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全球英語課程對學生英語學習認知之影響

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中 文 摘 要 ： 在全球化的趨勢之下，全球英語在近年來已經成為英語教學領域裡重要之議題之一。由於使用全球英語的人數與日俱增，過去以美式或英式英語主導英語教學的模式已經逐漸轉向一個介於兩者之間的教學概念。台灣自 1995 年起展開教育改革，其中將訓練學生國際觀為英語學習之主要目標之一，並強調一個以溝通為導向的教學模式。然而，將全球英語融入英語課程中，除了需要具備有充分的師資培訓外，另一個不可忽略的是如何幫助學生了解全球英語廣泛存在的事實，並幫助其透過對全球英語的了解更清楚自己的英語學習需求。本研究的主要目的為透過全球英語課程來了解學生對英語及英語學習的認知差異。建構理論為本研究之哲學基礎，研究方法包含質化與量化資料蒐集，以北部一所技職院校選修「全球英語與國際觀」課程的學生為主要研究對象。研究發現學生對英語及英語學習的認知有相當的改變，就學生對英語的認知而言，學生針對英語對他們的意義及要學何種英語方面有較大程度的改變。在學生對英語學習的認知方面，學生對於英語上課教材、英語及學習者之期待有相當的差異。此外，本研究亦發現學生在英語學習動機及態度方面有某種程度地提升。研究建議全球英語應該適時地加入英語教學以達到除了英語學習的目的外，亦能幫助學生增進其對於跨文化的認識及不同英語型式存在現象的了解。

中文關鍵詞： 全球英語，英語學習，建構主義

英 文 摘 要 ： With globalization, English as a lingua franca or a global language has become one of the most important issues in the field of English language teaching. The rapid growth in the number of people using English as a global language has led to a debate on whether native English should remain in its dominating role in English teaching. This study aims to design a course on the global perspectives of English and implement the course through classroom practice in order to help the students raise their awareness regarding English as well as their English learning. There are three major research questions of the study: 'What are the students' perceptions regarding English as a global language after the course?' 'What are the students' perceptions regarding English learning after the course?' and 'In what ways does the course affect the students' perceptions regarding English and English learning?'

The participants were students at an institute of Technology in north Taiwan who enrolled on the course 'Global Perspectives of English' instructed by the researcher. Taking a constructivist perspective, this study utilizes action research as the key research strategy, incorporating both quantitative and qualitative research instruments for data collection. The qualitative data were analyzed using Miles and Huberman's (1994) three-phase qualitative analysis and the quantitative data were used as supplementary evidence. The findings indicated that the students have changed their perceptions regarding English in terms of the meaning of English as well as which English to learn. As to their perceptional change in English learning, changes were also found in their expectations of English learning materials, of the English teacher as well as themselves as English learners. In addition, the study also found that the students' motivation and attitudes towards English have been improved. Therefore, it is suggested that the concept of global English should be included in the teaching practice in order to serve, not only as one of the aims of English learning, but also as the aims to increase the students' understanding of cross-cultural awareness as well as the realization of the existence of different forms of English in the world.

英文關鍵詞： Global English, English learning, Constructivism

The Effects of a Global English Course on Students' Perceptions of English Learning

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Abstract

With globalization, English as a lingua franca or a global language has become one of the most important issues in the field of English language teaching. The rapid growth in the number of people using English as a global language has led to a debate on whether native English should remain in its dominating role in English teaching. Since 1995, Taiwan has commenced a series of educational reforms and one of the principles is to prepare the students to take on a global perspective. However, the efforts made have not yet received positive results due to a lack of teacher training schemes. Besides, only very few studies have incorporated the concept of global English into the curriculum. This study aims to design a course on the global perspectives of English and implement the course through classroom practice in order to help the students raise their awareness regarding English as well as their English learning. There are three major research questions of the study: 'What are the students' perceptions regarding English as a global language after the course?' 'What are the students' perceptions regarding English learning after the course?' and 'In what ways does the course affect the students' perceptions regarding English and English learning?' The participants were students at an institute of Technology in north Taiwan who enrolled on the course 'Global Perspectives of English' instructed by the researcher. The study lasted for one year, including the preparation phase and the implementation phase. Taking a constructivist perspective, this study utilizes action research as the key research strategy, incorporating both quantitative and qualitative research instruments for data collection. The qualitative data were analyzed using Miles and Huberman's (1994) three-phase qualitative analysis and the quantitative data were used as supplementary evidence. The findings indicated that the students have changed their perceptions regarding English in terms of the meaning of English as well as which English to learn. As to their perceptional change in English learning, changes were also found in their expectations of English learning materials, of the English teacher as well as themselves as English learners. In addition, the study also found that the students' motivation and attitudes towards English have been improved. Therefore, it is suggested that the concept of global English should be included in the teaching practice in order to serve, not only as one of the aims of English learning, but also as the aims to increase the students' understanding of cross-cultural awareness as well as the realization of the existence of different forms of English in the world.

