
A Broader Concept of World Englishes for Educational Contexts:
Applying the “WE Enterprise” to Japanese Higher Education Curricula

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Summary and Key Terms

This study investigates the application of the world Englishes (WE) paradigm to English language teaching (ELT) in the higher education context of Japan, as well as the possible application of competing paradigms that also work within a pluricentric view of English: English as an International Language (EIL) and English as a Lingua Franca (ELF). The Chukyo University Department of World Englishes (DWE), within the College of World Englishes, serves as the primary site of inquiry. A main focus of the study is to explore the development of a broader concept of World Englishes for educational contexts.

A literature review of work in the three fields of WE, EIL, and ELF was conducted, as well as a literature review of leading work in the field of English language curriculum design. The literature reviews establish a baseline of what is currently known in these fields. To provide additional answers to the research questions for this study, three sets of qualitative data were obtained and analyzed: a survey of graduates of the DWE since 2006, a survey of teachers in the DWE, and a series of observations of actual classes within the DWE. A coding scheme was designed for each of the two survey instruments to facilitate their analysis, which was used to report on and analyze the survey data, as well as incorporating actual excerpts from the raw data, to better illustrate and support particular trends or commonalities expressed in the data. The classroom observations were written up in the form of 'vignettes' from which further analysis could be made and triangulated with the data from the two surveys.

These results were then interpreted to report the findings of the study, and a series of themes were identified that showed potential areas to focus on for curriculum enhancements. These include: the overcoming of shyness in Japanese students, the insufficiency of communicative language teaching (CLT) within a 4-skills curriculum, the applicability of content and language integrated learning (CLIL) in Japanese higher education, the need for more academic and business/professional education, the concept of world mindedness, the overall relevance of the WE/EIL/ELF paradigms, and the concept of 'Educated English' (Kachru 2003, Bamgbose 1982), as an objective for the Expanding Circle. The concept of Educated English in particular, has heretofore been underexplored in Expanding Circle WE research.

The study concludes that based on the needs of students in the DWE, and more widely in Japan and across other Expanding Circle contexts, a broader concept of WE is necessary to better inform ELT curricular and pedagogical practices. The goal of working towards educated Japanese English as an outcome is more realistic for higher proficiency, highly motivated students, and the study concludes that

ELT pedagogy to realize this goal is better suited to creation of an honors track, and general track, in the DWE and other institutions. Ultimately, the thesis contributes new insights into creating a broader concept of WE, drawing on research from competing paradigms, and posits a more suitable model of English pedagogy for Expanding Circle users of English.

Key Terms

World Englishes, English as an International Language, English as a Lingua Franca, The world Englishes Enterprise, Expanding Circle, educated Japanese English, English for Academic Purposes, ELT, TESOL, higher education in Japan, curriculum design, Kachru's three concentric circles, native speakerism, world mindedness, the L2 self, global higher education.

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List of Abbreviations

CBEC	= Content-Based English Curriculum
CBLT	= Competency Based Language Teaching
CLIL	= Content and Language Integrated Learning
DALP	= Dynamic Approach to Language Proficiency
DWE	= Department of World Englishes
EIL	= English as an International Language
ELLLO	= English Listening Lesson Library Online
EFL	= English as a Foreign Language
ELF	= English as a Lingua Franca
ELT	= English Language Teaching
EMI	= English as a Medium of Instruction
ESP	= English for Specific Purposes
ETS	= Educational Testing Service
IAWE	= International Association for World Englishes
IPTeIL	= Integrated Practice in English as an International Language
IVes	= Indigenized Varieties of English
L2	= Second Language
LS Wing	= Learning Support Wing (within the DWE)
NS	= Native Speaker
NNS	= Non-native Speaker
O.C.	= Oral Communication
RELC	= Regional Language Center
SLA	= Second Language Acquisition
SNS	= Social Network Services
TBL	= Task Based Learning
TEIL	= Teaching English as an International Language
TESOL	= Teaching English to Speakers of Other Languages
TOEFL	= Test of English as a Foreign Language
TOEIC	= Test of English for International Communication
WE	= World Englishes (as theory or concept)
WEs	= World Englishes varieties

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Chapter 1: Introduction and Contextualization

1.1 Theoretical Rationale and Scope

The fertile field of world Englishes (WE) has gained growing acceptance since its inception in the mid-1980s, especially for recognition of ‘new’ or ‘indigenized’ varieties in what Kachru terms the ‘Outer Circle’ contexts (Kachru 1992): non-native multilingual settings such as Singapore, India, the Philippines or Nigeria, where English serves an official function in a wide range of domains including legislative/judicial, business, print and electronic media, and education. In those settings, English is not a ‘foreign’ language in any sense, but is ‘owned’ by its speakers and integrated into everyday life, both for educated elites and a growing percent of the middle classes, who are viewed more as ‘users’ of their own varieties, than ‘learners’. As a result of this extensive use of English in Outer Circle countries, it is largely accepted that they have developed their own legitimate varieties of English to a greater extent than in the Expanding Circle. Nevertheless, Kachru (1992) has always been inclusive (Bolton 2005, D’Angelo 2010, Davis 2010) of the Expanding Circle settings where English is used mainly for inter-national as opposed to intra-national communication, expressing that these varieties may be in the process of nativization. In D’Angelo 2008, 2012 I demonstrated the applicability of the WE paradigm to a location such as Japan, mainly by showing that many aspects of language use and education need not be referenced to American or British Inner Circle English.

Work by Schneider (2003, 2007) which attempts to bridge the gap between Inner and Outer Circle varieties employs his 5-phase model (Schneider 2007: 21) of Foundation, Exonormative Stabilization, Nativization, Endonormative Stabilization, and Differentiation to postulate much more extensive similarities between the Inner and Outer Circle than did Kachru. Such efforts to bridge the gap between Outer and Expanding Circle varieties, has however, not been forthcoming, with the exception of work by Ike (2012) who has applied parts of Schneider’s model to Japan. For Ike (2012: 89, “(A) fully developed Expanding Circle variety would be an international lingua franca...” Ike (2012: 412) highlights that:

The primary purpose of using Japanese English is cross-cultural/international communication, thus the function of Japanese English is English as a Lingua Franca (ELF), and English as an International Language (EIL)...Similarly, Canagarajah (2007: 926) argues that ELF is “hybrid in nature” and its form varies in grammatical patterns and discourse conventions. Therefore, the goal of English learning is no longer reproduction or imitation of an Inner-Circle variety of English

but a successful communication between the speakers with different language backgrounds (Kirkpatrick 2010a).

We can see by the study of Ike (2012), that the WE paradigm risks surrendering its application to research on English in the Expanding Circle to newer paradigms such as ELF, unless WE scholars who are committed to the ongoing relevance of the paradigm and the reality of English use in the world today, are willing to reconceptualize WE thinking on the Expanding Circle in a broader way, that subsumes ELF theory into the WE Enterprise (Bolton 2012).

Although certain WE scholars such as Berns (2005) have attempted to set an Expanding Circle research agenda within the WE community of scholars, the effort has been inadequate, paving the way for the emergence of two groups of scholars—who it should be noted, are in most cases already established figures in the WE field who have felt the need to go beyond typical WE themes—seeking to develop a theory of language that fits the reality of Expanding Circle use. These include those reopening inquiry into English as an International Language (EIL) first explored by Strevens (1980) and L. Smith (1983), such as McKay (2002), Sharifian (2009), Matsuda (2012) and the new field of English as a Lingua Franca or ‘ELF’ (Jenkins 2007, Seidlhofer 2009, Kirkpatrick 2010a). Both paradigms look at spoken English interaction situated in international settings, among primarily non-native speaker (NNS) participants, and the strategies they employ for successful oral communication. For the purposes of this thesis, EIL is defined as a ‘function’ of English: a coming together of speakers of different varieties of English for the purpose of mutual understanding within a wide range of purposes. It involves compromise and negotiation of meaning and cultural differences, and does not represent any sort of ‘neutral’ or single/common international English variety itself. As stressed by Larry Smith (D’Angelo 2013a), native speakers of English need to learn how to use English as an international language, as much as non-natives. ELF is defined very similarly for the purposes of this thesis, since the primary scholars in the field no longer make any claim to it being an actual ‘variety’ of English (Jenkins 2011). The fact of Bolton’s inclusion of ELF in his WEs Enterprise concept, and of Matsuda’s recent participation in the ELF conference, indicate that major figures within the WE field have come to recognize the legitimacy of the ELF paradigm. The essential difference with ELF is that research in the field is much more corpus-driven than EIL research, offering more concrete examples of actual interaction.

While these paradigms—subsumed under the broader umbrella of ‘a broader concept of WE’—will be employed in this study to inform curriculum development in Japan, especially with regard to oral communication education, Mahboob (2012) points out in his Model of Language Variation and Dynamic

Approach to Language Proficiency (DALP)² that WE, EIL, and ELF focus too much on ‘below-the-clause level’ descriptions of users spoken language, and do not provide for the wider uses/functions of that language, or of the ultimate goals of users’ to become accepted members of certain speech communities. For Mahboob (2012), while local, spoken, everyday language can be an important source of identifying new varieties of English, it may be a disservice to our students if language education focuses too much on that, rather than equipping our students to handle global, written, specialized language. This provides an important reminder that WE, when applied to education, must also provide for certain normative aspects of educated language, but used in this sense ‘normative’ does not equate to ‘native’, it is important to realize.

Coupled with this insight, Dornyei and Ushioda (2009) and Coetzee Van Rooy (2006) stress the importance of motivational aspects, always crucial in learning contexts, for Expanding Circle users in their work on the ‘L2 Self’ (Dornyei and Csizier 2002): a fascinating modification of Gardner and Lambert’s landmark concept of ‘integrative motivation’³ which shows the growing influence of WE and EIL thinking on the broader Second Language Acquisition (SLA) field. Hence, this study will put forward a new, broadened construct of WE, which incorporates new work in EIL/ELF, the L2 Self, and Mahboobian Functional WE, all of which reflects the value of the WE paradigm, its continuing relevance in the field of linguistics, and crucially: its growing influence in the field of applied linguistics and language education. The study will attempt to demonstrate the effectiveness of applying this new model of WE to university-level curriculum in Japan, and subsequently, its relevance for broader educational contexts.

1.2 Aim and Research Questions

The aim of this thesis is to integrate these new, somewhat conflicting, paradigms that provide partially overlapping but partially contesting views of the terrain defined as the Expanding Circle by Kachru, into the logic of a broader conceptualization of WE, to design curriculum and classroom methodologies which apply this new broader theory, and to as much as possible demonstrate the potential effectiveness of such curriculum practices/approaches in the final ‘product’ of such education: the graduating student. It

²His work is done mainly within the context of rural learners in Outer Circle contexts such as Sri Lanka, the Philippines, etc. I propose terming these two models together as Mahboobian ‘Functional WE’

³ The paradigm rescues the use of the term ‘integration’, by changing the focus of that integration from the culture/people of the target country, to the notion of integrating one’s future ideal self into his/her current self-image, thus providing significant motivation to become a sophisticated user of English.

is also an aim of this study to show that this form of language education can be applied to other educational contexts, in the Expanding Circle, since higher education in so many countries has become increasingly globalized, with great numbers of university students crossing borders. My research questions for this study are:

- (1) How can new sub-paradigms of WE be incorporated into a broadened WE construct?
- (2) How can such a broadened concept of WE be implemented in the curriculum and classroom practices of the Japanese university?
- (3) Based on the English needs of Japanese, what are the advantages of such practices compared to prior practices in developing educated users of English in the Japan context?
- (4) Can such practices be of use in other contexts than Japan?

1.3 Contextual Background

Japan has had a significant and growing need for English, especially in the postwar era, due primarily to influences of the American occupation, the export-oriented economy which ensued (Reischauer 1998), and a growing trend towards (and putative desire for) internationalization in various fields. Unfortunately, the 'Native Speaker Propensity' (Honna and Takeshita 1998; Sakai and D'Angelo 2005) and its preference for colloquial Anglo-American English has been the norm, but has not delivered the desired results, as Japanese continue to struggle with English and remain near the bottom among all nations in English proficiency on international tests (TOIEC 2005).⁴ Honna (2008: 112) writes:

Students have spent an astonishingly huge amount of time and energy in the study of the language...the TOEIC (Test of English for International Communication) is currently attracting more than a million examinees (a year)...However, the actual result is impressively inadequate. People have not developed proficiency in English as a language for international communication. Japanese students TOEFL (Test of English as a Foreign Language) score has been unquestioningly low. According to an international comparison of July 2005-June 2006 test data (ETS 2007: 9), Japan is ranked second lowest among 32 Asian countries and districts.

