consisting of a star scale, can be used by the teacher to indicate the videos’ difficulty in terms of language and thus gives students a chance to select a video based on their abilities/needs.

The videos for the resource webpage are selected based on the topics that are covered in the respective coursebook used in class. For each unit, several videos can be selected and posted online. Table 2 gives an overview of the topics listed in the curriculum for the *Oberstufe* in North Rhine-Westphalia (MSW NRW, 2014, p. 23).

Table 2: Overview of topics in the German *Oberstufe* in NRW (taken from MSW NRW, 2014, p. 23; our translation).

Grade (end of)	Topics
10	<ul style="list-style-type: none"> • everyday realities and prospects of adolescents; (language) learning, living, and working in English speaking areas • political, social, and cultural realities: living together, communication and identity formation in the digital age • global challenges and future visions: values and future plans in the global village
11/12/(13)	<ul style="list-style-type: none"> • every day realities and prospects of adolescents: life plans, course of studies, vocational training, jobs international – English as a lingua franca • political, social, and cultural realities: the United Kingdom in the 21st century – self-perception between tradition and change • the American Dream – visions and everyday realities in the USA • postcolonialism: everyday realities in another anglophone cultural region • media and their meaning for the individual and society • global challenges and future visions: chances and risks of globalization (progress and ethics in modern society)

The listening journal activity presented here is intended to give students an insight into the use of English as a global language, thus exposing students to potentially unfamiliar accents of English. The learning objectives of this activity include:

- raising student awareness of the variability of English used as a global language,
- improving student listening comprehension when it comes to unfamiliar (non-) native speaker accents,
- training student listening comprehension strategies,
- improving student self-reflection on language and their abilities,

² For an example, see <https://wordpress.com/stats/day/listening.video.blog>.

- exposing students to non-native speaker accents of English and models of proficient non-native English speakers.

As listening journals constitute an activity students take part in *outside* the classroom, they can take responsibility for their own learning process, which fosters learner autonomy. Due to this fairly high degree of autonomy and the advanced register used in most videos, this task is most suitable for older/more advanced learners of English (seven years of learning English as a foreign language). However, it could also be adapted for younger/less advanced students by providing more help for understanding videos, such as word lists, transcripts, or a summary of the videos' content.

The following tasks can be discussed in class to introduce the journal activity and to make students aware of the main type of audio-visual text they will encounter during this task:

- Please describe the way the presenter uses language. Pay attention to speed, grammatical correctness and word choices.
- Please discuss in what way your observations are related to the genre, i.e. a scripted, public, expert speech.
- Please compare your results to the way others, i.e. your friends, family, or even strangers, use language in everyday life. Over the next few weeks, take notes. In the first week, focus on speed/grammatical correctness, in the second on word choices and use of different languages, in the third have a look at all aspects and pay attention to whether people reached their communicative goal. Please remember to *describe* what you can observe and do not judge other people's language use.³

Using the online resource, students should watch at least one video for a particular topic a week. A worksheet template is provided on the web page to guide the students through their individual reflection processes. As journal pages, these worksheets pose questions concerning the videos' content and language:

- Please explain why you chose this video. Please characterize the speaker, e.g. regarding profession, expertise, origin, ...
- Please outline what the video was about.
- To what extent was the speaker easy or difficult to understand? Why? Please explain.
- Please list useful words/phrases you learned.
- Have a closer look at the way the speaker uses the language. Please point out features you think are interesting/new/strike you. You could take a closer look at which words the speaker uses or how he/she pronounces them.

While students autonomously work on their journal pages, some time is reserved in class to talk about their experience.