Keywords: Global English, Learning perception, Constructivism

1. Background and Purposes

With the process of globalization in recent years, the term *English as a lingua franca* (ELF) was developed and defined as 'a way of referring to communication in English between speakers with different first languages (Seidlhofer, 2005, p. 339). English as a lingua franca has been playing an important role in the whole world since the 1950s in the twentieth century (Crystal, 1997, pp. 9-10). This role has become more noticeable since 'nearly a quarter of the world's population is already fluent or competent in English, and this figure is steadily growing- in the late 1990s, that meant between 1.2 and 1.5 billion people' (ibid., pp. 4-5). The main reasons underlying the widespread use of English are those factors such as colonialism, speaker migration, and the development of technology (McKay, 2002, p. 16). As Swales (1990) remarks, we are seeing the vigorous emergence

of regional and global discourse communities together with local speech communities sharing a dialect.

The rapid speed with which English is gaining more ground worldwide has resulted in changing conceptions about the 'ownership' of English (Widdowson, 1994). According to Smith (1976), the ownership of an international language become 'denationalized' and the goal of learning the language is to enable learners to communicate their ideas and culture to others. While English becomes 'denationalized', it allows the language to change according to the contextual cultures or social norms. Currently, English is not only used as a global language (Crystal, 2003) and an international language (Widdowson, 1997), but has also transformed into various types of 'Englishes'.

According to Kachru (1985), the use of English is divided into three categories: the Inner Circle, where English is spoken as a first or native language (ENL) such as the UK and the US; the Outer Circle, where it is used as a second or additional language (ESL) such as India and Nigeria; and the Expanding Circle, where it is spoken as a foreign language (EFL) such as France. This model has triggered various studies by scholars working on Outer Circle Englishes. An example is Bamgbose (1998, p. 12), who argued 'the ambivalence between recognition and acceptance of non-native norms'. As Bamgbose (ibid.) put it:

> Once we take, as our point of departure, the function of English in English-using communities, it follows that our preoccupation with non-native Englishes should be more with the norms of these varieties and how characteristic innovations have contributed to the development of these norms. Crucial to the entrenchment of innovations and non-native forms is codification. Without it users will continue to be uncertain about what is and what is not correct and, by default, such doubts are bound to be resolved on the basis of existing codified norms, which are derived from an exonormative standard. Codification is therefore the main priority of the moment, and it is to be hoped that research and collaboration in the future will be directed towards this objective.

In the model of Kachru, Taiwan is part of the expanding circle where English is used and taught as a foreign language. It has been observed by Nunan (2003) that the Ministry of Education in Taiwan has incorporated the concept of global English in the English curriculum as the curriculum aims to 'prepare students to take a global perspective, and to give individuals confidence in communicating in the global area' (Ministry of Education, 2000). Despite the efforts made by the government, the issue of a lack of teacher training in Taiwan remains unsolved (Nunan, 2003). A recent study on the effects of workshops on Taiwanese high school English teachers' pedagogical beliefs about English as an international language found the workshops ineffective (Liao, 2008). Despite these negative findings, the teaching of English as an international language (EIL) remains indispensable as our students should be prepared as the EIL phenomena may only be more common rather than rare.

The need to commence studies in ELF has been addressed by Seidlhofer (2009, p. 240) 'that research needs to be undertaken that investigates the possible emergence of ELF innovations, and makes these visible as expressions of identities and evidence of the sense of ownership of the language'. In addition to this notion, Seidlhofer (ibid.) further stressed that 'The recognition of indigenized Englishes in the Outer Circle has been long in the making, and it would be unrealistic to expect this process to happen overnight in the Expanding Circle, even despite the acceleration of such processes that global electronic communication has indisputably brought with it.'

2.   Literature Review

The concept of English as an international language (EIL) was proposed by Smith (1976) suggesting that in order to acquire an international language, learners do not need to internalize the cultural norms of native speakers of the language. Instances of variations of English are ample. For example, Hong Kong English is featured grammatically by variable tense and aspect marking (Bolton, 2010). Another example is the indigenization of English in South Africa by lexical borrowings and semantic extension (Chisanga & Kamwangamalu, 1997). Since the majority of English users at present have acquired English as an additional language (Graddol, 1997), it seems that English is no longer owned by the English as stated in the famous quote that 'how English develops internationally is no business of native speakers of English' (Widdowson, 1994). It has been depicted that it is the users in the expanding circle who enhance further the claims of English as an international language (Kachru, 1985, p. 13).

Relevant studies have drawn considerable attention to English used for native speakers and non-native speakers' intercultural communication (e.g. Canagarajah, 2007; Peng, 2006), intercultural competence (Liaw, 2006), or identifying various features of communication (e.g. Seidlhofer, 2004). The results from these studies point to the important role of cultures in the EIL age. This study aims to explore the students' perceptions regarding English and English learning, cultural aspects of English are included as a focus of the course content. Accordingly, the first part of the course of the exploration of global English will be 'cultures'.