⁴ Although such tests are considered to place too much emphasis on American English norms

Checking the latest data available from Education Testing Service (ETS) which administers the TOEFL, for 2014, Japan ranked 22nd out of 26 countries⁵ in Asia (ETS 2014). Honna (2008), Hino (2007), Matsuda (2012) and others have demonstrated that the native speaker (NS) model has been detrimental to Japan, since it has imposed unrealistic and undesirable standards/goals on students and teachers of English both at the secondary and tertiary level. Japanese have a tendency to reach for craftsman-like perfection, and with the unreasonably high and misplaced goal of speaking native-like colloquial American English as the desired outcome of policy-makers and educationalists, Japan's inherently reticent students are famously hesitant to speak out in fear of embarrassment. The research area of "willingness to communicate" has been explored by McIntyre (2007) and Yashima (2002, 2009) with Japanese learners studied as one of the prime groups, and King (2013) focuses much of his study of silence in the second language classroom on Japan. As Honna has said, "Thais know 100 words of English and speak like they know 1,000, while Japanese know 1,000 words and speak like they know 10" (Honna 2008). Even scholars such as Honna may not go far enough however, in that they focus too much on the spoken language (Mahboob 2012), and may not take into account written and specialized language that may be crucial for future success, as mentioned in section 1.1.

Since the age of affluence arrived in Japan starting in the 1970s, the NS model has led to increasing importation of native speaker practitioners, mainly from the USA, in an effort to demonstrate 'living English', through costly initiatives such as the Ministry of Education-sponsored "Japanese English Teachers" (JET) program (Kawashima 2009). This has only served to exacerbate the problem, and has pushed Japanese professors of English to largely abandon the field of communication-related classes, relegating that terrain to the imported (and often under-qualified) native 'experts', and move into more theoretical areas of linguistics: losing contact, control and agency over the English language curriculum and classroom. The result of this is a loose 'Center-based' curriculum which draws excessively on the latest fads coming out of ostensibly objective mainstream SLA theory, which disguises NS-dominated Western teaching approaches (Canagarajah 1999), with little inclusion of local/periphery⁶ learning styles, little accountability, and inadequate student progress.

⁵ The large number of people who take the test in affluent Japan, could bring down the average, but it is still very low

⁶ "Periphery" is a term Canagarajah uses for less developed countries such as his own Sri Lanka.

While the WE paradigm has proven a valuable foundation in demonstrating that the sociolinguistic reality of English today no longer justifies such Center-based attitudes/approaches (Canagarajah 2000, 2006), and can provide valuable insights for developing a more fitting approach to English language pedagogy (D'Angelo 2010), it nevertheless fails to directly address the needs of the Kachruvian Expanding Circle contexts where English was traditionally a 'foreign language', such as Japan, France, Brazil or Indonesia. This can be attributed to the WE focus on English for intra-national use based on educated, codifiable Outer Circle varieties, which are highly indigenized and whose speakers do not face the same challenges as those in the Expanding Circle: where accommodation skills (Giles and Coupland 1991), flexibility, and mastery of other communication strategies play a much larger role. These are crucial skills to develop which are largely unexplored in WE theory, and the barrier effect of the inclination towards reticence in Japanese students (King 2013) necessitates that serious work be put in on developing pedagogical practices to help students overcome these challenges. Expanding Circle contexts face a more uneven English proficiency range, linked to fewer opportunities for meaningful English interaction, and potential resultant attitudes of speakers that English may not be envisioned as forming part of their identity.

WE studies also have failed to address the global/written/specialized nature of language use which Mahboob (2012) stresses in his recent work on Functional WE, which has important implications for language education. Japanese and other Expanding Circle users of English, especially English major college graduates working for multinational organizations, will need a set of language skills to handle a wide range of genres and functions--with the Expanding Circle varieties of English--in the changing globalized world. Work on the L2 Self also has important implications for how WE/EIL concepts can be applied to language education to foster stronger motivation among learners. For as Thumboo points out (2006), to truly function in English at the kind of high level demanded if one is using it at the professional workplace or in academic contexts (Butler 2013), it must become the 'main working language' (MWL) of that individual, for a significant length of time. Thus a very high level of commitment and motivation will be required of the learner to reach this level, and educators need to make that clear to the student.

For countries where English is used primarily in international settings, new interest in WE-related paradigms, such as English as an International Language (EIL), corpus-building work done in the rapidly growing field of English as a Lingua Franca (ELF), Mahboob's recent work on designing a theory of language which draws on a broader view of language 'uses'/functions rather than the 'users', and motivational

fields such as the L2 Self, may best be suited to identifying the true needs of the context which is the focus of this study: Japan.⁷ Hence this broader concept of WE for educational purposes is the research paradigm on which I wish to focus this study, and make a contribution towards further developing, with particular regard for its implications for curriculum and course design and classroom practices at the tertiary level, specifically in relation to the program at Chukyo University.

1.4 Proposed Methodology

While the proposed methodology for this thesis is discussed in more detail in the overview of Chapter 4, it is important to mention the overall approach in conceptual terms first. The literature review in Chapter 2, will consider the history of SLA theory and WE-related theory, and address environmental and textual issues of English in Japan, to draw partial answers to the research questions, based on things that are already known, and research which has been previously conducted. The literature review in Chapter 3 will also draw on established knowledge and practice, in the field of curriculum and course design, to provide a framework for any suggested curricular enhancements which come out of this study.

In terms of new data, the thesis gathers information from graduates of the Chukyo University Department of World Englishes (hereafter DWE), founded in 2002 as a reorganization of the previous Department of English Language and Literature (DELL), as a case study to determine the needs of those graduates in their work and personal lives after graduation, as well as their perceptions of the value of the education they received in the DWE. Based on the needs expressed by the graduates in an open-ended survey instrument, the methodology is to conduct an open ended survey of teachers within the DWE (mainly for English skills classes) to learn about their perceptions of the Japan context, beliefs on teaching English in general and in Japan, and their awareness of WE and the conflicting paradigms of EIL and ELF.

These two data sets will then be triangulated with a series of classroom observations conducted within the DWE, to see the extent to which pedagogical practices in the DWE converge or diverge with the graduates' needs and perceptions, as well as the teachers' expressed beliefs. To answer the research questions, an analysis of the three datasets will be conducted to ascertain the extent to which a WE-informed approach to ELT pedagogy could better prepare students for their future needs, and how the competing paradigms of EIL and ELF might be used to supplement a WE approach, to render a broader

⁷ ELF interaction may include speakers from any or all of Kachru's 3 circles, but is mainly NNS-NNS

concept of WE, a possible 'WE Enterprise' (Bolton 2012), which can more fully provide for the pedagogical needs of Japan's—and other Expanding Circle contexts'—English users. Knowledge of curriculum/course design gained in Chapter 3, specifically using the model of Graves, will then provide guidelines for how pedagogical improvements can be effectively implemented and evaluated.

1.5 Overview of the Thesis

Chapter 1 provides an Introduction and Contextualization, including background on English education in Japan, the tenets and value of a WE perspective, and the relevance of more recent sub-paradigms of WE to Expanding Circle contexts such as Japan. It also provides a conceptual summary of the methodology of the thesis. This is followed by a brief summary of the main focus of each of the subsequent chapters, two through eight.

Chapter 2 is the first of two literature review chapters, and looks at broad paradigmatic issues. It first provides a review of the literature on Second Language Acquisition in general, followed by challenges to traditional SLA. This leads into an explication of the WE paradigm and its contributions, and the competing/conflicting paradigms which will be considered for incorporating into a new broader WE construct: with special focus on the Japan context. These competing paradigms include ELF, "New EIL", Mahboobian Functional WE, and the concept of "The Ideal L2 Self." Chapter 3, the second literature review chapter, presents the results of a survey of work in Language Curriculum and Course Design, analyzing in detail the models of four leading scholars in this area: Brown, Graves, Nunan and Nation. Commonalities and differences among the models are drawn out, and the most practical aspects of the various models are identified, to be used as a guideline for implementing recommendations made in Chapter 7.

Chapter 4 outlines the empirical methodology of the study, and its relevance to answering the four research questions. The chapter explains in detail the rationale behind the structure of the questionnaire instruments by question category, and for each of the questions, on the graduates' open-ended questionnaire, the teachers' open-ended survey and the series of classroom observation which were conducted of actual classes in the DWE. It also explains the method for determining the sample populations. In addition, the Chapter explains the method used for pre-coding and actual coding of the graduate' and teachers' response data, as well as the method for reliability checking of the codes. The

Chapter also explains the method of gathering the classroom observations, and for presenting all three sets of data.

Chapter 5 presents the results of the graduates' questionnaire data, by summarizing the salient and most frequent points expressed by the graduates according to the coding scheme of clusters, and sub-codes within each cluster, for every question. Each cluster is explained in a preliminary paragraph or each question, before presentation of the results. The cluster data is then supplemented by extracts from the actual raw response data, to provide a venue for the graduates' actual voices to be heard. The results are summarized in a brief section after they are presented for each question. A general conclusion at the end of the chapter provides an overall analysis of the graduates' data, with regard to answering the research questions for this thesis.

Chapter 6, very similar to Chapter 5, presents the results of the teachers' questionnaire data, by summarizing the salient and most frequent points expressed by the teachers according to the coding scheme of clusters, and sub-codes within each cluster, for every question. As with Chapter 5, each cluster is explained in a preliminary paragraph or each question, before presentation of the results. The cluster data is then supplemented by extracts from the actual raw response data, to provide a venue for the teachers' actual voices to be heard. The results are summarized in a brief section after they are presented for each question. This is followed by presentation of the classroom observations. The actual field notes of the observations are in appendix 1, and are presented in this chapter from a thematic perspective, by looking at a series of eight major themes which emerged from the graduates' and teachers' surveys, and then triangulating those with the observations to see the extent to which the themes can be further interpreted in terms of actual classroom practices. A general conclusion at the end of the chapter provides an overall analysis of both sets of the teachers' data, with a view to answering the research questions for this thesis.

Chapter 7 summarizes the key findings of the three datasets, by looking at the results of each data set from both a mainstream SLA point of view, and a WE-informed perspective, since there are of course certain aspects of existing pedagogical practice which make sense and are functioning well. The chapter then further considers points of triangulation (as was already started in Chapter 6) where these three data sets work in unison to reveal ways of answering the research questions of the thesis. Existing work in the area of incorporating a WE/EIL/ELF-informed pedagogy to the Expanding Circle is presented, as well as prior recommendations made in this direction by the author. The chapter then concretely explains what

needs to be incorporated in a broader concept of WE for the Expanding Circle, and outlines the curriculum implications and suggests a plan for implementing WE-informed change in the DWE.

Chapter 8 provides—to the extent they are achieved—integrated answers to the 4 research questions from the thesis. The chapter also assesses the main contribution of this thesis to the theory and research field of WE, suggesting a potential new area of inquiry which this study may open up, and recommends further studies in this area. Chapter 8 is followed by appendices of graphs and tables, the Excel data files from the questionnaires, the field notes of the classroom observations, and finally, the bibliography of references used in the study.

Chapter 2: Literature Review of Broad Paradigmatic Issues

2.1 Introduction

This chapter is concerned with the broad paradigmatic issues that have relevance for English language teaching (ELT) in the Expanding Circle, and more specifically Japan. The chapter begins with an outline of the assumptions and arguments of traditional Language Acquisition and Second Language Acquisition theory (hereafter SLA), before moving on to discuss world Englishes (WE) and related constructs. Traditional SLA theory has informed much of the teaching English to speakers of other languages- (TESOL) or teaching English as a foreign language- (TEFL) related praxis since the 1970s, and still holds a powerful sway over much of the ELT community. This is especially true in the Kachruvian Expanding Circle—including Japan—where opportunities to use the language intra-nationally are quite limited compared to even Outer circle contexts, and English has thus been most often portrayed as a ‘foreign’ language. A World Englishes-based approach is better understood in relation to what it follows *from*, and is reacting *against*, thus a firm understanding of the major works of mainstream SLA theory and the assumptions they ‘take for granted’—which strongly inform traditional TESOL theory—is essential before undertaking applied linguistics and language education work in WE. Widdowson reminds us that all academic paradigms are abstractions, but such abstractions are necessary for us to put “elusive” reality into understandable terms. The question is, are such “convenient fictions” still useful to represent the current reality (Widdowson 2012)?

