英語のグローバルな多様性に基づくスピーキングの授業構築

Creating a Global Englishes-informed Speaking Skills Course

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Abstract

This paper describes the introduction and students' reactions to a Speaking Skills course that focused on Global Englishes and international communication. Twenty-three third year students were exposed to a diverse range of English speakers, learning about accents, dialects and communication strategies.   The literature review summarises the needs for Global English programmes, highlighting key proposals and course goals and discusses similar courses at three other Japanese universities. An online survey was used to gage student reactions. Overall, the results were positive and motivation and confidence in speaking with international English speakers were increased.

Keywords

Introduction

English language students in Japan focus on the language spoken by the standard American and British person. However, today, the typical English speaker is neither of those things.   English is the global lingua franca used by roughly a billion and a half people, only 370 million or so who are said to be 'native speakers'. Teaching our students only 'native' English does them a great disservice; it reinforces colonial and class ideals, it hinders them from interacting globally and deprives them of stories and experiences from around the world.

Following the author's attempt last year (Serebriakoff 2020) to introduce students to Indian English, they have now expanded their goal to widen perceptions of English as a true global

language. This paper will detail the introduction of a new Global English based course, the pedagogical rationale behind it, and the reactions of the first cohort of students.

Literature review

Global Englishes

Global Englishes is an umbrella term that encompasses three theoretical perspectives of English language teaching and scholarship. (Galloway 2021)

- World Englishes
  - The study and description of the varieties and dialects of English developing in many countries around the world
- English as a Lingua Franca
  - Research into how English is used by people with different native languages for communication in business, tourism and travel
- English as an International Language
  - The concept of English as an international communication tool and attempts to standardize and codify an international version of English for ease of use

These ideas reflect the fact that so-called 'native speakers' (Approximately 370 million L1 speakers) are now in the minority of English users (Approximately 980 million L2 speakers) (Ethnologue 2021), and that good EFL users are "successful communicators, not failed native English speakers" (Jenkins et al 2011). We should be encouraging our students to see English as a tool they can use to interact with the world, rather than chase the impossible goal of becoming a native speaker.

Varieties of English and Linguicism

Kachru (1985) defined the three circles of English as inner, outer and expanding. The inner circle contains the countries where English is the main language of commerce, government and society, namely the US, UK, Canada, New Zealand and Australia. The outer circle contains countries for

whom typically for colonial or historic reasons use English to a great extent in official settings, but it may not be the everyday language of normal people. The expanding circle contains countries in which English is taught as a foreign language and though not used officially, could play a large role in business and international communication.

Most people who use English are no longer within the inner circle. "Native speakers may feel the language 'belongs' to them, but it will be those who speak English as a second or foreign language who will determine its world future". (Graddol 1997 pg. 5) Unfortunately most EFL courses still promote the very narrow idea of a standard English, teaching students around the world the prestige dialects of a few politically powerful countries.

Linguicism and prestige dialects

Linguicism, or discrimination based on the 'correctness' of the variety of language spoken (Jolley 2018), is rife both towards Global English forms (Widdowson 1994, Phillipson 2011) and within English speaking countries in the form of prestige dialects. (Purnell et al. 1999. Snowdon 2010) These dialects, usually for historical or political reasons, confer a socio-economic privilege to their users and often negative discrimination against speakers of other dialects. For example, Southern British English (Received Pronunciation) and Standard American English (SAE) convey to listeners a sense of education, honesty and professionalism.

> [The results of an online survey said] "76% of airline passengers would feel ill at ease if the pilot spoke with a Brummie twang? According to the poll, the Birmingham brogue ranked just above the Liverpudlian accent as that most likely to cause discomfort to air passengers when piped out over the aircraft PA system. Perhaps not surprisingly, 81% of air passengers said they would feel most reassured by a classic "received pronunciation" accent…" (Snowdon 2010)

In a more scholarly work Purnell et al (1999) conducted experiments that showed landlords would racially discriminate against 'non-white' accents from phone enquiries from prospective tenants. Speakers of African American Vernacular English frequently face discrimination in the US. In research by Henderson (2001), hiring managers rated tapes of 'prospective candidates' for a variety

of positions and she found that "Those who sound Black are rated as less intelligent and ambitious and less favourably in job level."