According to Kuo (2006, p. 220), native-speaker model could be used as a convenient and complete commencing point as it 'appears to be more appropriate and appealing in second language pedagogy than a description of English which is somewhat reduced and incomplete'. Despite the issue raised by Kuo implying the potential drawbacks of teaching EIL, it is also suggested that 'learners should be allowed to decide which English to learn, including which accent of that variety to aim towards' (ibid.). From a study conducted by Ke (2010) on Taiwanese university students, it was found that the majority of students viewed English accents as resource and assumed native speakers to be the persons they communicate with. Based on the results of the study, this study attempts to explore further the students' perceptions regarding not only English itself, but their concepts regarding English learning. Accordingly, 'accents' is included as the second part of the exploration of global English.

One viewpoint on global uses of English and ELF is Canagarajah's (2005) focus on the 'local in the global' (p. xvi) by utilizing Clifford's (1992) notion of 'travelling cultures' (p. 96). Canagarajah (2005) sees cultures in global contexts as hybrid, diffuse and deterritorialized. This has implied the feature of mixing the language of English with local languages, cultures and identities. Based on these groundings, the third part of the course on exploring global English is on 'localization' that encourage the students to find out the unique features of the English they use that are different from those of the native-like English.

In this study, I take a constructivist perspective on the topic under study assuming that learners develop through interactions in the social and cultural contexts (Vygotsky, 1962, 1978). Taking the stance that the students should be given the opportunities to learn more about EIL, Chou (2004, p. 88) argues that 'To approximate native speech is an unnecessary and unrealistic requirement for our learners' and that they should be freed from the burden of producing native-like, accent-free English.' This argument not only addresses the salience of realistic learning goals for learners, it also addresses the important affective learning factors that affect the learning process. In order to help learners to acquire EIL, it has been suggested that providing a wide range of non-native accents is crucial (Jenkins, 2000). A pedagogical implication derived from this notion is the need to provide learning materials with a variety of accents from non-native speakers.

3   Research Methodology
3.1 Research Questions

The aim of the study is to explore the effects of a global English course on the students' perceptions regarding English learning. In order to achieve the aim, three major research questions are raised:

1. What are the students' perceptions regarding English as a global language after the course?
2. What are the students' perceptions regarding English learning after the course?
3. In what ways does the course affect the students' perceptions regarding English and English learning?

3.2 Participants

In order to gain a set of information-rich cases for in-depth analysis (Patton1990), this study employs purposeful sampling, a strategy often used in qualitative research, to select a small group of participants for data collection. Since purposeful sampling is also a method that can help identify a broad range of different experiences and perceptions (Denzin & Lincoln1998), it is an appropriate approach for this study which attempts to explore perceptional changes through classroom learning experiences. The participants of this study are students who will enroll in the one-semester elective two-credit course 'Global Perspectives of English' instructed by the researcher. A total number of 80 students took part in the course. Among the 80 students, 15 students were from humanistic studies, 9 from Information Technology studies, and 56 from Business studies; 71 students are female and 9 are male. Apart from one student from Belgium, the other 79 students are Taiwanese.

3.3 Research Methods

Taking a constructivist perspective to the study, it is assumed that knowledge is actively established by learners to organize their experiential world (Magadla, 1996). In order to answer the aforementioned research questions, action research is employed as the major research methodology for data collection as this approach is recognized as 'a small scale intervention in the functioning real world and a close examination of the effects of such intervention' (Cohen & Manion, 1985, p. 174). Since this study seeks to explore the effects of a course on changes in students' perceptions in a naturally occurring classroom setting, action research is suitable for this study in serving three important functions of this study. First, this approach allows the instructor as the researcher to receive feedback and data from the students on a regular basis through the classroom practice. Besides, the feedback and data received can be seen as the most valuable source of information to identify the effects of the course. Third, action research is featured in its flexibility in allowing researchers to use various techniques for data collection (Susman & Evered, 1978), which allows for mixing both quantitative and qualitative research instruments for data collection, a method that has a long history in disciplines that attempt to explain behavior and social phenomena (Dornyei, 2007).

3.4 Procedures

The teaching objectives of the course 'Global Perspectives of English' are fivefold.

1. To introduce the concept of English as a global language.
2. To enhance the students' understanding of global English.
3. To develop the students' global perspectives through increasing the students' understanding of English as a global language.
4. To familiarize the students with different types of English around the world in order to increase their awareness of different cultures around the world.
5. To draw the students' attention to issues around the world through reflection in order to strengthen their global awareness.

The data presented in this report is based on a one-year long project including two phases- preparation phase and intervention phase. The preparation phase was completed within the first six months of the research project (2012 August- 2013 January), where the researcher conducted a pilot study with a smaller group of students who took the course during the semester. The second phase of the study (2013 February- 2013 July) was the implementation of the intervention with a different group of students. During this phase, the researcher carried out teaching as well as collected data from the students. The study employed both quantitative and qualitative research methods for data collection. Two sets of self-designed questionnaires were used in order to gather information about the students' perceptions about English and English learning. The questionnaires were given to the students at the beginning of the semester and end of the semester. Also, group interviews were implemented at the end of the semester. Through participant observation, class activities were recorded and later transcribed for further analysis. In addition, the students were required to keep reflective journals (minimum five entries) as their end-of-term report.