The chapter then gives a thorough background of the WE paradigm and related (or “competing”) paradigms such as English as an International Language (EIL), English as a Lingua Franca (ELF), and Mahboobian Functional WE, which offer alternatives to traditional SLA, in what Bolton 2012 characterizes as the ‘WE Enterprise’. Recent work on the ‘L2 Self’ (Dornyei and Csizier 2002, Yashima 2009) by researchers working in the field of language learning motivation is given as an example of traditional SLA beginning to modify its own theories from within, based on growing awareness of contributions made by WE-related scholarship. The chapter conceptualizes English in the Japanese context within the framework of the aforementioned paradigms, since the primary focus of this thesis is to reconcile these paradigms and *synthesize* them into a coherent view best-suited to modern-day Japan in the era of globalization.

2. 2 Language Acquisition and Traditional Second Language Acquisition

Beginning mainly in the 1960s and accelerating rapidly from the early 1970s—but perhaps beginning as early as the introduction of the Marshall Plan for recovery of battle-scarred Europe—the field of SLA and ELT/TESOL began to mushroom as a result of a post-World War II trend towards interdependency and globalization.⁸ This movement gained momentum with the establishment of the Peace Corps, a concept mentioned as early as a 1952 speech by U.S. Senator Brian McMahon: who proposed an "army" of young Americans to act as "missionaries of democracy." Since its inception in 1961, over 210,000 Americans have served in the Peace Corps in 139 Countries (Peace Corps 2015). Good communication in foreign languages was a crucial part of success in the Peace Corps, and this fostered great interest in the process and most effective methods for second language acquisition. There was also great interest in teaching English to people living in countries where the Peace Corps was active. The work of the British Council in spreading British culture can also be considered to have had an influence on the growth of the English teaching profession in this period (Alatis 1996).

One of the earliest theories of language acquisition which was influential in SLA theory was that of behaviorism, expressed in B.F. Skinner's *Verbal Behavior* (1957), in which a child's language learning takes place through 'operant conditioning'. Behaviorism, with its belief that language is learned by repeating caregiver speech, was the basis in TESOL (and foreign language teaching in general) for the very popular Audio-Lingual Method (ALM) dominant in language learning texts of the 1960s and 1970s, with its emphasis on dialogue, drill, and repetition. Behaviorism lost credibility due to the development of Chomskyan linguistics (1959), which introduced the concept of the language acquisition device (LAD)—a 'black box' with linguistic rules hard wired into it, common only to humans, and his theory of transformational generative grammar. Chomsky established that by using the concept of a formal grammar, a hearer-speaker can formulate and produce an infinite number of utterances, including unique new ones from a limited set of grammatical rules and expressions. This creative view of language helped to lessen not only the influence of behaviorism, but also of Saussure's (1916) structural linguistics, which stressed examining language as an unchanging system of connected pieces.

⁸ This section on language acquisition and SLA is a revised and shortened version of a chapter previously published in *Gendai Shakai to Eigo*, T. Shiozawa et al, editors. Full bibliographical information is given in the references section at the end of this thesis.

While this was a major contribution to our understanding of human language, certain aspects of the ‘nature’ (Lennenberg 1967) vs. ‘nurture’ debate: between those who believe that language is in some way innate or hard-wired into the human brain, versus those who believe that language must be learned from one’s environment, have continued to cause a fundamental split among applied linguists. As the field of Systemic Functional Grammar (Halliday 1978) subsequently developed and fostered interest in the many social factors which play a vital role in language acquisition, followed by the work of Labov (1972) that was central in leading to growth of the field of sociolinguistics, theories of SLA also became more complex. It is important to realize that Halliday was the doctoral advisor of WE founder Braj Kachru; hence a social/functional view of language underlies WE. In terms of language education and TESOL, Wilkins (1976) is credited by Nunan for arguing similarly, that “The point of departure for syllabus design should not be lists of linguistic items, but a specification of the concepts that learners wish to express ... and the things that learners want to do with language (functions such as complimenting or apologizing). (Nunan 2001: 55).

One can thus view SLA theory as having three main strands: linguistic theories related to Chomsky, post-generative psycholinguistic concepts such as skill acquisition and connectionism (Gasser 1988), and socio-cultural theories that deal with the environment of the learner. Many theories also try to incorporate both the psycholinguistic and the sociolinguistic, such as with the BICS /CALP dichotomy of Cummins (1980), in which BICS represents basic interpersonal communication skills and CALP refers to cognitive academic language proficiency. Jim Cummins also advances the theory that there is a common underlying proficiency (CUP) between two languages. Skills, ideas and concepts students learn in their first language will be transferred to the second language (Haynes 2013).

While Chomsky remains very influential, his theory was found to rely too heavily on isolated cognitive functions, and his model of language acquisition was too removed from social contextualization. Chomsky (1964: 4) did distinguish between competence (the cognitive knowledge of language) and performance (actual utterances produced by NSs), but his view of performance did not take into account the crucial social functions of language, as mentioned above. As Labov (1970: 3) stated, “Language is trivial if not an instrument of communication by a language community.” As a result, various empiricist and socio-cultural or ‘social interactionist’ theories of language gained footing, drawing on Vygotsky’s seminal work (1978) on the zone of proximal development, in which children learn by imitating adults in their social setting until they can begin to complete various tasks on their own. The movement of Social Constructivism

(Berkeley 2015) also owes a debt to Vygotsky (1978) for making it clear that learning cannot be purely a positivist/cognitive function, and cannot be separated from the social situation in which learning takes place. This idea is also inherent in the concept of the L2 Self which is addressed in section 2.5.4. As Kohonen (1992: 15) explains,

The individual's self-concept is a social product that is shaped gradually through interaction with the environment. It is an organized, integrated pattern of self-related perceptions, which become increasingly differentiated and complex. The development of a healthy self-concept is promoted by a positive self-regard and an unconditional acceptance by the 'significant others'.

While Chomsky spoke of linguistic competence, in terms of SLA theory, the work of Dell Hymes and others was instrumental in developing an alternative model called communicative competence (1966, 1971). Hymes' four criteria of communicative competence include: the Possible, the Feasible, the Appropriate, and the Performed. His work was supplemented by Canale and Swain 1980, who outlined three components of communicative competence: 1. grammatical competence, 2. sociolinguistic competence, and 3. strategic competence. Canale (1983) further refined the model, adding 4. Discourse competence (dealing with cohesion and coherence of language). The 1980s also saw the major influences of the theories of Stephen Krashen's input hypothesis (1982) and his many contributions in the area of comprehensible input. Other related theories include Long's interaction hypothesis (1996), Swain's comprehensible output hypothesis and Schmidt's (1990) noticing hypothesis—the foundation for certain features in TESOL such as form-focused instruction, and the Task-Based learning approach (Truscott 1998). As we will see later, however, a key question which is now taken for granted but needs to be revisited is: **How do we define competence?** Like all models, communicative competence is an abstraction, a simplification of the continuum of reality which is convenient, but which has been overly conventionalized. According to Widdowson (2012: 5) we have to consider,

How far such models "*remain* convenient" and to "*review* the distinctions that have become conventionally established in the description and teaching of English... (to see) what value these constructs have for understanding how the language is *now* known and experienced (emphasis added).

To give an example, Stephen Krashen, perhaps the world's most well-known mainstream SLA theorist whose work is influential in TESOL, gave a talk at the Chukyo University DWE on 29 June 2012⁹ and when speaking to a Japanese professor who humbly said that her English was poor, his peremptory advice was "Read lots of junk, easy stuff, *People Magazine*, etc." For Krashen, the goal is everyday spoken American

⁹ He was in Japan to give a talk to the largely NS membership Japan Association of Language Teachers (JALT)

colloquial English. But if your goal is to use English effectively in international business or professional circles, then a different view of competence is called for.

The importance which was attached to research on communicative competence gave birth to the theory of Communicative Language Teaching (CLT) or as it is more commonly referred to: the Communicative Method/Approach. It was subsequently viewed as passé to use older methods such as the grammar/translation method or audio-lingual method, because while they may have provided a basic knowledge of a language, the learner was unable to interact using the language. A problem with this however, is that CLT tends to be uncritically adopted, especially by native English teachers, and may not fit with the culture of learning of every society—especially perhaps those in Asia (Cortazzi and Jin 1999, Wang 2011).

Early work on SLA also focused strongly on analyzing the source of errors in learner language, and impacted TESOL greatly. Two early fundamental writings on error analysis are Corder's (1967) essay *The Significance of Learners' Errors*, and Selinker's (1972) article "Interlanguage". Corder rejected the behaviorist account of SLA based on the work of Skinner, and suggested that learners made use of intrinsic internal linguistic processes; Selinker argued that second-language learners possess their own individual language systems that are independent from both their first and second languages. While such work in SLA has been productive and useful to the ELT field, in at least recognizing the learner's form of language as a developing system, the goal to reach an approximation of an NS model has remained its primary focus. By characterizing most outer circle language systems as 'interlanguage', Y. Kachru (1993: 265) criticizes Selinker's (1972) concept as indicating that the English of Indians, Nigerians or Filipinos is somehow deviant or substandard. Selinker (1972) refers to these as instances of "societal fossilization." This is perhaps the central problem with regard to traditional mainstream SLA Theory: the great majority of studies relate to a context wherein non-native learners have the goal to interact with native speakers, usually as immigrants to an inner circle country as the USA or Great Britain, and much TESOL theory originates from this stance.

It is important to note that with regard to Japan, a country where English is traditionally viewed as a 'foreign' language, the essential paradigms of SLA theory, written primarily by scholars from NS contexts, which focus on accuracy and correcting 'errors' made by learners who are attempting to attain NS-like proficiency, has led to many Japanese students of English developing a 'complex' (a lexical item also borrowed into the Japanese language) regarding their 'poor' or 'broken' English, which is best outlined in

Honna and Takeshita's (1998) landmark article in the inaugural issue of *Asian Englishes*, entitled "On Japan's propensity for native speaker English: a change in sight." This international journal, which also uses 'Englishes' in the plural, was founded by Honna and based in Japan, an indication that a need was felt in Japan to lend a voice to scholars whose work was informed by the WE construct. In the aforementioned article, Honna and Takeshita decry the "unrealistic and undesirable goal" of trying to speak native speaker American English:

Japan's Anglophile English teaching program has strongly indoctrinated Japanese teachers and students with the concept of English as an American language. Japanese teachers and students' underestimate Japanese English, a product of strenuous learning efforts, simply because it is different from NS's varieties...this inclination...is making teachers victims of frustration and defeatism. Thus, out of a feeling of insecurity, many teachers become more interested in theoretical linguistics than in practical communication (1998: 117, 122).

2.2.1 The experimental data which mainstream Second Language Acquisition works with

In order to determine at a later point in the thesis, the type of data that is appropriate for an empirical study to support WE related curriculum-/classroom-design decision making, it is of value to consider the type of experimental data which is customarily employed in the various paradigms outlined in this chapter. Within traditional mainstream SLA, prior to the debate initiated by Firth and Wagner 1997¹⁰ (see section 2.2.2), the dominant strand in SLA research was based on a cognitive view of language acquisition, rooted in the work of Chomsky, utilizing many of the experimental techniques of other social sciences such as psychology and sociology. Issues of aptitude, memory, affect, motivation, and the process of learning a language focused on the individual learner and his/her ability to build proficiency in linguistic features of the target language system. This view strongly influenced TESOL approaches. Both quantitative and qualitative research methods were used in order to conduct controlled (usually in a formal laboratory-like setting) experiments, in order to demonstrate the effectiveness of certain variables towards gains in language acquisition and learner performance against a rather NS-oriented static model. Perhaps the most thorough sources on traditional SLA research and the type of data it works with is *An Introduction to Second Language Acquisition Research*, by Larsen-Freeman and Long (1997), *Second Language Research: Methodology and Design* by Mackey and Gass (2005), updated recently by the same authors, under the title *Research Methods in Second Language Acquisition: A Practical Guide* (2011), and *Theories*

¹⁰ At which point a more socially oriented methodology took hold, see section 2.2.2

in *Second Language Acquisition* by VanPatten and Williams (2006) Dornyei's *Research Methods in Applied Linguistics* (2007), and *The Study of Second Language Acquisition* R. Ellis (2008).