Teaching our students only RP or SAE would be to perpetuate these biases, and frankly, be rather pointless. Take the UK for example, the 'standard dialect', RP, is only spoken by approximately three percent of the population. (Robinson 2019) Thus to teach only RP, would be to ignore most British English accents and dialects, possibly making communication with those speakers difficult if not impossible.

It is ironic that today, our students are far more likely to encounter Global English varieties than they are 'standard American English' or RP. Interactions with fellow international students during their study abroad, tourism and business travel and communications will now be more likely to take place with non-native interlocutors than 'standard speakers' of English (Matsuda 2003).

Native Speakerism and Japan

  The teaching of English in Japan still today prioritises the 'native speaker' over non-standard varieties of English, "The more American you sound, the better you are as a student of English " (Honna 2012). This discrimination against non-native speakers, remains strong in Japan; from hiring practices, English school advertising and curriculum and textbook design. Below is a selection of commercially available English books marketed on the idea, as Jenkins (et al 2011) said, that Japanese EFL learners will always be "failed native speakers".

Taken from Galloway 2021

Matsuda (2002) reviewed all the Monbusho-approved textbooks for 7th grade junior high school students and found that most model dialogues and interactions in the books took place between Inner Circle speakers or Japanese students and their Inner Circle friends or host families. She suggests that given such a narrow view of English speakers...

> "Students may be shocked by varieties and uses of English that deviate from the inner circle English, view them as deficient rather than different, or be disrespectful of such variety and uses." (Page 184)

Progress is being made and some textbooks are being written to be more inclusive of Global English (Vettorel & Lopriore 2013) but their adoption is not widespread. McMahon's 2019 study of the set textbooks at his university, Ritsumeikan APU, found that eighty three percent of all audio files used either standard British or American English and that only ten percent of interactions were English as a Lingua Franca.

As has been shown, there is a growing need for including Global English within our students' curricula. In the next section practical changes and improvements proposed by researchers will be discussed.

Global English courses and traditional EFL courses

To improve the teaching of English as a Global Language, Galloway and Rose propose several key changes: (Galloway, 2011; Galloway and Rose, 2015; Matsuda,2019) Firstly, "raising awareness of Global Englishes by expanding English as a Lingua Franca (ELF) exposure to students" - using textbooks and resources with a wide variety of dialects and accents, particularly dialogues between speakers of different L1s. "Increasing respect for multilingualism and diverse English-using cultures and communities" - encouraging students to view themselves as part of a global multilingual community of speakers all of whom are valid owners of English. Finally, "changing teacher hiring practices" to ensure students are taught by a variety of expert speakers. In their 'Curriculum blueprint' (Matsuda and Friedrich 2011) say that whichever variety of English students learn they must be made aware that it is "one of many and may differ from their future interlocutors'" (page 338) and that it is vital that students are given "both the linguistic and strategic repertoire that they can draw from" when speaking with international users of English. Galloway (2021) discussed ways to create an English Lingua Franca (ELF) aware pedagogy, which include key ideas such as "Spend less time on standard English forms and focus on intelligible forms" - rather than rewarding students for 'grammar accuracy', praise them for fluency and communicative competence and "teach communicative strategies for students to use in ELF contexts" - such as negotiating meaning and asking for clarification when faced with unknown words or phrases.

By bringing together all these ideas, teachers and textbook writers can attempt to create a more diverse and practical curriculum for the modern English language learner which several other universities have tried.

Global English at three other Japanese universities

Chukyo University, based in Nagoya, established in 2002 'the College of World Englishes' and 'the Department of World Englishes'. (D'Angelo 2012) Possibly the first of its kind, this college focused entirely on the study of global English. All courses and classes were designed with an international perspective in mind, a three-week freshman internship in Singapore and a diverse

teaching staff ensured students received real first-hand experience of outer circle English. This programme now appears to be defunct.

In Rucynski (2019), the author introduced a Global Englishes approach to an integrated speaking and listening course at his university. Sixty-two second year students participated in the course and were exposed to Englishes from eleven different countries: three inner circle, one outer circle and seven expanding circle.

The results of the post-survey were a strong agreement with the idea that it was valuable to practice listening with non-native speakers (Mean 5.21 out of 6) but there was a less strong agreement with increased confidence and motivation to speak with Global English speakers (4.66 and 4.35 respectively). However, he also found that students did perceive English as an international communication tool "regardless of the native language" (5.11). This pilot study showed how introducing a minor element of Global English into a standard curriculum can broaden students' minds about Global English.