3.3 Advertisements

Advertisements are another genre of audio-visual text that secondary school students are probably quite familiar with. Short audio-visual clips advertising different goods or services are traditionally associated with television, but they are also found on media that young people use more frequently such as, for example, YouTube (Medienpädagogischer Forschungsverbund Südwest, 2018, p. 48). As on television, advertisements have to be signposted as such on YouTube. Most youths have noticed them and some said that

³ The English teacher should stress that whatever observations students made, results are discussed in a neutral way, without judging language use as such. The focus should be on whether people reached their communicative goal by making use of the linguistic resources they have. Students should be made aware of the fact that using linguistic resources and engaging in processes of languaging to reach a communicative goal do not necessarily require adhering to standard forms of language.

they have bought the products that are being advertised there (Medienpädagogischer Forschungsverbund Südwest, 2018, p. 51). Kuty (2016, p. 288) argues that the incorporation of advertisements into the classroom is part of critical media literacy and thus a core aim of education. In addition to that, students often find the analysis of advertisements highly interesting and engaging (Kuty, 2016, pp. 288–289). The use of audio-visual advertisements in the classroom is thus not only advisable because young people are familiar with the genre from their own media use, but also because understanding the function and methods used by advertisers is an integral part of media literacy. In addition to that, advertisements from a variety of different countries are readily available on the Internet and can be incorporated fruitfully into the English-language classroom. Advertisements produced for different cultural contexts offer the possibility for implicit intercultural learning, as the genre itself is familiar but specific conventions and strategies may be different from one cultural context to another. They are usually also quite short, from a few seconds to a few minutes, and can therefore be watched and analysed within the time constraints of an English language class.

Although all of the above is true for advertisements from any society that uses English, we would like to show here how clips from Outer and Expanding Circle varieties rather than Inner Circle varieties like British or American English (Kachru, 1985) can be used in the EFL classroom. In Inner Circle societies, English is a native language of the majority of the population, while Outer Circle varieties are often characterised by multilingualism and the widespread use of English, but often as a second language. In Expanding Circle societies, for example Japan or Germany, English is only used in specific contexts and is not a language of wider communication.

The following suggestion is an example for an advertisement from Japan that can be connected with other topics, including, but not limited to, media literacy and advertising strategies in general, the use of English by non-native speakers, or language and societies in Asia. We selected an audio-visual clip that is under one minute long and advertises a soft drink. It features an at the time globally famous performer, and thus also provides an opportunity to discuss the fast-paced changes of Internet hypes and celebrity culture. The clip contains both Japanese and English, but these two languages are used for different purposes. Important information about the product is provided in Japanese, while English is used in the product name and in adapted song lyrics.

When considering non-native varieties of English, we suggest refraining from listing or finding phonetic or morpho-syntactic features if one does not want to engage more deeply with questions of correctness and standardness. These would have to be addressed to avoid simplex notions of non-native varieties as deviant, simple, or wrong. Instead, we focus on questions of language use in different societies (see also Schulte & Schildhauer, 2020).

Suggested tasks and activities:

- Please note which languages are used in this advertisement. Please describe in which contexts the individual languages are used. Discuss with a partner or in a small group what this might tell us about the purposes of English and Japanese in this ad.
- Find an ad for the same or a similar product from a different country, for example Germany or India, in which English is used as well. Analyse which languages occur in which contexts and state which purposes this language-mix might have. Compare this to the Japanese ad: Please explain the similarities and differences between them.
- Put yourself in the position of a marketing director working at a company of your choice (real or fictional). Sketch out an ad for a product of your company. Please discuss whether your ad should use languages besides English, give reasons for your decisions and explain where and how you would use the language(s) you decided for.

3.4 Cinematic films

Cinematic films are a traditional part of the EFL classroom. The films usually used generally feature well-known and over-represented varieties such as British or American English. They are also often exclusively watched and discussed in terms of literary and cultural aspects, while linguistic analysis and aspects of the language(s) used in them do not play a large role. This is a missed opportunity, however. Feature films are, of course, challenging cultural artefacts that are not produced for language learners. They contain culturally specific language, topics, humour, and stereotypes that might be challenging for language learners. This may be difficult but, when sufficiently scaffolded, for example by enabling subtitles (see also Section 3.1), also very rewarding and interesting for students. Films give us the opportunity to address any or all of the issues mentioned above, and they can also provide fascinating data for linguistic analyses. A focus on linguistics also enhances the analysis of films as literary texts. Dialects and accents are not only an essential feature of film as a spoken medium, they also provide background information on characters, for example regarding social class and origin (Hodson, 2014).