The following table gives an overview of the syllabus and the research instruments employed. For each class, in addition to the introduction of the concept and current practice of global English by the teacher, the students were given the opportunities to watch short video clips with different types of Englishes and then discuss in groups about their feelings and ideas. Then, they were encouraged to discuss with each other and then write reflective journal individually after class.

Table 1: An Overview of Syllabus and Research Instruments

Week	Syllabus	Research methods
1-2	Introduction to global English	• Questionnaires • Participant observation
3-4	Global English and English learning	• Participant observation
5-8	Exploring global English: cultures	• Participant observation
9	Mid-term report	• Participant observation • Reflective journals
10-12	Exploring global English: accents	• Participant observation
13-15	Exploring global English: localization	• Participant observation
16-17	Exploring global English: international communication	• Group interviews • Participant observation
18	End-of-term report	• Questionnaire • Reflective journals

In this study, four methods were used for data collection: documents (Appendix A), questionnaires (Appendix B), semi-structured group interviews (interview questions: Appendix C), participant observation, and students' reflective journals. The collected quantitative data were analyzed through descriptive data analysis and qualitative data through Miles and Huberman's (1994, pp. 10-12) three-phase qualitative analysis procedure: 'data reduction', which includes selecting and condensing data; 'data display', involving systematic organizing and analysis; and

'conclusion drawing/verification', during which the researcher endeavors to remain open and skeptical until conclusions were explicitly supported by the data. Thus, the process involves: first selecting and condensing the original data; then organizing and analyzing them in a systematic manner; and, finally, drawing conclusions when they are fully supported by the data.

4.   Results and Discussion

In this section, the findings of the study are presented according to the three major research questions raised:

(1). What are the students' perceptions regarding English as a global language after the course?

In terms of this research question, the themes 'the meaning of English' and 'which English to learn' emerged most constantly in the students' reflection journals. At the beginning of the course, the students mentioned:

> 'English is an international language.'
> 'English is the language used by native speakers.'
> 'English is American English that everyone learns in Taiwan.'
> 'It is either American English or British English.'
> 'It is a subject that I have to learn well in order to enter a better school.'
> 'English is a difficult subject. We need to spend a lot of time learning in order to pass the exams.'

At the end of the semester, the students seem to recognize the use of English around the world. For example:
> 'English is a language people use differently around the world.'
> 'English is the language used by both native and non-native speakers.'
> 'English is used for communication, regardless of its type.'
> 'English is not just about American English or British English. There are other types of Englishes.'
> 'It is not just a language. It is a lot to do with cultures.'

Compared to their previous comments, these statements show that the students have to some extent changed their perceptions regarding what 'English' means to them. This finding was supported by the data from questionnaire 1 as the differences between the students' perceptions regarding English as about English of native speakers, their interest in knowing non-native English accents and how English is used in different countries have been the most significant ones.

In terms of the theme 'which English to learn', some of the students wrote:

> 'Of course, learning English is about learning standard English…'
> 'We should learn the type of English that native speakers use…'
> 'We need to learn American English because the TOEIC test is mainly American English.'
> 'The type of English that is used in Hollywood movies and CNN news: American English.'

It seems that the students' ideas about English seemed to be mostly related to 'standard English', 'native-speaker's English' and 'American English' or 'a subject for the TOEIC test'. At the end of the semester, the students seem to mention more about different types of Englishes that the found interesting rather than just American English or British English. For example,

'Maybe I need to know more about different types of English…'
'There are different types of English for me to explore. I'm especially interested in Singlish because it has Taiwanese in it too…'
'Knowing that most users of English are actually non-native speakers, I think I will definitely feel less stressful when speaking in English.'
'I found the activity of identifying accents extremely interesting. I am hoping that one day I have the ability to differentiate different accents.'

By being more aware of the existence of different Englishes, the students seem to realize their needs to know more about different English variations. This evidence was also supported by the quantitative data. The students seem to enhance their like about non-native accents and recognized their need to know more about different English accents.

(2). What are the students' perceptions regarding English learning after the course?

In terms of the students' perceptions about English learning, there are three major themes that appear most repetitively: the students' expectations of English learning materials, the English teacher and themselves as English learners.

From the following student' statement, it can be seen that the students showed her perception about English learning before and after the course:

Before: I prefer having English books made by international publishers. I think they are native, therefore, are more original and standard.

After: The class included different types of English examples. Although I was not familiar with these types of Englishes, I kind of feel they are more interesting and real than English textbooks.

This student seems to pay more attention to real-world materials and change her expectations regarding English learning materials. Adding to this, another student's statement also shows change her expectation of materials for English learning:

Before: I prefer using English-only books instead of bilingual English books. They are better and they can provide me with materials that are more international.

After: My opinion on bilingual English books might be too strong. I probably should admit that both types of books have their advantages.

The student initially believed that English-only books were better and provided more international materials. At the end of the semester, she has become more appreciative about the value of bilingual English books.

As to the students' expectations regarding the English teacher, the excerpts from this student indicate a certain level of adjustment in her perception:

Before: Many of my classmates believe that English conversation course should be taught by native speakers of English. We believe we can learn better English pronunciation too.

After: Maybe having native speakers of English isn't that important any more. After all, there are so many types of Englishes.