Quantitative studies are of an experimental nature and involve determining hypotheses, deciding on independent and dependent variables, determining how to measure the variables and establish reliability and validity safeguards. Analysis of data from quantitative studies includes the full array of statistical measures used in the social sciences. Qualitative research studies in SLA can include ethnography, case studies, interviews, observations and diaries or journals. Qualitative studies may make less use of statistics, but still work to establish credibility, confirmability, and dependability, and make use of triangulation techniques.

In more specific terms of the types of data analyzed, the Larsen-Freeman and Long text, originally written in 1989 and in its ninth printing in 1997, includes sections on Contrastive Analysis, Error Analysis, Performance Analysis, and finally a very short section on Discourse Analysis. It also includes sections on linguistic and conversational 'adjustments' to non-native speakers, a heavy focus on looking at linguistic 'input', an entire chapter on "explanations for differential success among second language learners," including issues of age, motivation, attitude, personality, 'hemisphere specialization' etc. This is followed by an entire chapter devoted to theories in second language acquisition, including Nativist theories, Krashen's monitor model, Schumann's pidginization hypothesis and acculturation model, and several others.

Many of these classic concepts of mainstream SLA no longer appear in the books of Mackey and Gass, or Dornyei, indicating a quite sweeping change in the field which will be discussed in the following sections. As an example of this, in their authoritative volume, *The Handbook of Second Language Acquisition*, edited by W. Ritchie and T. Bhatia (1996, 2003), there is an entire section dealing with the effects of 'environment' on second language acquisition by M. Long, which holds promise of addressing the social dimensions of SLA, but the entire section is written from the viewpoint of how the NNS can learn from the input received from NS interlocutors, and the features of the adjusted or modified "foreigner talk" which NSs employ in order to create input which is more comprehensible to the NNS learner. The NNS is directly correlated with the status of learner.

2.3 Challenges to Mainstream Second Language Acquisition

2.3.1 The Work of Sridhar and Sridhar

S.N. Sridhar and K. Sridhar (1992), in a seminal work among WE studies which looks at pedagogical issues (quite rare in WE scholarship from that era), outline the assumptions underlying SLA theory, and also key differences in the acquisitional environment assumed by SLA theory vis-à-vis that of indigenized varieties of English—which they argue are neglected by SLA theorists. This is from an important chapter entitled “Bridging the Paradigm Gap: Second Language Acquisition Theory and Indigenized Varieties of English” in Kachru’s well-known edited collection *The Other Tongue*, originally published in *World Englishes* in 1986. The assumptions (Sridhar and Sridhar 1992: 93) are:

...that the goal of SLA is, or ought to be, to acquire native-like competence in the target language (not only in terms of pronunciation and grammatical norms but also in...speech acts, styles, register)...Second, it is assumed that the input available to the learner is extensive and intensive enough to permit acquisition of the full range of active competence in the target language. Third, the process of SLA is studied without reference to the functions that the second language is expected to perform in the learner’s community. Fourth, the role of the learner’s first language is evaluated strictly with reference to its contribution in interfering with...structures of the target language, and no attention is paid to its contribution to the communicative function at hand. Fifth, it is assumed that the ideal motivation for success...is...‘integrative’ motivation that...involves admiration for native speakers of the language and a desire to become a member of their culture. Finally, the lion’s share of research has gone to the acquisition of phonology and syntax at the expense of acquisition of the lexicon and, until recently, pragmatics.

These are points which have had a direct impact on much of TESOL theory, that the author recommended rectifying in ELT (D’Angelo 2005), since developing educated academic vocabulary can be more useful in the type of official domains in which IVE (institutionalized varieties of English) speakers need English.

Regarding areas of contextual difference in the IVE environment versus that assumed in SLA research, drawing on the work of Kachru (1976) and Smith (1983), Sridhar and Sridhar (1992: 94) identify five key areas: (a) the target of acquisition; (b) the input to the process; (c) the role of the acquired language in relation to the other languages in the learner’s repertoire; (d) motivations of the learners; and (e) lexical and pragmatic aspects of IVE acquisition. Regarding (a) the target, Sridhar and Sridhar mention that “Virtually every book and article in the field talks about “successful” acquisition taking the native standard variety as the unchallenged norm” (Sridhar and Sridhar 1992: 94). Yet in reality, “...the majority of uses of English as a second language around the world today involve interactions of one non-native speaker

with another, rather than the prototypical situation of a native speaker and a non-native speaker assumed in ESL textbooks.” (1992: 95). Regarding (b) input, with IVEs, the majority of input is by non-native speakers of the local variety and, “...the learner is not exposed to the full range of styles, structures and speech acts that one normally associates with the use of a language as the primary vehicle of communication in a society” (Sridhar and Sridhar 1992: 95). Rather than using English for informal, everyday interpersonal relationships, the learner “...is exposed to academic and bureaucratic registers and literary styles” (Sridhar and Sridhar 1992: 96). This is perhaps what prompted people to say to Yamuna Kachru when she first moved to the USA, that she spoke like a book (Y. Kachru 2003).

As for (c), the role of the IVE in the speaker’s language repertoire, English is “alongside other languages...in a diglossic situation...in a number of domains in bi- and multilingual communities. The complementarity of functions shows that English is not called upon to serve all the functions that it may serve for a monolingual English speaker” (Sridhar and Sridhar 1992: 96). Thus this bilingual model of language in the IVE context is referred to by Sridhar and Sridhar as an “additive” one: a term I exploit in a 2012 book chapter entitled “Curriculum and world Englishes: Additive language learning as SLA paradigm (D’Angelo 2012). With regard to (d) motivation, Sridhar and Sridhar point out that among IVE learners, “the reasons for studying English and the skills desired are overwhelmingly the ones normally labeled instrumental” (Sridhar and Sridhar 1992: 96) In spite of Gardner and Lambert and many motivation scholars feeling that integrative motivation is more effective than instrumental, according to Shaw, “The generally high level of English ability observed in the (IVE settings) seems to throw doubt on the hypothesis that integrative motivation is essential for achievement in second language acquisition” (Gardner and Lambert 1972: 121). This idea will be further developed when we discuss the concept of the “ideal L2 self”, as also discussed in Coetzee Van-Rooy 2006.

Finally, regarding (e), lexical and pragmatic aspects, Sridhar expresses that in actuality, IVEs show “innovations in the lexicon, collocational possibilities, and the ways in which speech acts such as thanking, complementing, urging, consoling, etc. are carried out...it is precisely these areas which reflect the distinctive cultural experiences and conventions of the community” (Sridhar and Sridhar 1992: 97). Whereas the majority of mainstream SLA theory judges the learner’s proficiency in terms of its degree of approximation to NS norms, which are in themselves an abstraction (Widdowson 2012: 14), and characterizes any differences for such norms as incompetent deviations, we see that speakers in IVEs are

able to use English in creative new ways, in what Honna calls “the capacity of English” which has not yet been fully explored (Honna 2008: 57). As Sampson (2007: 10-11) states,

The grammatical possibilities of a language are like a network of paths in open grassland. There are a number of heavily used, wide and well-beaten tracks. Other less popular routes are narrower, and the variation extends smoothly down to routes used only occasionally...but there are no fences anywhere preventing any particular route being used...

The significant problems which Sridhar finds with mainstream SLA theory (subsequently applied in TESOL), can be summed up by a concise quote from his paper delivered to the 14th IAWWE conference:

There are major constraints on traditional second language acquisition theory: the SL is learned in a native speaker (NS) environment, with an NS interlocutor, and is judged by its approximation to an idealized NS in a monolingual milieu. Learners’ first and other languages have no role in the society, as such. The assumption goes contrary to the obvious understanding that the goal in SLA is to become bilingual. SLA has been too long in teachers’ hands – the pedagogical impulse is a prescriptive impulse, leans towards an NS model, suffers the horror of first language transfer, and the role of the L1 is not appreciated, but characterized as interference. Other languages are not just unwanted intrusions, but valuable resources to enrich meaning. (D’Angelo 2008b: 99)

Sridhar and Sridhar call for more empirical research into how languages, specifically Institutionalized Varieties of English (IVEs), are actually acquired (Sridhar and Sridhar 1992: 93,103) but claim that little has been done. By looking at the issues raised in the famous Firth and Wagner debate (1997) in the *Modern Language Journal*, and responses ten years later in a special issue of the same journal, we may begin to see to what extent mainstream SLA has begun to change its empirical focus, to incorporate IVEs into a broader, more multilingual model of second language acquisition.

2.3.2 The Firth-Wagner Debate and 10 years after

In 1997 Firth and Wagner (hereafter F&W) caused a significant stir with their article in *The Modern Language Journal (MLJ)*, entitled: “On Discourse, Communication and (Some) Fundamental Concepts in SLA Research.” The “Some” in parentheses is an indication that the field of SLA had become so complex by that point, that certain scholars such as Michael Long (1990) had actually begun to call for “theory culling” in the field. According to F&W (1997: 758) such discussions reflect(ed) a desire to keep pace with an expanding and increasingly diversified field, and to introduce “quality control” on the basis of “established” and “normal” scientific standards.

The editors of the journal, in recognizing the controversial nature of the F&W article, requested

response articles in that same issue, and the following issue, from many of the leading scholars in the SLA field. The article generated a considerable amount of controversy, and the tone of both the original F&W article, and that of several of the responses was quite vitriolic. As such, the discussion which ensues in these articles clearly ‘frames’ many of the central issues which concerned Sridhar above. The influence and ramifications of the article, which calls for a major ‘reconceptualization’ of the SLA field, are debatable, but were felt to be significant enough for the editors of *MLJ* to devote an entire follow-up special issue to the topic ten years later, in 2007.

In their original 1997 article, F&W (1997: 285) state:

We claim that methodologies, theories, and foci within SLA reflect an imbalance between cognitive and mentalistic orientations, and social and contextual orientations to language, the former orientation being unquestionably in the ascendancy. This has resulted in a skewed perspective on discourse and communication, which conceives of the foreign language speaker as a deficient communicator struggling to overcome an underdeveloped L2 competence, striving to reach the “target” competence of an idealized native speaker (NS). We contend that SLA research requires a significantly enhanced awareness of the contextual and interactional dimensions of language use, an increased “emic” (i.e., participant-relevant) sensitivity towards fundamental concepts, and the broadening of the traditional SLA data base” (emphasis added)

In the original 1997 article, the “Some” fundamental concepts of mainstream SLA theory which F&W found to be the most objectionable, and hence the focus of their article, were three: the NS/NNS dichotomy, the concept of the “learner”, and the theory of “Interlanguage”. The objections raised in F&W (1997) mirror the six myths of how English has been traditionally viewed by both the academy and society in general (Kachru 2005: 16-18; D’Angelo 2012a: 291-292):

Myth 1: The Native Speaker Idealization Myth: the native speaker (usually a white middle class American) is the only expert of the correct variety.

Myth 2: The Native vs. Non-Native Speaker Interaction Myth: that most Expanding Circle speakers learn English to interact with, and are most likely to encounter, Inner Circle idealized native speakers.

Myth 3: The Culture Identity (or Monoculture) Myth: that English is closely connected to British or American Culture, and thus that those cultures must be studied as an integral part of learning English.

Myth 4: The Exocentric Norm Myth: that the model of “correctness” comes from an Inner Circle variety. It denies the rich creativity of Japanese or other Expanding Circle English in the process of adaptation to the local context (Y. Kachru 2003).

Myth 5: The Interlanguage Myth: states that non Inner Circle varieties are somehow deficient/sub-standard varieties, falling short of Native Speaker proficiency.