McMahon (2021) trialled a Global English course at his university in Kyushu with 10 upper intermediate students. His course was adapted from Galloway and Rose's 2015 paper "Introducing Global Englishes" and covered a variety of topics to raise student awareness of the history of English, its evolution and current varieties around the world. Students listened to a large variety of native and non-native speakers as well as made group and individual presentations. Due to the small participant size McMahon did not conduct a formal assessment but his student feedback was positive and encouraging.

There does appear to be a growing interest in the introduction of Global Englishes to undergraduate students in Japan. Yet there seems to be no clear consensus on the best way to implement such a programme and provide the best value for students. The rest of this paper will examine the author's first pilot course and students' reactions thereof.

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Methodology

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Goals of the course

The course described here comprised part of the required curriculum for third year students at Baika Women's University Spring semester 2021, registered as Speaking Skills V. Because of the Covid-19 virus and the impossibility of international travel, the participants of this course had had their study abroad experiences entirely cancelled or ended abruptly so they completely missed out on valuable international experience. For these reasons, initially, when creating the curriculum, the author wanted to add an international outlook and cultural exchange to liven up the course and, in some way, try to replace some of the lost experiences.

Having learned from teaching Indian English the year before (Serebriakoff 2021) the author decided to be more methodical with the introduction of English varieties and the social and political issues surrounding them. This was done using Content Based Instruction (CBI) principles, inspired by Perez and Jolley (2020).

There was also the matter of the medium of teaching. In the winter and early spring of 2020/2021 infection rates in Japan were on the rise and with the cancellation of the "Go to Travel" campaign (Takahashi 2020), the manner of teaching (online or on campus) in the spring semester of 2021 was uncertain.

Speaking Skills V also, naturally, had to focus on improving students' spoken communication skills. Therefore, most of the class time would be spent on improving oral fluency and communicative competence. However, as Rucynski (2019) said due to the nature of international business "it is becoming more and more likely that their [students' future] interlocutors will include fellow expanding circle speakers" (page 65). Therefore, a core communication skill is the ability to communicate with a wide variety of native and non-native speakers from "various regional, social and cultural backgrounds". (Bieswanger 2007 p. 405) The main goal of this course then was to balance all elements and deliver an interesting and enjoyable curriculum to the students.

Course plan

Approximately twenty students would be taking part in this course, comprising the lower half of the third-year English majors. Each week, in two ninety-minute classes, students would be introduced to one country's variety of English in dialogues and interviews. Their own speaking

skill would be improved through several standard Communicative Approach techniques: topic questions, information exchange, key expressions for interaction, dialogue creation and discussion. Communication strategies for ELF contexts would also be introduced and practiced.

A World Englishes based textbook was chosen: Global Activator written by Shiozawa and King and published by Kinseido Publishing in 2015. It is approximately CEFR A2 level and covers a wide variety of spoken interactions, role-playing and everyday scenarios but through the lens of international communication. Each unit is based around a topic and contains listening activities and interviews with native or high-level learners of 15 different countries or varieties of English. As a result, not only are students practicing their spoken and listening communicative English, they are also exposed to a good variety of Global Englishes.

The countries and dialects covered in this course were, in order, Japan, England, India, Mexico, Korea, Singapore, Hong Kong, African American English, Australia, China, Midwestern United States English, Germany, Brazil, the Philippines, and France. Perhaps not a huge cross section of the world but some of the key varieties that a Japanese student may well encounter in business or in travel.

Extra activities

In addition to the textbook activities, the author created additional international activities for the students. These activities had several different goals: some were explicit dialect phonology analysis or introducing local vocabulary, others covered interviews discussing perceptions of dialects, negative effects of linguicism and native speaker bias or how outer and expanding circle speakers identified with English versus their local language. The purpose of these activities was to reinforce the key course concepts of English as an international language and the validity of non-native varieties.

In one activity students were shown clips from speeches given by recent UK Prime Minister Teresa May and then US president Donald Trump. Key differences in accent were shown via clips of the leaders saying the same word, at real speed and slowed down, for instance the 'lot' vowel in the word "job"; said by PM May as [ˈdʒɒb] and President Trump as [ˈdʒɑb].