We outline possible tasks based on the critically acclaimed film *The Guard* (2011), which is set in the Republic of Ireland and features a number of Irish actors. English is an official language in Ireland and Irish English a native inner-circle variety, albeit one that is not usually addressed in EFL textbooks. Irish English is also relatively well described in the linguistic literature, so comparisons between this and other varieties can be based on robust empirical results. We would therefore suggest tasks that make reference to all different levels of language description, including phonetics and phonology, morphosyntax, but also semantics and pragmatics. Features that are typical for Irish English are, for example, the varying phonetic realisation of interdental fricatives as stops, the monophthongization of diphthongs in words such as *cake* or *face*, the use of discourse marker *like* in phrase final position, or particular lexemes such as frequent swearing or the use of Irish-language words (Hickey, 2007; Kallen, 2013). We would suggest focusing on one feature at a time and giving students plenty of opportunity to listen to excerpts in order to identify such features. Depending on the overall aim, the film can either be watched in full or different scenes may be selected.

Suggested tasks and activities:

- Watch the breakfast scene (00:31:29–00:34:28). Please compare how Sgt. Boyle pronounces the bold vowels in the words ‘**saying**’, ‘**day**’, ‘**anyway**’ with Sgt. Everett’s pronunciation of ‘**Yale**’, ‘**neighbourhood**’, ‘**day**’, and ‘**cocaine**’. Please point out how this difference relates to Sgt. Boyle’s background. You can find necessary information here: <https://www.uni-due.de/IERC>.
- Please illustrate how Sgt. Boyle and Sgt. Everett are characterised by their language use.
- Please point out communication strategies (either in the breakfast scene or in the rest of the film) that might be typically Irish. How do these contrast with strategies in other societies you know about? When do the main characters Boyle and Everett, for example, have problems communicating well with one another? How is this resolved? Please explain.

4 ELF interaction strategies

Apart from exposing students to the use of English by speakers of various backgrounds, being able to use a number of interaction strategies is another aspect of using English as a global language and preparing students for the sociolinguistic reality of the language outside the classroom.

In ELF communication, certain strategies are often used for meaning making and avoiding misunderstandings (Cogo & Dewey, 2012; Mauranen, 2012). Even though

these strategies are neither exclusively used in ELF communication, nor a unique characteristic of the use of English as a lingua franca (Mortensen, 2013; Ranta, 2018), students still need to be prepared to use them in communication outside the classroom. Systematically implementing these communication strategies in the classroom not only helps to raise student awareness of them on a meta-level, but also potentially contributes to the students' understanding of successful communication.

Empirical investigations of the use of ELF (e.g. Björkmann, 2014; Kaur, 2010, 2012; Kennedy, 2017) have shown that paraphrasing and/or the use of multilingual resources and cues as a way to accommodate and avoid misunderstanding seem to be commonly used in such ELF encounters.

In the classroom, small activities can be used to explicitly thematise and practice these communication strategies. For instance, playing a variant of the famous game *Taboo* could be such an activity to practice paraphrasing and using multilingual resources in the classroom. The words used for the game can be taken from vocabulary lists for the current topic in the coursebook, which would also help students to revise and practice the vocabulary they need for a particular unit. Each student receives a *Taboo* card (see Figure 3) which they are asked to explain to a peer sitting next to them.