Myth 6: The Cassandra Myth: that the “Balkanization” of English as it spread around the world, spells the impending doom of the language

F&W (1997) did not specifically invoke the WE paradigm at the time of writing in 1997, but Firth, as part of his PhD from the University of Alborg in Denmark, spent one year at the East-West Center on the campus of the University of Hawaii/Manoa in 1989-1990, as he mentions on his university’s homepage, and was in regular contact with Larry Smith at that time (Newcastle 2015). The author was able to confirm this through personal communication at the time of writing the thesis.

In spite of the recognition by the majority of the dozen SLA scholars who contributed to the 2007 follow-up issue of the F&W debate in *The Modern Language Journal* that although F&W (1997) had not raised entirely new issues, the authors, as well as chief editor Barbara Lafford, indicate that the article somehow focused researchers more directly on the issues, and did indeed have a significant impact on a reconceptualization of the field of SLA. According to Lafford, whereas at the time of F&W (1997) SLA research was heavily weighted in the cognitivist tradition (Long 1990, Kasper 1992, Gass 1997), by 2007 F&W’s call for greater balance between the cognitivist and social dimensions of language research evidenced a significant shift toward the social domain. Unfortunately, she also shows that as a result of this, a bifurcation of the field occurred in which scholars allied themselves with one or the other side (cognitivist or social), losing out on the possible greater insights which a more holistic approach to SLA research could potentially achieve. Nevertheless, the prime issue which outgoing *MLJ* editor Sieloff Magnan, incoming editor Lafford, and the other 11 scholars address (with the possible exception of Kramersch and Canagarajah—two scholars who do work in WE), is overwhelmingly the cognitive/social debate. Yet these mainstream SLA scholars, by focusing on this dichotomy, miss the human element which F&W were attempting to raise awareness of, in their problematization of the stereotypical NS/NNS characterization, the framing of the concept of “the learner”, and their taking exception to the concept of that learner’s language as “Interlanguage.” All three of these issues are fundamentally related to the issues which Kachru and WE scholars address, yet Lafford and the other scholars sidestep dealing with the fundamental acceptance in SLA studies of the NS as the “expert” of language use (and hence the TESOL expert as well), regardless of whether a particular research project is from a cognitive or a social perspective. As a result, in spite of F&W having a significant impact on the field, the reconceived mainstream SLA still shows a lack of true comprehension of the insights offered by research in WE. It is admirable and indicative of the impact of F&W that scholars such as Kramersch and Canagarajah were

invited to contribute to the special issue. Indeed, in Lafford's introduction article, she quotes Kramersch and Whiteside:

Claire Kramersch and Anne Whiteside discuss how new global linguistic realities have caused SLA researchers to erase boundaries between the concepts of language learning and language use and to reconceptualize the constructs of NS versus NNS, language learner, and interlanguage since the appearance of F&W (1997). Kramersch and Whiteside note that global geopolitical changes taking place in the 1990s brought about the displacement and migration of many social groups, who often had to resort to the use of English as a *lingua franca* to communicate with others in their new countries of residence (Lafford 2007: 742)

Still, while the majority of the scholars feel that F&W did have a significant impact on a reconceptualization of mainstream SLA to swing the pendulum away from cognitive studies towards more socially-contextualized research, it is only two of twelve contributions (Kramersch and Whiteside, Canagarajah) to the F&W 10th-year anniversary issue of *MLJ* that truly address the real essence of F&W's three chosen foci—the NS/NNS dichotomy, “the learner”, and Interlanguage—from the enlightened perspective informed by WE research. It is significant that that Kramersch and Canagarajah were asked to contribute (showing some awareness of WE/EIL-oriented scholarship), but nevertheless, by keeping the debate primarily focused on the cognitive vs. social debate in somewhat abstract sense, Lafford and *MLJ* have missed an opportunity to point out the radically changing demographic of who uses and who owns English in the world today. As a result, mainstream SLA, while changed, still suffers a large gap which WE, EIL, and ELF strive to fill.

Regarding the impact of F&W on pedagogy, within mainstream SLA as applied in TESOL practice, the impact is not large. As Lafford points out (2007: 741), referencing Larsen-Freeman's contribution to the 2007 special issue, “Classroom language teaching was not actually refocused by F&W (1997) due to the fact that ten years earlier language teachers and teacher preparation programs had already adopted communicative methodologies that were consonant with the social orientation espoused by those authors.” She continues, “These methodologies were based on theories of learning constructed during the 1970s...L2 instructors working within a communicative language teaching framework during this same period of time rejected the deficit model of learning and clearly emphasized learners' communicative successes.” Due to the work of Halliday and Hymes (1971), Searle (1969), Austin (1962) and others, the concept of Communicative Language Teaching was widely adopted in ELT pedagogy as early as the 1970s and clearly by the 1980s. To Lafford, The ELT community was not as focused on the cognitive issues which predominated in mainstream SLA, and had already moved to a social focus. Nevertheless, while classroom

methodology had moved towards a social focus, the dominance of ideas of Long, Krashen and others still indicated that in terms of pedagogy, it was a social focus that was still *in service to* cognitive concepts of what learning and acquisition really mean. Hence the cognitive dominance in terms of goals and outcomes still remained firmly entrenched: waiting for more enlightened paradigms to inform ELT. In addition, while practitioners may have begun to move beyond a ‘deficit model’, the NS domination to which F&W 1997 objects was not directly addressed within CLT.

2.4 The Contribution of World Englishes

2.4.1 The Rationale behind World Englishes

As S.N. Sridhar has said, WE (referring to Outer Circle varieties only here), are not usually viewed as being “on their way to something else” (2008): indicating that they are most often viewed as *user* rather than *learner* varieties. As a result, work on pedagogical issues related to WE or IVEs has until quite recently been very minimal (D’Angelo 2012a: 290). But to see how much *ideological* progress we have actually made against unquestioningly adopting NS norms thanks to WE concepts, the starting point or rallying cry familiar to all Indian linguists is embodied in the racist views of Thomas Babington Macaulay’s notorious ‘minute’ at the British House of Commons, February 2, 1885, in which he declared, as a way to better administer the colonial Indian Raj: “We must at present do our best to form a class or persons, Indian in blood and color, but English in taste, in opinions, in morals, and in intellect” (Kachru 1992: 256). That this view came from the Indian context, perhaps explains the reason for an Indian Scholar, Braj Kachru, to lead us in overcoming such thinking. In the preface of his landmark 1983 study, *The Indianization of English*, Kachru quotes distinguished Indian novelist Raja Rao: “We shall have the English language with us and amongst us, and not as a guest or friend, but as one of our own, of our caste, our creed, our sect and our tradition.” (Rao 1978: 420), showing English to be fully woven into the Indian socio-cultural tapestry.

Having gained their independence from former colonial masters, various countries around the world, rather than having an angry reactionary view towards the English language as an unwanted vestige¹¹², a reminder of the shackles of the past, viewed English as a convenient intranational common language, since there was already an elite who were proficient in English, and as a tool to express their long-

¹² Although certain contexts did: as with Malaysia’s reversion to *Bahasa Melayu* and then re-adoption of English for certain domains.

suppressed identity, as seen in Ashcroft, Griffiths and Tiffin (1989) seminal postcolonial literature study, *The Empire Writes Back*. Just as independent Singapore did not tear down statues of former colonial governor Thomas Raffles, those situated in the Outer Circle admit English as not only part of their history, but part of their modern multilingual repertoire.

Thus there was a clear political dimension to early work on WE, which went well beyond the usual dialectology approach to English variation of scholars such as Trudgill (2002). The beginnings of the WE movement hence has its origins with writers such as Chinua Achebe (1965) and Raja Rao (1978), using a nativized English to communicate their deepest cultural, social, and political messages in former colonial settings; the language is harnessed to serve their purposes (Thumboo 1976: ix). Kachru's first work on the Indianization of English has its source in these writings. Kachru then addressed the issue of new English varieties in the pragmatic domain, through work on speech acts such as greetings and politeness, with a functional approach (Kachru 1992: 54, 59), which was then extended to work on syntactic and morphological variation of IVEs, as in the 3rd volume (Mesthrie 2008) of the series by Mouton de Gruyter on WEs (Kortmann and Upton 2004). The bulk of this research relates to contexts in the Kachruvian Outer Circle, where English is used in some official capacity in various domains of society. The Outer Circle was 'on its own', exploring uncharted territory. Expanding Circle scholars from Europe or East Asia attempted to draw on what was being done in the Outer Circle, but the Expanding Circle has quite different needs/concerns.

Larry Smith, in his work at the East/West Center at the University of Hawaii in the late '70s and early '80s formed a third strand of WE research more related to the Expanding Circle, when he noticed the remarkable phenomenon of students from myriad Asian countries being able to negotiate meaning with one another using English. He also had the insight that Asians were more likely to deal with fellow Asians when interacting in English than with Inner Circle Westerners. Hence his famous words:

A Thai doesn't need to sound like an American in order to use English with a Filipino at an ASEAN meeting. A Japanese person doesn't need an appreciation of a British lifestyle to use English in business dealings with a Malaysian. The Chinese do not need a background in Western literature in order to use English effectively as a language of publications. The political leaders of France and Germany use English in political discussions but do not take on the political attitudes of Americans. There is no attempt for the users to be like a native speaker of English. (Smith 1983: 3-4)

Thus through the recognition of Kachru and others of the very real existence of new, Indigenized Varieties of English (IVEs), which as a result of the diffusion of English it also goes through an adaptation

process to fit each new environment, and through documentation of this by major codification efforts such as the volume in the Mouton de Gruyter series on the Outer Circle (Mesthrie 2008), respect has come to these new varieties as legitimate languages in their own right, and not some sort of ‘interlanguage’ or learner varieties as they might be characterized in more mainstream SLA and related TESOL terminology. While the early work of Smith did in fact recommend some pedagogical methods to teach English as an International Language such as intercultural role plays, etc. (Smith 1978), this work did not have a wide impact on changing mainstream TESOL practice. Fortunately, it does finally seem that a WE/EIL approach is having a significant impact on language pedagogy. A. Matsuda (2012) gets to the heart of this by showing that, “WE scholars used the sociolinguistic reality of the Outer Circle to challenge the status quo and assumptions of traditional ELT” (Matsuda 2012: 5). In addition, the fact that the Expanding Circle is included in Kachru’s model indicates that he and Smith realized that English is increasingly used all over the world, and that even if at the time of forming the model one could not claim existence of codifiable varieties in the Expanding Circle, it would be the locus of rapid development of English in various domains around the world.

2.4.2 Achievements of the World Englishes Paradigm

While some critics such as Phillipson (2010) or Tupas (2008) feel that Kachru’s insistence on a purely descriptive focus for WE has ignored some of the socio-political issues of English hegemony, others, such as S.N. Sridhar, feel that it is this objective view of Englishes in the world, which does not come from a certain political agenda, which is the strength of WE. When Bolton outlined Phillipson’s renewed attack on WE during a plenary at the 2010 IAWEL in Vancouver, senior WE scholars S.N. Sridhar and Bokamba were livid. Sridhar demanded the floor and said he had listed off a dozen accomplishments of WE. D’Angelo (2011) provides a list of such accomplishments:

- WE looks at the sociolinguistic reality of English based on descriptive rather than prescriptive linguistics/grammar.
- NNSs outnumber NSs, so NSs can no longer claim ‘ownership’ of ‘standard English.’
- Where English has some official role in various domains of society: codifiable, endonormative local standards develop (see Schneider 2007).
- Because English is ‘equidistant’ from all other local languages, such as in West Africa, it provides a neutral language that all groups can use.

- The well-documented Outer Circle varieties are now widely recognized as ‘legitimate.’
- The L1 or substrate language is seen as an asset, rather than a source of ‘interference.’ English-knowing bi/multi-linguals have a language ‘repertoire’ to draw on and employment of code-mixing and code-switching is a linguistic resource/strategy.
- The culture/ethos of IVEs is not Inner Circle, but shows color of the local context.
- Thanks to intelligibility studies, ‘Tower of Babel’ or ‘Cassandra’ fears that speakers of different IVEs will not be mutually comprehensible are unproven. Acrolectal or mesolectal speakers of local varieties succeed in international interactions.
- The educated local variety becomes the model, and also is taught by non-native locals.
- The ‘Kachru ethos’ (Bolton 2005) shows inclusivity/fellowship for all users of English.
- WE proves the value of systemic/functional grammar in which language changes to fit its actual uses and users.
- WE has shown that via bilingualism, English is not a ‘killer language.’