In another lesson, focusing on African American Vernacular English (AAVE), students answered questions about and then discussed interviews on its historic roots from slavery and continuing accent discrimination faced by African Americans.

In a third example on Singaporean English students learned about the history of colonization with the privileging of 'Standard British English', how Singlish was developed and current local attitudes towards Singlish.

With such activities the author hopes that students will not only be better prepared global communicators but also more cognisant of discrimination and global attitudes around English learning.

Methodology of research

To assess student reactions and opinions to the course a simple post-survey was designed based on the one used for Serebriakoff (2020), employing eight 6-point Likert scale questions. Students could choose answers ranging from 6 "Completely Agree" to 1 "Completely Disagree". The survey was created using Google Forms and students were encouraged to fill it in but were informed that it was not compulsory or even necessary. It was also anonymous to enable participants to answer freely. Questions were adapted to fit the purpose and goals of the new course. Eight items were chosen and professionally translated by an acquaintance of the author familiar with academic Japanese.

The eight items chosen were:

"In this course ...

1. I was able to learn about various Englishes spoken all over the world.

2. I enjoyed learning various words and accents used all over the world.

3. I think what I learned in this course will be useful for communicating with foreigners in the future.

4. I think we should focus more on American English.

5. I think it helped me to train my listening skills.

6. I think it helped me to train my speaking ability.

7. I was able to learn interesting things about various countries and cultures.

8. If there is a similar course, I would like to continue taking it.

Items one - three covered the Global Englishes goal of the course. Item four was reverse ordered and designed to check whether, as has been found in research before (Matsuda 2003; Fukuda, 2010), students prefer to study "correct" English, particularly in the context of speaking classes. Items five and six asked students to rate their perceived communication skill improvement from the course, vital as the course's stated aim was to improve speaking. Items seven and eight covered enjoyment and motivation as these are key to engaging students in the content.

Results

The survey was posted shortly after the final class. Of the twenty-two students registered for the class nineteen completed the survey within one week.

1. I was able to learn about various Englishes spoken all over the world.					
1 Completely disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Completely Agree
0	0	1	4	8	6

	Number	%		Average score	
All agrees	18	94.7%		5	
All disagrees	1	5.3%			

2. I enjoyed learning various words and accents used all over the world.					
1 Completely disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Completely Agree
0	0	1	5	8	5

	Number	%		Average score	
All agrees	18	94.7%		4.89	
All disagrees	1	5.3%			

3. I think what I learned in this course will be useful for communicating with foreigners in the future.					
1 Completely disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Completely Agree
0	0	1	4	11	3

	Number	%		Average score	
All agrees	18	94.7%		4.84	
All disagrees	1	5.3%			

The results for the first three items were very encouraging. Students seemed to have felt that they improved their global communication competence during the course and enjoyed the process, and will now be more confident and motivated to speak with foreigners in the future.

4. I think we should focus more on American English.					
1 Completely disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Completely Agree
1	1	5	6	3	3

	Number	%		Average score	
All agrees	12	63.2%		3.95	
All disagrees	7	36.8%			

Item four was disappointing. I had hoped that, if I had been successful in convincing the students of the validity and worthiness of Global Englishes, they would disagree with this statement. It seems most of the students were not persuaded and, like others have found (Matsuda 2003; Fukuda, 2010), a 'native speaker' model is preferred.

5. I think it helped me to train my listening skills.					
1 Completely disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Completely Agree
0	0	1	9	3	6

	Number	%		Average score	
All agrees	18	94.7%		4.74	
All disagrees	1	5.3%			

The results for item 5 were positive and showed that the students did find the course useful in this aspect of communication.

6. I think it helped me to train my speaking ability.					
1 Completely disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Completely Agree
1	2	2	6	6	2

	Number	%		Average score	
All agrees	14	73.7%		4.05	
All disagrees	5	26.3%			

When it comes to item 6, while the results were mostly positive, a significant minority of students disagreed with the statement. Whether this can be attributed to the difficulties inherent in online lessons or is a problem with the course plan, is difficult to say. Ensuring students are using the target language in Zoom breakout sessions is much harder than in the classroom. I believe that there were sufficient speaking opportunities and activities built into the lessons and that had face-to-face classes been possible, the results may have been quite different.