Another example of similar expectation was also found in this student's statements:

Before: I hope local English teachers can speak like native speakers. Then I can learn perfect English.

After: Now I know how unrealistic it is to believe I can learn perfect English. I should focus more on my ability to use it for communication. Thinking about my previous learning experience, most of my English teachers are local teachers and I am doing quite well actually.

The change in this student's expectation of the English teacher has changed as she has altered her aim to achieve her so-called 'perfect English' to think about how English is used in the real world. She furthered mentioned her appreciation of how she has been helped by local English teachers.

Concerning the students' expectation of themselves as English learners, some changes were found. For example, this student did not seem to like the way she used to learn English, which later she was happy to learn about different types of English.

Before: English to me is a purely boring learning experience. A lot of drills, grammar, tenses and vocabulary.

After: It's good to learn more about different Englishes. Now, when I watch English movies and TV shows, I can't help thinking about what type of English was used. I feel I can learn English anytime!

Another student also mentioned how English exams destroyed her motivation in English learning. After taking the course, she seemed to be less negative about English and learned to realize the importance of cross-cultural awareness in English learning.

Before: My English learning experience wasn't a pleasant one. I just need to make sure I pass the exams. The never-ending exams just kill my motivation. After class, I'll try to avoid English.

After: I have learned to appreciate more about different Englishes. To do that, I also need to do some cross-cultural learning.

In addition to the two students, the following student seems to benefit from the course by feeling more confidence in English speaking.

Before: I feel embarrassed to speak in English because I know I have a unique accent.

After: Knowing that there are so many accents of Englishes around the world, I feel much less worried when I want to speak in English. I shouldn't have felt so terrible before. Because of that, I missed so many chances to use English. What a shame!

By realizing that English accents are used in different countries of the world, this student seems to concern less with her local accent as well as enhance her confidence in English. In this regard, the results from the quantitative data also suggest that the students have perceived less strongly regarding the notion that English learning is about learning native-like English.

(3). In what ways does the course affect the students' perceptions regarding English and English learning?

In addition to the changes in the students' perceptions regarding English and English learning, the course seems to be helpful in widening their views on the concept of 'Global English'. From the data shown in the background information, the students described their perceptions regarding 'Global English':

'I don't know'
'They type of English that is used by people all over the world'
'English grammar commonly used around the world'
'British English or American English'
'British English and American English are different'
'Universal usages of English in the world'

Apart from one student honestly stating not knowing what the concept of 'Global English' represents, other students seem to see the concept as native-speakers' English or relate it to certain language skills. The statements at the end of the semester were more varied at the end of the semester:

'English used differently by people in different countries'
'It's a language that can be used for communication. It doesn't matter which accent you have'
'There are many types of English like Indian English and Singapore English. Maybe one day there will be Taiwanese English.'
'It is a language used for cultural understanding, not for testing'

These students seem to have broadened their perspectives to the concept of global English. In terms of the students' expectations regarding the course at the outset of the course, some descriptions are listed below:

'Anything related to English'
'Hope I will like English more'
'Cultural differences'
'English accents'
'To know English's role in other countries'
'Different English systems in the world'
'How we use English around the world'

These extracts show that the students expect to learn more about not only English-related topics but also about different cultures. One student indicated her expectation to like English more indicating her intention to develop positive attitudes toward English. When the student was asked about the reason, she stated:

'I really liked English before entering senior high school. Because I disliked the English teacher when I was in the senior high school, I started to dislike English since then.'

At the end of the semester, the student mentioned her thought about English and English learning. She said:

'Through the course, the teacher provided many video clips of different English varieties. I really enjoy these materials. They are interesting. I can also find them online after class if I really liked the video. I now feel that I can start to enjoy learning English again.'

This statement not only indicated this student's positive feedback regarding the course, she also

expressed her altering negative attitudes towards English to more positive. To a certain extent, this student has benefited from this course by enhancing her attitudes towards English learning. And most important of all, she has strengthened her willingness to learn autonomously after class, an important element for English learning.

Despite the effects of the study, there are limitations of the study, including the contextual constraints and the methodological limitation. In terms of the contextual constraints, the first is that the students from different departments with mixed English abilities, which may affect how they perceive different Englishes before the outset of the course. Besides, the authentic materials of Englishes were mainly derived from online sources, in particular YouTube video clips, due to a lack of suitable teaching materials available. Since the different forms of how English was presented in these materials may have affected how the students perceive different variation of English. Future studies may be needed taking into consideration of such issue.

Regarding the methodological limitation, firstly, the data was collected from a small sample size of participants in order to achieve an in-depth understanding of the topic under study. The results may not be generalizable to a wide range of contexts with dissimilar backgrounds. Yet, the design of the research can easily be adapted to other teaching contexts. Also, the majority of the students' English levels were unable to use English in writing their reflection journals. Therefore, the written statements were translated from their first language (Chinese) and later checked with the students for clarifications. Regardless the limitations of the study, the researcher utilized a variety of sources of data in order to ensure methodological triangulation, which allows the representations of different worldviews (Lincoln & Guba, 2000).