Thus English is a local and global tool which can be used to unite people of different ethnic or language backgrounds within one country, as in the case of Singapore, and can also be used to explain one’s own values to those from other countries and regions, to bring about international understanding and equalize power relations, while still allowing the individual to maintain his/her local identity (Nihalani 2001). Yet we should also realize, as Kubota often points out (2009), that there are many people, especially non-elites, who do not have access to English. This may be something that Bolton, Meierkord and Graddol may be trying to grapple with through their recent work on ‘Developmental WE’ (Bolton et al, 2011).

2.4.2.1 The topic areas which world Englishes studies investigate

WE research has mainly been presented since roughly 1985, when Kachru first outlined his “3 Concentric Circle” model (1985:12), although he had already been referring to non-native Englishes, in the plural, since the early 1980s. Since that time, WE research has been presented mainly in three journals: *World Englishes*, *English World-Wide*, and *English Today*, and in book form, primarily—although not exclusively—through the publishers Mouton de Gruyter, John Benjamins, and Wiley-Blackwell. It has been

observed (Mahboob 2012) that a majority of WE research deals with language at or below the clause level, a content analysis of the journal WE conducted by Bolton and Davis in 2006 (2006: 5) indicates a quite wide range of topics and data, as summarized below:

Table 2.1 Content Analysis of *World Englishes* articles 1985-2005

Topic Area	Number of Articles	Percentage of Articles
Discourse/genre/text	99	15.3%
The sociology of language	88	13.6%
Applied Linguistics	83	12.6%
Areal Studies	74	11.4%
Contact linguistics	63	9.7%
A 'features based' approach	61	9.4%
Critical Linguistics	56	8.7%
Bilingual creativity	55	8.5%
English corpus linguistics	18	2.8%
Lexicography	17	2.6%
WE theory	14	2.2%
English studies	11	1.7%
Pidgin and creole studies	8	1.2%

Adapted from Bolton & Davis 2006:5

While the topics are indeed quite diverse, it is true that WE research does in large part deal with linguistic features of the language in different settings. While Bolton and Davis list only 9.4% of articles as being features based, if one observes the corpus related studies, or studies related to advertising or media, or studies on contact linguistics, it is invariably phonological, morphological or syntactic features which are analyzed in order to highlight the variation which occurs across contexts, although a fair number of articles also look at discourse-level language and interaction.

2.4.3 Early and Current World Englishes work on Japanese English

Various scholars have expressed opinions about the existence, or lack, of a variety called Japanese English (JE). These contributions bring to the fore the potential benefits of a WE perspective, but also the limits of orthodox WE studies for the Expanding Circle, and highlight the ongoing debate over: “What qualifies a variety as legitimate?”, or, is it necessary to claim existence of a variety. In this section the work of Moody (2002, 2011), Seargeant (2011), Stanlaw (2005), Nihalani (2001), Suenbo (1999), Schell (2008), Yano (2001), Hino (2010), Honna (2008), Matsuda (2003), and D’Angelo (2012a) is investigated. The first several studies here describe lexical, morpho-syntactic or phonological features of Japanese English (Moody 2011, Seargeant 2011, Suenobu 1999, Nihalani 2001), while others investigate the question of whether or not there is a Japanese English variety (Schell 2008, Yano 2001). Hino (2010) and Honna (2008) also investigate the international implications of English use by Japanese, and D’Angelo looks at pedagogical issues (2005, 2012a, 2012b) and questions whether it is relevant to claim a national variety, in the wake of recent scholarship on EIL and ELF (D’Angelo 2013a).

Moody, primarily interested in English code-mixing in J-Pop and other forms of popular culture, expressed the opinion that JE does not exist or is used mainly for decorative or symbolic purposes (p.c., 2002, 2011). Stanlaw also, in his much anticipated book on Japanese English (Stanlaw 2005), gives examples mainly drawn from English borrowings *into* the Japanese language, hence denying the existence of a variety of English in Japan, much to the disappointment of Japan’s WE scholars. The author was surprised (at the 2002 IAWWE Conference in Urbana-Champaign) when in response to a question about the current state of English in Japan—since much of Stanlaw’s talk was about ‘*nihonjin-ron*’ and other bubble-era concepts¹³ of the 1980s, Stanlaw replied sarcastically, “Actually I saw more French than English on my last trip to Japan, especially in bakery windows!”

Indeed, the majority of the authors in Seargeant’s 2011 book, *English in Japan in the Era of Globalization*, render a similar unfortunate and quite negative portrayal of English in Japan. This is due in part to their adherence to the methodology of ‘critical discourse analysis’ focusing with all chapters on Japan, whereas

¹³ Nihonjin-ron refers to a theory that the Japanese race is unique both in terms of mental and physical attributes. The theory was elaborated on in various works during the 1980s economic bubble in Japan. A representative volume is *The Japanese Brain* by Tadanobu Tsunoda published in Tokyo in 1985 by Taishukan.

looking at other Expanding Circle contexts from the same perspective would find many of the same problems.

Many scholars may admit that Japanese speakers of English speak it with “Japanese-like features” in terms of phonology, lexis, syntax or discourse patterns, but stop short of recognizing it as a codifiable variety. Nihalani has done important work demonstrating that in Japanese English, the English vowel system is ‘conflated’ to five main vowels, in strong correlation to Japanese vowels, which gives support for why it is natural that Japanese speakers of English will ‘sound Japanese.’ Uninformed, monoglot NS teachers in Japan tend to characterize Japanese phonology as ‘*katakana*¹⁴ English,’ and try to impose their own American phonology. Many writers may also categorize JE as a “learner variety” plagued by errors, or refer to it with a derogatory name such as ‘Japlish,’ or write books such as *An A-Z of Common Errors made by Japanese Learners of English* (Barker 2008) which denies the rich creativity of JE and the positive contributions of Japanese culture and the L1. Other scholars, such as Olagboyega (2009) or Yano (2008), may employ a subtractive discourse and use single quotes (‘Japanese English’) whenever they refer to JE, or use the marginalizing adjective ‘so called’ before Japanese English. Shiroza (2008) reports that the majority of Japanese have a negative image of the term ‘Japanese English’¹⁵ and points out the plethora of books that tease Japanese English phonology and portray it as a deficient form of interlanguage, with “How to sound like a native” still the phrase which sells the most English texts.

Suenobu (1999) has published a monograph called *Japanese English*, which is a useful catalog of differences in JE, but it tends to focus on deviations from Standard American English known as *Errorology*, although he does evaluate some differences positively. For those familiar with the WE paradigm, many of these seem to resonate as similar to the views of mainstream SLA as outlined by Sridhar and Sridhar (1992). Areas Suenobu (1999) identifies include:

1 .Vocabulary/Syntax: Having small vocabularies, narrow meanings.

¹⁴ English with Japanese mora-timed pronunciation, and epenthesis in consonant clusters, such as with the pronunciation of ‘and’ as ‘and-o’ and ‘MacDonald’s’ as ‘Ma-ku-do-na-ru-do’.

¹⁵ But we should remember that even Outer Circle varieties such as Philippine English or Singapore English are often felt to be lacking by scholars in their own contexts (Gonzales 2002, Singapore Speak Good English Campaign).

2. 'Errors' in: articles, parts of speech, addition/deletion, 'yes/no' used opposite to standard usage, errors by the influence of Japanese Culture, overuse of verbs of sentiment (think, want, feel), simple adjectives (good/bad, happy, kind, beautiful), misuse of go/come, take/bring, borrow/lend, etc.
3. Japanese tendency to refrain from directness, prefer modesty.¹⁶
4. Clever creative phrases: 'paper driver' (someone with a license who rarely drives), 'soft tennis' (with a softer practice ball), and 'true chocolate' (Valentines given from true feelings rather than obligation as in work/school).
5. Move away from 'perfection ELT', goals which are too high, and tolerate JE.
6. Accept each country's original English, foster cosmopolitan people with Japanese identity (Suenobu 1999: 170).

A doubtful outlook on the existence of Japanese English was put forth by Martin Schell in his article on "Colingualism" in the journal *World Englishes* in 2008, which was followed up by short reaction essays from five well-known WE scholars. Schell argues (2008: 120),

I propose the term **colingual** to refer to people who speak a language with each other. Two Japanese could both be colinguals in English with their American acquaintances but not with each other. Japanese people tend to speak English only when conversing with non-Japanese. In contrast Singaporeans are likely to be L2 colinguals in English with each other, even if they have the same L1. Thus a touchstone for separating Anglophone countries into norm-providing and norm-dependent is: do compatriots speak English when no foreigners are present? (Emphasis added)

He continues:

It is reasonable to conclude that *a new variety* emerges from spoken discourse, not writing or internet chatting. Generating a new English with independent norms that express a nation's cultural heritage, is a time-consuming process. Language is so dynamic and powerful that its creation as a social consensus requires interaction among a large number of colinguals who serve as a critical mass. It can be argued that the Japanese have no intention of developing an independent variety of English... (emphasis added)

Fortunately, in the spirit of Kachru's inclusivity and fellowship towards the potentiality of Expanding Circle Englishes, and with a deeper understanding of how language change takes place incrementally and

¹⁶ Whereas these characteristics would be respected by Sharifian, in his work on 'cultural conceptualizations' (2009)

organically over much longer timeframes, Mufwene comes to the defense of Japanese English in his response to Schell (2008: 134),

On the other hand, I do not understand why M. Schell would like to distract the reader with a statement such as, “the Japanese have no intention of developing an independent variety.” The indigenization of English in the Outer Circle was not an intentional or planned process either, any more than was the emergence of creoles or modern ‘native’ Englishes.

Yano (2001: 131) meanwhile seems to lean towards a lack of support for a Japanese variety, in support of Schell. In his response to Schell in the same journal issue he writes: “Martin Schell **rightly argues** that the Japanese have no intention of developing an independent variety of English. In Yano (2001: 125) he similarly argued:

There will **not** be a distinctively local model established and recognizable as Japanese English, reflecting the Japanese culture and language. Yet it is inevitable that Japanese linguistic and socio-cultural characteristics will **seep** into the English of Japanese speakers. Nevertheless, Japanese will not use English intensively and extensively enough to establish... Japanese English in the same way as Indian or Singapore English.

He further states, “Kachru (2005, ch.4) favorably *overestimates* the Japanese English variety...their adoration and inferiority complex towards Westerners have not changed since Fukuzawa Yukichi” (2008: 139).

Hino (2010), in contrast, does seem to feel a form of Japanese English, for international use, is developing. His paper given as part of the same panel, described a model of Japanese English (MJE), “Which is based on Japanese values and is used for international communication...to express Japanese values” (Hino 2010).¹⁷ For Hino, the lack of intra-national use, lack of codification, and limited functions for English within Japan are not problematic. For him, the MJE would be an effective tool of communication and self-expression which is syllable timed, with rare elision/reduction or assimilation. It would show balance-oriented argumentation, with frequent back-channeling. Lexico-grammatical features would be seen in its Confucian way of family-name calling (e.g. ‘eldest brother’), relatively frequent use of the definite article “the”, no distinction between “will” and “be going to”, and use of relatively formal terms such as “commemoration” even for sad occasions. This represents a departure from the work of Suenobu (1999) referred to above. There would be no need to use Americanized terms such as “sophomore”, where “2nd year student” matches closer to the Japanese context.

¹⁷ PowerPoint slides

Honna (2008) has optimistically established that through at least six years of hard English study in secondary school, Japanese students do have the potential to communicate effectively in English, but the proclivity for NS English in Japan, and tendency towards perfectionism—also outlined by Yano (2011)—leave Japanese with an unnecessary feeling of anxiety and apprehension regarding use of English: a trait well-documented in the literature. Matsuda has also established the right of even Japanese high school students to have ownership of English, and to have a say in the future shape which it takes (2003).

