考 試 科 目	英文寫作	系 所 別	英文系	考 試 時 間	2 月 11 日(二) 第 1 節

Read the passage carefully and answer the following questions.

The "Decolonial Turn," proposed by scholars in Latin America (e.g., Mignolo, 2012) and developed by many others (e.g., Santos, 2014) seeks to understand, make visible and (where possible) undo lingering "unequal power, knowledge, race relations and resources, controlled and reproduced in the name of development" (Menezes de Souza, 2013). This involves fighting or resisting "Global Designs" (Mignolo, 2012) whereby local (European/Anglophone) histories, epistemologies, ontologies, and cosmogonies for understanding the world are universalized and globalized. While coloniality is not inherently tied to English, it manifests in the gaze and epistemologies through which we study and teach it. The idealized models of Anglophone native English speakers (NES), prevalent in the teaching of English, can be viewed as one such "Global Design." These Anglophone Englishes are typically associated, both linguistically and culturally, with the US and UK (Jenkins et al., 2018). English teaching continues to center on Anglophone monolingual models of language and culture as "standard." This essentialist correlation between English and Anglophone "natives" represents a form of colonialism by reproducing a linguistic and educational ideology that places most "non-native" English users in a deficit position, restricting and marginalizing their multilingual and multicultural use of English (Jordao, 2019). Furthermore, access to this native "standard" is often limited to elite (and expensive) education and networks, creating significant barriers for most English learners and leaving them at a disadvantage (Darvin, 2017; Tupas, 2019).

In contrast, a growing number of scholars and teachers work on more empowering and inclusive teaching models that have the potential to challenge colonial, Anglophone ideologies. The core features of "decolonial" teaching include de-centering the NES and essentialist Anglophone norms, challenging the hierarchization of languages and modes of interaction, and valuing non-native students' communicative resources, locally relevant knowledge and pedagogies, and addressing power imbalances and unequal opportunities in education and language use. Such teaching methods recognize the agency that multilingual and multicultural users have in adapting English and other semiotic resources (e.g. their mother tongues) to their communicative needs. The aim is to provide a potentially more empowering approach to English teaching and learning for both students and teachers in which both their use of English and other languages/resources are valued and their role in shaping English acknowledged. Yet, the extent to which these approaches truly "empower" students—whether by enabling participation in neoliberal globalization or by equipping them to challenge colonialism and neoliberalism-- remains debatable (Kubota & Takeda, 2021). Additionally, whether these perspectives and aims are being successfully applied to everyday English classroom practices is still an empirical question. Previous research suggests a mixed role for English and English teaching in marginalized communities. For example, the studies collected in Erling illustrate how English teaching can contribute to security, stability, and peace in conflict situations around the world, while also recognizing that it is not a "panacea for poverty and skills development" (2017, p. 11). However, Kumaravadivelu (2016) is less optimistic concerning the ability of the

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majority "subaltern" practitioners to remove themselves from colonial Anglophone orientations, given the continued central role of NES "standards" and "norms;" a view supported by studies of teachers' attitudes to English language and speakers (e.g., Llurda, 2018). Canagarajah (2023) is more hopeful that with time and reflection, teachers can decolonialize their practices in ways that better represent their settings and students. Both Sayer (2015) and Kubota and Takeda (2021) argue that plurilingual approaches to English have the potential to enable students and teachers to appropriate the language in ways that challenge dominant neoliberal, colonial discourses, but at present policies in education and business strongly orientate to an expansion of English for neoliberal goals. Furthermore, Gimenez (2024) cautions that policymakers' attempts to construct less Anglophone, more Global Englishes-orientated curricula can result in both decolonial opportunities and simultaneously unintended reproductions of colonial ideologies by curtailing the study of other languages (adapted from Baker, et al., 2024, TESOL Quarterly).

Questions:

1. Based on the passage, explain the concept of "Global Designs" as discussed by Mignolo (2012). How do these designs manifest in the teaching and learning of English in Taiwan, and what are the associated implications for linguistic and cultural diversity? Provide examples to support your explanation. (25%)

2. What are the core features of decolonial approaches, and how do they address power imbalances? What challenges may arise in implementing these approaches in Taiwan's English classroom practices? Why? (30%)

3. Please reflect on the arguments of Kubota and Takeda (2021) and Gimenez (2024), and critically evaluate Taiwan's current bilingual education policy in approximately 300 words. (45%)

備　　　註	一、作答於試題上者，不予計分。 二、試題請隨卷繳交。