5. Conclusion

The study has shown that, through introducing the concept of 'Global English' to the students, the students have increased their language and inter-cultural awareness, enhanced their motivation and confidence in English learning as well as reduced their anxiety about English learning. The significance of the study is threefold. First, the results of the study have investigated the effects of introducing the concept of global English in students in a context where English is taught as a foreign language. It is suggested that, with an explicit explanation of the concept of global English, the students were found to have modified their perceptions about English and English learning. Besides, the study has examined the ways in which gaining an awareness of English as a global language in the students could help them to broaden the meaning of English to them, to realize the existence of different varieties of Englishes used in different countries, to encourage them to explore their learning needs, to enhance their motivation, attitude, confidence as well as willingness to learn English in a more informed and independent manner.

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背景資料
Background Information:

1. 性別 Gender: ☐ F 女 ☐ M 男

2. 年齡 Age: _____

3. 主修 Major: _____

4. 年級 Grade: _____

5. 你/妳學英語多久了? How long have you been learning English?

   _____

   _____

   _____

   _____

6. 你/妳曾在英語系國家待過嗎? (如果有請說明地點)Have you ever spent time in an English-speaking country? (Yes;　No)　If so, where?

   _____

   _____

   _____

   _____

7. 請簡述「全球英語」對你/妳而言代表什麼? Please briefly describe what the concept of 'Global English' means to you.

   _____

   _____

   _____

   _____

8. 請簡述你/妳期待本課程的內容為何? Please briefly describe your expectations of this course.

   _____

   _____

   _____

Appendix B

Questionnaire 1: perceptions about English

	★每題煩請您圈選或勾選一個您認為最適當的分數★（1：非常不同意，4：普通，7：非常同意）。	非常不同意	不同意	有點不同意	普通	有點同意	同意	非常同意
	例如： 有點同意「跟朋友聊天時，我會常加入英語。」， 則請在有點同意下的分數5中圈選。 **1: Strongly agree 2: disagree 3:slightly disagree, 4 neither agree nor disagree,** **5 slightly agree, 6 agree, 7 strongly agree**							
◎	跟朋友聊天時，我會常加入英語。 When talking to my friends, I will use English regularly.	1	2	3	4	⑤	6	7
1.	我喜歡英語。 I like English.	1	2	3	4	5	6	7
2.	英語在世界上是個重要的語言。 English is an important language in the world.	1	2	3	4	5	6	7
3.	對我而言，英語應該是英語為母語人士所講的英語。 English to me is about English of native speakers.	1	2	3	4	5	6	7
4.	當我想到英語，我想到的是在英語系國家所使用的英語。 When I think of English, I think it is about English used in countries where English is spoken as the native language.	1	2	3	4	5	6	7
5.	我喜歡非英語為母語人士之英語口音。 I like English with non-native accents.	1	2	3	4	5	6	7
6.	英語是用來與英語為母語人士溝通的。 English is used for communicating with native speakers.	1	2	3	4	5	6	7
7.	我欣賞非英語母語人士卻有似英語為母語人士之英語口音。 I admire non-native speakers with a native-like English accent.	1	2	3	4	5	6	7
8.	英語在世界各地使用的用法是一樣的。 English usage is the same in different countries around the world.	1	2	3	4	5	6	7
9.	我相信我未來的工作會使用英語。 I believe I will use English for my future career.	1	2	3	4	5	6	7
10.	我應該學著去知道更多有關世界各地不同的口音。 I should learn to know more about different English accents from the world.	1	2	3	4	5	6	7

Questionnaire 2: perceptions about English learning

★每題煩請您圈選或勾選一個您認為最適當的分數★（1：非常不同意，4：普通，7：非常同意）。

例如： 有點同意「跟朋友聊天時，我會常加入英語。」， 則請在有點同意下的分數5中圈選。 **1: Strongly agree 2: disagree 3:slightly disagree, 4 neither agree nor disagree,** **5 slightly agree, 6 agree, 7 strongly agree**	非常不同意	不同意	有點不同意	普通	有點同意	同意	非常同意
◎ 跟朋友聊天時，我會常加入英語。 When talking to my friends, I will use English regularly.	1	2	3	4	⑤	6	7
1. 我喜歡學英語。 I like to learn English.	1	2	3	4	5	6	7
2. 學英語對我而言是重要的。 Learning English is important to me.	1	2	3	4	5	6	7
3. 學英語是困難的。 English learning is difficult.	1	2	3	4	5	6	7
4. 我覺得學英語就是學到能像英語為母語人士口音的英語。 Learning English to me is about learning native-like English.	1	2	3	4	5	6	7
5. 我不在意我學的是哪一種英語。 I do **not** mind which type of English I am learning.	1	2	3	4	5	6	7
6. 我喜歡學有不同英語口音的英語。 I like to learn English with different accents.	1	2	3	4	5	6	7
7. 我不在意我跟具有非英語為母語口音的英文老師學英語。 I do **not** mind learning from a teacher with a non-native accent.	1	2	3	4	5	6	7
8. 英語學習教材應該以英語系國家所使用的英語為主。 English learning materials should focus on English spoken in English-speaking countries.	1	2	3	4	5	6	7
9. 探索世界不同英語對英語學習是必要的。Exploring different types of Englishes around the world is essential for English learning.	1	2	3	4	5	6	7
10. 如果要選擇學英語，我會選英式或美式英語。If I were to choose a type of English to learn, I would prefer British or American English.	1	2	3	4	5	6	7