Regarding Pedagogy, D’Angelo (2005) recommends that developing an academic vocabulary can help build ‘educated JE’, and D’Angelo (2008) points out that whether or not one admits the existence of Japanese English, the WE paradigm helps us to realize that the Exonormative/endonormative battle can be easily resolved in favor of the endonormative side. Essentially every aspect of ELT can be informed by and reflect the local context and culture, with positive, ‘additive’ influences from the speakers’ L1 (D’Angelo 2012a).

Finally, regarding the issue of whether or not a Japanese variety of English exists, D’Angelo (2013a) questions the relevance of this argument in the wake of recent burgeoning scholarship into EIL and ELF as new paradigms which provide new answers to the importance and uses of English for users from Expanding Circle contexts. He concludes that with the emergence of ELF, it is more important to focus on how Japanese use English with and among other speakers from mainly NNS backgrounds, and to study the strategies Japanese can develop to be more successful in their communication, than to gain recognition of a Japanese variety of English within the pantheon of WEs.

2.4.4 Efforts to ‘flesh out’ Expanding Circle Theory

WE scholars themselves have recently recognized the need to ‘expand on’ (Berns 2005) the relevance of the role of English in the Expanding Circle, to make a more complete theory of WE. As early as 1995, Berns—one of the few scholars in WE who also had a background in SLA and had published several well-known volumes on communicative competence and TESOL topics such as CLT (Savignon & Berns 1984, Berns 1990)—had published a paper in the *International Journal of Applied Linguistics* entitled “English in Europe: whose language, which culture.” Berns’ focus of research was the German context, and the formation of the European Union in 1993 and the expansion in 1995 to include Austria, Finland and Sweden¹⁸ must certainly have influenced her to focus more on the role and nature of English in Europe.

¹⁸ wikipedia.org/wiki/European-Union retrieved June 30, 2012.

At a time when English as a lingua franca had not yet become a term in common use, Berns' 1995 paper had an entire section entitled 'European English', in which she states:

If a national identity is linked with a particular language, then a supra-national identity can be linked with a language too. Taking on a supra-national identity implies access to the supra-national speech community. In the case of the European Community, the supra national language can be English. English in this role can also be described as a language of wider communication (LWC) or of intra-European communication, a lingua franca. This is different from English as an international language (EIL)...Incorporating English as a lingua franca in the linguistic repertoire lead to the notion of 'European English' or 'Euro-English.' ...In their unique sociolinguistic context, the speakers of English in Europe are as capable as Asians, Africans, Australians or Americans of using their creativity and identity to develop an English that is their own and thus distinct from other Englishes (1995: 24-25).

Berns also, in a plenary at the 2002 IAWWE Conference in Urbana-Champaign, called for a rethinking of Kachru's 3-circle model due to the changing global role of English. Although Kachru 'confessed'¹⁹ in a personal communication to Salikoko Mufwene (D'Angelo 2004: 31) that "WE is not dependent on English becoming a global language," Berns refers to English as a "world phenomenon" in her 2005 article "Expanding on the Expanding Circle: Where do WE go from here?"²⁰ In this article, she attempts to reach out to Expanding Circle scholars, to give some direction to the shape of research for those situated there. Among the research directions she calls for are:

1. A systematic and comprehensive 'inventory' of Expanding Circle Studies (See Bautista 2008)
2. Meta-analysis of Expanding Circle studies: identify gaps, overlaps, competing analyses, diverging results.
3. A shared protocol; longitudinal studies.
4. Studies of consequences of labels to group countries (Mercosur, Warsaw Pact, ASEAN, Balkan States, NATO, etc.)
5. Large scale interdisciplinary research projects.
6. Investigation of various 'sub-populations' — not just the educated elite.
7. Refinement of what the term 'Expanding Circle' refers to.
8. Possible Outer Circle-like domains/functions appearing in the Expanding Circle.
9. Overviews of educational policies and practices within and across a range of Expanding Circle countries.

¹⁹ This was the word used by Mufwene.

²⁰ Berns gave a plenary address in 2002 by the same title at the 9th IAWWE Conference, at the University of Illinois at Urbana-Champaign.

Interestingly, Berns (2005) does not include here any recommendation for further research into intelligibility studies (Hung 2002), which up to that time were the primary locus of international (as opposed to Outer Circle intra-national) studies of the use of WE, although the following year (2006) ‘Intelligibility and Cross-Cultural Communication’ became a major symposium in tribute to L. Smith at the 12th IAWC conference at Chukyo University.

Berns magnanimously concludes in her article, “...it becomes increasingly difficult to take seriously the charge that the Englishes of this circle (expanding) are products of poor teaching and learning” (Berns 2005: 92). She must be given credit for this effort to keep Expanding Circle studies in the family of WE, but as we will see in Section 2.5.1 of the present chapter, this may have been a case of “too little, too late,” as new paradigms such as English as a Lingua Franca and what I have termed “new EIL” have emerged to fill the gap in scholarship, rather than doing so under the rubric of WE.

2.4.4.1 Indirect Evidence of ELF Influence from the WE Literature

Inclusion in the 2006 *The Handbook of World Englishes* (Kachru, Kachru and Nelson) of Stanley Van Horn’s chapter on “World Englishes and Global Commerce” indicates that, in spite of a tendency in WE research to focus on new English varieties used for intra-national communication, there was some awareness within the WE community of scholars, just at the time when studies in English as a *Lingua Franca* are emerging with higher frequency, that this global domain is of relevance to the WE paradigm. Van Horn points out (2006: 621) that until that time,

...there has been limited research work on Outer- and Expanding-Circle varieties of Englishes in commercial and professional domains of use, and so the epistemologically distinct intercultural and cross-cultural studies on professional discourse may stamp out territory for expanding the empirical and theoretical framework of world Englishes. On the other hand, cross-cultural and intercultural studies rarely devote serious attention to multilingual creativity in either intranational or international arenas. A dialog between the world Englishes framework and this growing literature on professional discourse will serve the growing understanding of the pluricentric evolution and uses of English in business.

Van Horn mentions that although there was a global boom in consumption of ‘Business English’ textbooks, there was only “modest growth in empirical research on the uses of English in commerce worldwide,” with a main barrier to that being, “the proprietary and private nature of, and therefore restricted access to, writing and speaking within corporations” (Van Horn: 622). But he also notes, in a

comment prescient of the soon to grow interest in “business ELF”: “A significant exception to this trend has been a burst of research activity on professional discourse in Europe in the 1990s” (2006: 622). Van Horn then provides a survey of research into such discourse by geographic region. A fair amount of work was done on Japan, but mainly with regard to comparing Japanese and American business interaction (Connor 1988, Yamada 1992).

Beyond this area of intercultural studies, Van Horn (2006) also credits those doing work on genre studies, e.g. (Bhatia 1993) making some effort to address the growing international use of English, also, work by Firth (1995) in the business negotiation area, and acknowledges Seidlhofer’s (2001) “call for description of English as a lingua franca” (Van Horn 2006: 630). Van Horn was clearly anticipating the emergence of a paradigm such as ELF, and with foresight links it to pedagogy: “The educational endeavor can only benefit from conducting research on varieties of professional discourse and cultural ways of speaking and writing” (Van Horn: 633).

There seems room within the WE paradigm to look more closely at the international use of English, as one of the areas where English is growing the most, beyond the traditional topic of intelligibility. In 2008 Y. Kachru and Nelson authored a book entitled *Cultures, Contexts, and World Englishes* (Kachru, Nelson 2008), and the August/November 2008 double issue of *World Englishes* (27: 3/4) contains a symposium of five articles on ‘Intelligibility and Cross-cultural communication in world Englishes’, revealing that key WE scholars were aware of the growing interest in the Expanding Circle and international (as opposed to intra-national) interactions, and going beyond the usual parameters of intelligibility studies which tended to focus on phonology and other linguistic features, towards the direction of work we will see later from Sharifian on new EIL.

2.4.4.2 Content Analysis of IAWE Conference Abstracts

Another way to view the efforts within the WE community of scholars to address the evolving nature of the construct, or its ‘broadening’ in terms of scope, and to see to what extent concerns relevant to Expanding Circle contexts were gaining currency, is by conducting a content analysis (Neuendorf 2002) of abstracts of papers given at the IAWE Conferences to see trends in the topic areas. The database will be extended back into several 1990s conferences, but for the present analysis, data begins with the 2002 IAWE Conference held at the home base of Braj Kachru, the University of Illinois in Urbana/Champaign on the occasion of his 70th birthday. First mentions of ELF (see section 4.1 below) occur in Firth (1996) and

Meierkord (1998), but the concept does not really gain momentum until the joint work of Jenkins, Mauranen and Seidlhofer some years later. Jenkins (2000) book *The Phonology of English as an International Language* was published in 2000. It is in this book that she proposes the Lingua Franca Core phonology. Her more explicit work, *English as a Lingua Franca: Attitudes and Identity* was published by Oxford in 2007, soon to be followed by many subsequent ELF volumes. As early as 2001, Seidlhofer had also published work on ELF with her article, "Closing the conceptual gap: the case for a description of English as a lingua franca" in the *Journal of Applied Linguistics*. In 2003 Mauranen outlined the start of work on 'The corpus of English as a Lingua Franca in academic settings' and she hosted the first official ELF Conference shortly after the completion of that corpus, at University of Helsinki in 2008. So by beginning in 2002, it is near the advent of the ELF paradigm, but at a point when familiarity with the concept was still nascent.

The 2002 data is then followed up with four subsequent conferences, chosen not so much at regular intervals, but to give a balanced consideration of the location where they were held, be representative of a range of Kachruvian Circles, as well as obtaining a certain 'East/West' balance. The 2003 IAWC Conference, planned for Macau, was cancelled due to the SARS epidemic, and 2004 and 2005 were also in the USA, so subsequent analysis includes Nagoya, Japan 2006, Regensburg, Germany 2007 (since the EU is dominated by Expanding Circle contexts), Cebu Island in the Philippines 2009, and finally, one of the more recent IAWC conferences, split between Hong Kong and Guangzhou, China in 2012.

The data was analyzed using variables plus the title of the paper. The variables include **Paper Type** (plenary, symposium or parallel session), **Last Name** of primary author, Kachruvian **Circle** (I for inner, O for outer, E for expanding, also allowing for combinations such as I/E or I/O, etc.), **Orientation** (WE, EIL, ELF and combinations thereof, plus Other for those which do not readily conform, such as SLA, Genre studies, Gender studies, EFL, etc.), **Country** (including 'Various' or combinations of two or more countries), **Area** of linguistic enquiry, and **Sub-Area** since as Bolton and Davis (2006) state in their own summary level content analysis of articles in the journal *World Englishes*, "...many articles may for good reason be classified in two or more of these topic areas" (Bolton and Davis 2006: 5). The final variable was **Linguistics vs. Practice** (coded 'L', 'P' or 'L/P' if both were addressed), with L representing a more theoretical or features approach to the study, and P representing some kind of educational implications.

Results of the content analysis reveal several interesting trends but do not exhibit dramatic swings or changes. The following table provides a summary level look at the data from the five selected years (2002, 2006, 2007, 2009, and 2012):

Table 2.2a WE versus EIL/ELF topics at 5 IAWE Conferences

Topic area	Year(s)	No. of Papers	Percent
Total	All 5 years	620	100.0%
WE	All 5 years	488	78.7%
WE + EIL/EFL	All 5 years	68	11.0%
ELF only	All 5 years	8	1.3%
ELF only	In 2007	5	4.6%

Table 2.2b Percent of Papers on English Language Pedagogy

Year	Location	Number	Percentage
2002	Illinois, USA	16	12.9%
2006	Nagoya, Japan	29	26.8%
2007	Regensburg, Germany	17	15.6%
2009	Melbourne, Australia	30	34.8%
2012	Hong Kong/Guangdong	38	26.0%

The prevalence of the approach does seem to be significantly affected by the location, with for example, the 2012 Hong Kong/Guangzhou conference having 36 of its 146 papers from either China or Hong Kong, with 24 from China. This may also reflect the exploding interest in ELT we see in China today, as compared to when the economy was a command economy.