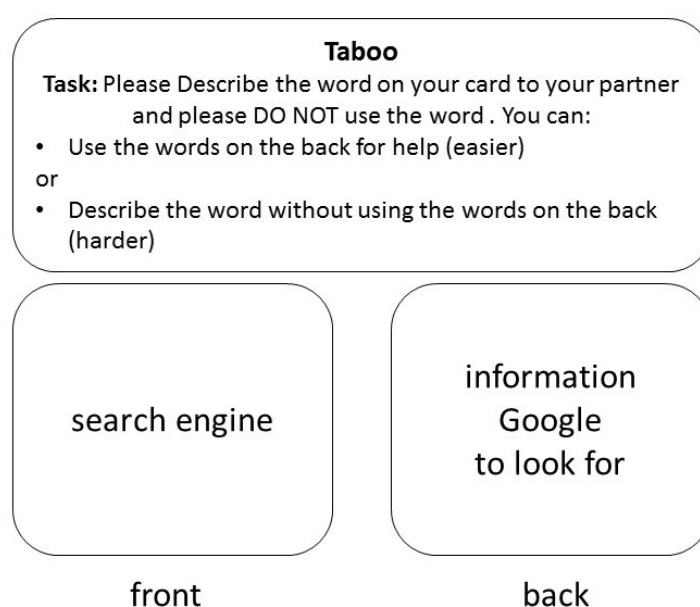


Figure 3: Sample *Taboo* game card (front and back sides) with game instructions (our own figure)

As a way to differentiate and adapt the task, students could choose whether they would like to play the traditional way and *not* use the words on the back of the card. Weaker students could use those words for help. The same principle can also be used for more complex communicative settings, such as dialogues, role plays, or discussions. In a role play setting, students could receive individual role playing cards with words they are not allowed to use while solving the communicative task (for an example see Figure 4 on the next page).

After completing the task, students should reflect on their language use and feelings in the situation. Potential guiding questions for the reflection phase could be:

- Please describe how you felt during the task. Is there a difference between the beginning and the end? Why? Why not?
- Please explain how you managed to not use the words on your role playing card.
- Please compare your experience to other situations in which you did not remember certain words outside the classroom.

Role Play Card: Booking a Hotel Room

Guest

Please imagine: You would like to book a room in the Sunshine Hotel in Rome, Italy.

- Your stay is from Monday to Sunday, one person in a single room
- Please find out about:
 - The price
 - Whether breakfast is included
 - Additional activities and tours
 - Nearby restaurants/bars
 - A city map
 - Check out times
 - A taxi to the airport

Please remember: You are not allowed to use the following words: (to) cost, (to) book, single room, breakfast, city map, check out, luggage, transportation.

Please remember: You can use the support cards with useful sentences for help.

Figure 4: Sample role play card with communicative task and word restrictions as extension of the taboo word game (our own figure)

Even though communication strategies should be implemented in the (more formal) class setting, students should also be given the chance to practically apply their knowledge and skills in authentic ELF communication, preferably with other non-native speakers of English. Online platforms such as ePals (<http://www.epals.com>) or eTwinning (<https://www.etwinning.net>) are a valuable resource to connect students to other non-native speakers of English and let them engage in not only written communication, but also in face-to-face interaction via telecommunication applications such as Skype. While the actual exchange can take place at home (e.g. talking about certain relevant topics), careful and guided reflection on how students experience these conversations should be implemented in class in a reserved time slot, e.g. once a week.

5 Conclusion and outlook

In line with the topic of this special issue, we have characterised Global Englishes communication as the *standard*, rather than the *margin* for English learners' future lives. We have shown that most recent coursebooks show a trend towards frequent encounters with different varieties of Global Englishes and rendered this as a promising trend. However, we have also pointed out that current material still mainly relies on audio files – despite the fact that the affordances of ebooks clearly allow for the use of audio-visual texts. On that basis, we have sketched our *new horizon*, which includes using a variety of audio-visual texts for Global Englishes encounters on a simple (TED-talk), medium (Japanese advertisements) and difficult (Irish feature film “The Guard”) level. Additionally, we suggested specifically-tailored tasks aimed at raising language awareness and practicing language-descriptive competences. Finally, our paper presented examples of how interactional strategies needed for ELF encounters can be trained in the everyday English language classroom.

Even with our new horizon sketched out, much work remains to be done in order to close the theory-practice gap and fully integrate Global Englishes in English as a foreign language classrooms.

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