Semi-structure group interview questions:

1. 本課程的哪一部分你/妳覺得最有意思?（請解釋為什麼）。 Which part of the course did you find most interesting? (Explain why.)
2. 本課程的哪一部分你/妳覺得最沒興趣?（請解釋為什麼）。 Which part of the course did you find least interesting? (Explain why.)
3. 本課程中你/妳覺得收穫最多的是什麼?（請解釋為什麼）。 What did you learn the most from the course? (Explain why.)
4. 你/妳覺得本課程對你/妳的英語學習有無幫助?（請解釋為什麼）。 Do you find this course helpful in your English learning? (Explain why.)
5. 上完本課程後,你/妳覺得你/妳想法改變最多的是什麼?(請解釋為什麼)。 Do you think you have changed your thoughts about English after the course? (Explain why.)
6. 上完本課程後,你/妳覺得「全球英語」對你/妳而言代表的意思為何? What does the concept of 'Global English' mean to you after taking the course?

國科會補助專題研究計畫出席國際學術會議心得報告

日期：<u>102</u> 年 <u>10</u> 月 <u>12</u> 日

計畫編號	NSC 101－ 2410 －H－ 263 － 006 －		
計畫名稱	全球英語課程對學生英語學習認知之影響		
出國人員姓名	高淑華	服務機構及職稱	致理技術學院應用英語系助理教授
會議時間	2013 年 4 月 25 日至 2013 年 4 月 28 日	會議地點	日本大阪
會議名稱	(中文) 第三屆亞洲語言學習研討會 (英文) The Third Asian Conference on Language Learning		
發表題目	(中文) 全球英語課程對台灣學生英語學習認知之探索 (英文) Exploring Taiwanese College Students' Perceptions regarding English Learning through a Course on 'World Englishes"		

一、參加會議經過

2013年Asian Conference on Language Learning在日本大阪舉辦，研討會吸引超過275名來自35個國家之專家學者，其中兩場專題演講包含Professor Thomas Robb精闢的闡述有關科技如何融入語言教學外和Professor Insung Jung所探討網路社交媒體對美國及日本學生在學習上之影響。此外，會中並有6位受邀演講之教授學者作針對語言教學與科技相關議題提供深入的見解。

　　本人之論文係屬於本研討會之主題之 World Englishes 分項下的演講，每個時段包含 3 場論文發表，我除了是發表人，也是所發表場次之主持人，因此，除了發表論文外，我也與在會場的學者針對全球英語在教學面所遇到的相關議題交換意見，發表論文過程相當順利，並吸引來自包含來自日本、韓國、美國及英國等國之教授與老師參與，且有機會在發表完繼續與在場之學者們交換分享彼此之經驗及看法，此次發表讓本人與在場學者之對話中獲益良多，並且與某些學者討論國際學術合作計可能性，得到非常正面之回應。

二、與會心得

　　此次赴日本大阪參加第 3 屆的 Asian Conference on Language Learning 之年度會議乃本人第一次參與該學會之論文發表，會議行程非常緊湊，除了從參與不同的論文發表中了解到目前在英語教學領域的新方向，並有機會與來自世界各地之學者認識並交換意見。在此次會議中，本人有機會與許多來自於世界各國具有全球英語領域相關專業的學者結識，並交換名片以保持聯繫，並與來自日本、韓國、美國及英國等國之學者提及國際學術交流合作之可能性。此次與會對本人而言，不僅是一趟專業

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之行，更是一趟結識許多持有相同研究興趣之學者的國際交流之行。

三、發表論文摘要

Exploring Taiwanese College Students' Perceptions regarding English Learning through a Course on 'World Englishes'

With globalization, English as a lingua franca or a global language has become one of the major concerns in the field of English language teaching. The rapid growth in the number of people using English as a global language has led to a debate on whether native English should remain in its dominating role in English teaching. Since 1995, Taiwan has embarked on a series of educational reforms and one of the major principles is to prepare the students for a global and interconnected world. This study explored Taiwanese college students' perceptions regarding English learning through a course on 'World Englishes', a course designed to offer the students the opportunities to enhance their awareness of the existence of various forms of English. The study aimed to investigate whether the students' perceptions regarding English as a global language changed after the course, and in particular, their perceptions regarding English learning. The participants are students at an institute of Technology in north Taiwan who enrolled on a one-semester-long course 'Global Perspectives of English' instructed by the researcher. Taking a constructivist perspective, this study utilized mainly qualitative research instruments for data collection, including interviews and the learners' retrospect reflection notes. The collected qualitative data was then analyzed using Miles and Huberman's (1994) three-phase qualitative analysis. The findings of the study could not only help to understand how students perceive the existence of world Englishes, but also explore the potentials and challenges of incorporating world Englishes into the classroom practice.

