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World englishes in a ukrainian classroom: beyond 'american and british variants'

This is a proposal for a short session that describes my experience teaching about World Englishes to fourth-year students at Luts'k Pedagogical College.

It is well-known that a majority of English-language communication is conducted amongst non-native speakers, without the involvement of native English speakers. The global spread of English and various colonial processes have given rise to many different varieties of English, often called World Englishes in sociolinguistic literature. In the opinion of many sociologists of language, it is no longer sufficient for English language learners and teachers to focus exclusively on American or British native-speaker standards.

In my graduate TESOL training, much attention was given to the diversity, desirability, and challenges of World Englishes. The concept was convincing for me, but I had serious difficulty finding solid or detailed information about the pedagogical implications of World Englishes. When I decided to teach this topic, I found that there are very few ready-made resources, materials, examples or guidelines available to those who want to teach about World Englishes. So, I created my own lessons compiled from various online sources.

My short session will describe a pair of lessons I conducted with fourth-year students in the context of a semester-long course in American country studies. The lessons introduced students to Kachru's theory of 'inner, outer, and expanding circles', as well as recorded samples of Englishes from Iraq, Nigeria, Korea, India, and Jamaica. Students applied active listening skills to accents they had never heard before, and conducted a language-planning role play, in which they debated different proposals for dealing with World Englishes in the context of Ukrainian education.

The students showed strong interest and applied thoughtful analysis to this topic. Although these lessons only represent a beginning point, I would like to share the lessons and their implications with other teachers, as well as elicit ideas for extending and deepening this topic in the future.