7. I was able to learn interesting things about various countries and cultures.					
1 Completely disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Completely Agree
0	0	3	8	2	6
	Number	%		Average score	
All agrees	16	84.2%		4.58	
All disagrees	3	15.8%			

The results of item seven were very encouraging. With many students aspiring to eventually work in the tourism industry and the University's goal being to inspire global citizenship I was glad to see that the students enjoyed the cultural aspects of this course.

8. If there is a similar course, I would like to continue taking it.					
1 Completely disagree	2 Disagree	3 Somewhat disagree	4 Somewhat agree	5 Agree	6 Completely Agree
3	0	3	5	3	5

	Number	%		Average score	
All agrees	13	68.4%		4.05	
All disagrees	6	31.6%			

Item eight led to some interesting results, while again the majority agreed and a significant amount agreed strongly with the statement, a concerning amount disagreed. It would have been useful to have put some more open-ended questions or a comments box on the survey to find out their reasons. Though doing so can make filling out the survey seem longer and more arduous.

	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7	Statement 8
All agrees	18	18	18	12	18	14	16	13
All disagrees	1	1	1	7	1	5	3	6

The table above summarises all the findings, with statement 4 highlighted to show it was reverse ordered - thus, agreement is bad, and disagreement is good. The results overall were very positive for the course. Statements one, two, three and seven concerned the main goal of the course, namely, to give students an appreciation of Global English.

Statements five and six questioned the communication goals of the course, listening and speaking. While there is majority agreement with the statements, it showed more work can be done to give students a sense of improving fluency skills.

Statements four and eight suggest that in some way the complete goal of the course was not met as most of the students would prefer American English over Global English. Moreover, a significant minority would not choose to continue studying with a Global English curriculum. These results showed that the students need more convincing that such an approach is of benefit to them.

Conclusions

Summary

The aims of this paper were to elucidate the need and rationale for introducing students to Global English and test how this could be done in a skills-based course. The main reasons for developing such a course are to improve students' communicative competence in a modern international Lingua Franca world, where most English speakers we are likely to encounter do not use the standard dialects of just a couple of the many countries where English is used. As Jenkins (2011) said "It is a contradiction for any university anywhere that considers itself international to insist on national English language norms".

The literature review summarised the needs for Global English Informed Curricular and the current state of EFL teaching with its focus on 'standard dialects' and 'native speakers'. The leading experts in this field, Galloway, Matsuda, and others provide the theoretical and practical blueprints to devising international focused courses. Finally, three examples of Japanese universities which have implemented these ideas were examined to discover current best practices and ideas for diversifying content.

The methodology section firstly discussed the plans for the course carried out at this university in the spring semester of 2021 and how it fit within current pedagogy. Secondly it detailed the method of assessing the impact and reactions to the course.

The results section showed that the students' overall impression of the course was generally positive but highlighted some areas for improvement and further study. Particularly, even though the students enjoyed learning about the varieties and cultures of Global Englishes, a significant proportion of them still believed that focusing on American English was better for them. This result showed that I did not do enough to convince them of the central premise of International

English that "when Japanese speak English with Chinese, there is no room for British or American culture." (Honna 2012)

Limitations

The effects on teaching and learning during the Covid-19 pandemic are numerous and difficult to quantify. Students, unable to study abroad, lacked the natural exposure to English as a lingua franca and the varieties of English that they would have encountered. Studying online, isolated at home, made the world feel a lot smaller. Under other circumstances perhaps the students would have been more open to and excited by the possibilities of communicating internationally. Other limitations include the lack of open-ended questions in the end of course survey which may have helped to clarify students' reasons and elicited more nuanced responses. In addition, a pre-survey gaging students' initial thoughts on Global English would have shown if any change in openness towards non-standard English had taken place.

Conducting this project has certainly opened my eyes to the potential advantages of a more ELF aware curriculum and will make me much more critical of textbooks I choose and the models of English I use during classes. I will emphasize communication strategies and international English over native-perfect grammar and idioms and be looking for far greater variety in accents and dialects in listening activities and assessing the dialogues for the kinds of speakers and interactions they present. When choosing a textbook who, according to that textbook, is a good English speaker? And when and with whom do they use English? I believe that International English is the way forward to turn our students into the global citizens they need to be.

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