四、建議

　　感謝國科會的補助，使筆者得以完成本研究並赴日本參與此研討會，將部份之研究成果得以有機會與世界各國的學者作面對面的交流。期望國科會能繼續支持國內學者前往國外參加國際研討會，並於經費上予以適當支持。

五、攜回資料名稱及內容

1. 大會提供之議程表冊，議程表冊中有所有發表者之發表主題及發表者基本背景介紹。
2. 參與研討會證明書。

六、其他

國科會補助計畫衍生研發成果推廣資料表

國科會補助計畫	計畫名稱: 全球英語課程對學生英語學習認知之影響
	計畫主持人: 高淑華
	計畫編號: 101-2410-H-263-006-　　　　　學門領域: 英語教學應用

無研發成果推廣資料

101 年度專題研究計畫研究成果彙整表

計畫主持人：高淑華　　　計畫編號：101-2410-H-263-006-

計畫名稱：全球英語課程對學生英語學習認知之影響

成果項目			量化			單位	備註（質化說明：如數個計畫共同成果、成果列為該期刊之封面故事...等）
			實際已達成數（被接受或已發表）	預期總達成數(含實際已達成數)	本計畫實際貢獻百分比		
國內	論文著作	期刊論文	0	1	100%	篇	預計將學生透過全球英語之認識對其英語學習觀點之影響發表至少一篇期刊論文
		研究報告/技術報告	0	0	100%		
		研討會論文	0	0	100%		
		專書	0	0	100%		
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（本國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		
國外	論文著作	期刊論文	0	1	100%	篇	預計將學生對不同英語口音之態度及認知發表至少一篇期刊論文
		研究報告/技術報告	0	0	100%		
		研討會論文	1	1	100%		預計將學生對全球英語之態度發表至少一篇期刊論文
		專書	0	0	100%	章/本	
	專利	申請中件數	0	0	100%	件	
		已獲得件數	0	0	100%		
	技術移轉	件數	0	0	100%	件	
		權利金	0	0	100%	千元	
	參與計畫人力（外國籍）	碩士生	0	0	100%	人次	
		博士生	0	0	100%		
		博士後研究員	0	0	100%		
		專任助理	0	0	100%		

	其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等,請以文字敘述填列。)	於參加日本的國際研討會上發表部分研究結果並獲得迴響。 與對全球英語相關研究有興趣之專家學者及老師交換不同文化對全球英語的觀點進行交換意見,並討論可能之學術交流活動。

	成果項目	量化	名稱或內容性質簡述
科教處計畫加填項目	測驗工具(含質性與量性)	0	
	課程/模組	0	
	電腦及網路系統或工具	0	
	教材	0	
	舉辦之活動/競賽	0	
	研討會/工作坊	0	
	電子報、網站	0	
	計畫成果推廣之參與(閱聽)人數	0	

國科會補助專題研究計畫成果報告自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估 ■達成目標 □未達成目標（請說明，以 100 字為限） 　　　□實驗失敗 　　　□因故實驗中斷 　　　□其他原因 　說明：
2. 研究成果在學術期刊發表或申請專利等情形： 論文：□已發表 ■未發表之文稿 □撰寫中 □無 專利：□已獲得 □申請中 ■無 技轉：□已技轉 □洽談中 ■無 其他：（以 100 字為限）
3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）（以 500 字為限） 全球英語在近年來已經成為英語教學領域裡重要之議題之一，雖然台灣自 1995 年起已經將訓練學生國際觀及提升學生英語溝通能力為英語教學之主要目標，但是針對全球英語議題之相關研究似乎不足。透過本研究之結果顯示學生在認識及探索全球英語過程中，對英語及英語學習的認知都有相當的改變，就其對英語的認知而言，學生針對英語對他們的意義及要學何種英語方面有較大程度的改變。在學生對英語學習的認知方面，學生對於英語上課教材、英語及學習者之期待有相當的差異。此外，本研究亦發現學生在英語學習動機及態度方面有某種程度地提升，學生除了意識到全球英語廣泛存在的事實外，也更清楚自己的英語學習需求。以學術成就層面而言，本研究探討全球英語之課程對於學生針對英語及英語學習之認知差異，可充實台灣在全球英語領域研究之文獻，此外，透過參與國際研討會之發表，將本研究之研究結果與世界各國之學者分享並交換意見。就教學的層面而言，本研究之結果有助於台灣英語教學界針對要如何融合全球英語到課室教學考量具有參考性之價值。此外，本研究發現學生所述在過去所曾經上過的英語課程中幾乎未論及有關全球英語的概念，此結果亦突顯出在英語師資訓練方面可能應該增加全球英語之相關主題，除提升教師專業成長外，也期待老師可以透過課程之教學，使學生了解實際英語在全球應用面之情況。由於本計畫之實施係以介紹全球英語相關概念為主之課程，尚未將全球英語之元素融合於英語教學中，未來的研究將會以現有之研究結果為基礎，設計將全球英語概念融入到英語相關課程，期望能進一步對全球英語概念如何融入英語課程之教學及學生之學習效果作進一步的了解。