One might expect a majority of papers to focus on the Indigenized Varieties of English (IVEs) from post-colonial Outer Circle contexts such as India, Singapore, the Philippines or East Africa, since as Bolton and Davis explain, "Its (the WE journal) approach has had particular relevance for the English-using societies of the postcolonial Outer Circle...including many African, Caribbean and Asian locations..." (2006:6), but

since 2002, the largest number of papers are sourced in the Expanding Circle, with the exception of the Cebu conference when the Outer Circle was predominant (due to location perhaps). As might be expected when one considers the number of countries and speakers in each circle, the Outer and Expanding Circle do considerably outnumber the Inner Circle in every one of the five years sampled. This could be due to the welcoming nature of the WE community with its Kachruvian ethos of inclusivity and pluricentricity, and its openness to trends in the Expanding Circle, whereas such contexts may have historically experienced a certain lack of attention, or stereotyping as purely EFL settings, in more traditional applied linguistics forums such as AILA, IATEFL, TESOL, etc.

The number of papers related to WE are consistently the largest. In the five-year sample, 488 out of 620 total papers were from a solely WE perspective in terms of orientation. Those related to EIL or ELF or WE in combination with EIL or ELF, amount to a total of 68 papers. Those purely related to ELF account for just 8 papers over the five years, although 25 papers mention ELF in conjunction with WE. In the 2002 and 2006 conferences there were no papers on ELF as the primary paradigm, but by 2007 Regensburg, there were 5 papers on ELF, and significantly, an entire panel of feature speakers was devoted to a WE versus ELF debate, with Berns, Pakir and Yano representing the WE side, and Seidlhofer, Jenkins and Modiano representing ELF. At that time, Jenkins mentioned (personal communication) it was too bad that Braj Kachru was not part of the panel due to ill health, since she had hoped to debate him directly, and his participation had been part of the original plan.

The variable of Linguistics versus Practice was considered in view of the Orientation and Circle variables, but this also does not show dramatic change, with the exception of the 2002 conference, where 96 papers were linguistics based with only 16 directly dealing with pedagogy and 22 dealing with both. Still, it is interesting that even in 2002, pedagogical concerns already showed a substantial representation. The number of papers devoted primarily to pedagogical issues shows a steady rise over the period, with 16 in 2002, 29 in 2006, 17 in 2007 (German scholars tend to show a strong interest in corpora and other more technical areas), 30 in 2009 and rising to 38 in 2012. In 2012 61 out of 146 papers, or 41.7% of all papers, had at least some connection to language pedagogy. As a total, 2006 in Japan showed the highest percentage of papers with at least some connection to pedagogy with 57 out of 108 papers, or 52.7%, being concerned with pedagogy or pedagogical implications. This may be expected due to Japan's large investment in English language education.

In summary, the content analysis shows that since at least 2002, the WE Enterprise, as seen at the IAWWE conference, has been interested in pedagogical issues for at least a decade. In addition, two IAWWE Conferences in the 1990s were hosted in Japan, reflecting early interest in the Paradigm in an expanding Circle context. ELF and EIL are growing somewhat as part of the WE paradigm, but the fact that ELF has had its own conference since 2008, may indicate that those Expanding Circle scholars who come from a WE background, now have an additional outlet for their academic work. Indeed the author has witnessed a significant number of WE scholars from Europe, Turkey and Japan who attend both the IAWWE and ELF conferences, whereas colleagues from India, the Philippines, Singapore or other Outer Circle contexts are rarely in attendance at the ELF conference. The ELF conference had 140 papers in 2010, 172 in 2011, and 260 in 2012, so it has become a larger conference than the IAWWE, which averaged 124 papers per year over the 5-years which make up the sample. This may indicate that while ELF can be considered to be an outgrowth of WE, as Bolton and Davis (2006: 6) articulately point out: “*World Englishes* has been a pioneer in opening up areas of inquiry that have later expanded into distinct fields of their own.” This is just the case, so that rather than WE explicitly broadening as a paradigm, as might be claimed by a discipline such as SLA (Firth and Wagner 1997), at least as seen from this content analysis, WE has not so much incorporated alternative paradigms into itself, as spawned new/competing paradigms which are delineating their own, albeit related, agenda. A major focus of this thesis is to address how the WE paradigm can, in fact, broaden to better account for the phenomenon of English in the Expanding Circle. The following section outlines several of these competing paradigms.

2.5 Alternative Paradigms

As mentioned at the end of section 2.3, Berns and others were making effort to conduct research on Expanding Circle Englishes within the WE framework of Kachru, but thanks to the rise of several newer competing paradigms, scholars in these formerly “EFL” contexts now largely conduct their work outside of—but acknowledging a large debt to—traditional WE studies. What ‘contact’ linguists like Mufwene, Schneider, and Kirkpatrick help us see, is that these developments are indeed long historical processes of linguistic change. Thus, it is more effective to observe and document/describe the domains where English use is growing in the Expanding Circle, than to continue to put our efforts into arguing for the existence of Japan English as a variety. I will outline several of these new fields of inquiry below. These include English as a Lingua Franca, and what is termed here “New EIL.”

2.5.1 English as a Lingua Franca

2.5.1.1 Origins

While reference to English as a *lingua franca* began to emerge in the 1990s (Meierkord 1998, Firth 1996), a key factor in the emergence of ELF, as explained by Kingsley Bolton at the Cebu IAWF in 2009, was the post “9/11” shift of tertiary and graduate level international students from the U.S. to the U.K. and Europe, as a xenophobic U.S. made it much harder to gain study visas. This trend led Jennifer Jenkins of Southampton and Barbara Seidlhofer of The University of Vienna to spearhead a serious promotion of the ELF concept. He explained:

I’ll try not to be too destructive. ELF is not new, but the discourse is. In the late ‘90s scholars tried to ‘import’ the WE framework to Europe and it didn’t fit the sociolinguistic reality, so it ‘morphed’ into ELF in Europe. At the same time, large numbers of international students began appearing at European and British universities, as the U.S. did a major reorganization. Jenkins and Seidlhofer would have been very aware of that constituency.

This comment was part of a panel in which Bolton served as ‘discussant’. We had already seen evidence that mainstream WE scholars—hence Bolton’s comment about “not being too destructive”—had begun to react quite strongly against ELF (Kachru & Smith 2009), particularly with regard to Jennifer Jenkins ‘Lingua Franca Core’ for phonology, and other comments by Jenkins or Seidlhofer which indicated that they felt a ‘Lingua Franca English’, perhaps even a form of ‘Euro English’ (Prodomou 2008), was in the process of development and that this ‘LFE’ might begin to serve as a pedagogical model. A. Matsuda and Friedrich have also been quite critical of ELF, especially when it is reversed to LFE (*Lingua Franca* English) with *lingua franca* used as an adjective, which hints of it being a variety (e.g. Indian English, Philippine English, Singapore English) rather than a function, just as Smith denies the existence of IE, International English, as a variety, while of course supporting the concept of EIL as a function (D’Angelo 2013a). The author, and perhaps many Expanding Circle scholars, are perhaps less critical of the ELF concept, when one thinks of the long time-frame over which language change becomes noticeable, as shown by the ‘language ecology’ work of Mufwene (2001), and work by Schneider (2007) on the phases of language nativization. These are organic historical processes which cannot be proven one way or the other for many years, so it does no harm to pursue various interpretations or ‘constructs’, what Widdowson (2012: 7-8) refers to as ‘convenient abstractions’ which may help us envision the elusive reality.

But as Bolton (2009) mentioned in the same comment, “Let’s be descriptive about this, the notion ELF, this discourse, is useful. It addresses the whole issue of SLA. It gives us data on individual bilingualism...Analysis of specific interaction.” Here Bolton pinpoints the fact that through really looking at the use of English internationally, primarily among Expanding Circle users, and not just through the type of one-way intelligibility²¹ studies often conducted within the WE framework, work on ELF and also ‘new EIL’ could make a major contribution to our understanding of English use in today’s globalized world, beyond what WE has been able to show. The fact that Expanding Circle scholars are most interested in ELF, since they are also involved in ELT/TESOL, is supported by the comments on SLA above by Bolton.

2.5.1.2 Theoretical Shift – What is English as a Lingua Franca?

Thus, as mentioned earlier regarding the lack of WE support for research in the Expanding Circle, many WE scholars began to move into these new areas. As Kirkpatrick said at the same panel in Cebu (D’Angelo 2010: 78), “WE is about identity, ELF is about communication.” For Expanding Circle scholars and users, where English is used mainly internationally, this focus on communication is highly relevant. Hence I would argue that for us, it is more effective to closely observe and describe the domains where English use is growing among Japanese and other Expanding Circle contexts, than to continue to put our efforts into arguing for the existence of Japanese English. There are of course many tendencies among Japanese users which indicate a process of English nativization, whether they be in phonology, syntax, morphology or discourse/pragmatics, but I argue that with the emergence of ELF (and later ‘new EIL’), there are exciting new areas of inquiry which may produce more valuable answers for our situation than WE, and thus it is time to ‘refocus’ the discussion towards more exciting vistas, with less need to claim our rightful place in the pantheon of ‘new varieties’.

Outer Circle varieties have their own computer corpora which record in detail the features of IVEs, thanks to Greenbaum’s project²²: the International Corpus of English (ICE). After some 20 years of development, we now have ICE Great Britain, ICE Canada, ICE Australia, ICE India, ICE Singapore, ICE Philippines and ICE East Africa. ICE America under Charles Meyer is still not complete. Yet under this project, there were no Expanding Circle corpora. This is the gap which Seidlhofer and Jenkins stepped in to fill, with the recently completed Vienna-Oxford Corpus of International English (VOICE). Since most E.U. countries are in the Expanding Circle, and use English internationally, there was a strong need for a new

²¹ Although Atechi (2004) and Dayag (2007) consider two-way intelligibility.

²² Later taken over by Charles Meyer and then Gerald Nelson.

paradigm which would look to the users and uses of English in such contexts. In her 2000 book, *The Phonology of English as an International Language*, Jenkins uses the term *lingua franca* often, but the term did not yet have enough currency at that point, to use it in the title. By 2007 however, she produced a book on *English as a Lingua Franca* as the concept gained followers (Jenkins 2011).

2.5.1.2 The Data used in English as a Lingua Franca Research

By having transcribed and put online 100 hours of recorded interaction in the E.U., with participants from more than 20 countries, VOICE researchers are able to look closely at the language and accommodation strategies (Giles and Coupland 1991) of Expanding Circle users. Much of the early ELF research was based on the type of syntactic or morphological ‘linguistic universals’ (Chambers 2004) due to evidence in the corpus that certain processes of grammatical simplification were evident. It is important however to note that this is often misinterpreted to mean that ELF involves some kind of deficient or ‘reduced’ code, and Jenkins/Seidlhofer/Mauranen (sometimes referred to as the ‘mothers of ELFvention’) point out that through history into the Enlightenment and beyond, much of the deepest intellectual work was conducted using Latin as a *lingua franca*, so ELF communication can be highly sophisticated in terms of its content. With that said, ELF work was and to some extent still is, concerned with looking for examples of ‘**shared features**’ among ELF users. An abbreviated list of such features includes (Kirkpatrick 2010b):

- (i) The non-marking of the third person singular with ‘-s’ (e.g. ‘he recommend’);
- (ii) Interchangeability of the relative pronouns, ‘who’ and ‘which’;
- (iii) Flexible use of definite and indefinite articles;
- (iv) Extended use of ‘general’ or common verbs;
- (v) Treating uncountable nouns as plural;
- (vi) Use of a uniform question tag (e.g. isn’t it?);
- (vii) Use of demonstrative ‘this’ with both singular and plural nouns; and
- (viii) Use of prepositions in different contexts.

One of the VOICE studies to gain the most prominence was the work of Breiteneder (2005), which demonstrated that among well-educated ELF users, there was a tendency to drop the third-person

singular 's' in roughly 30% of the tokens, even among speakers who did in fact know the rule, and who marked the 's' in other parts of their conversation. This may be due to verbs ending in consonant clusters where the final 's' is less easy to pronounce, or simply a feeling that there is no need to mark the verb, due to use of the personal pronouns 'he, she, it'. Whether this feature would become stabilized in European English in the future remains to be seen, but the study does reveal that Expanding Circle users are forming new language communities which play a role in the shape which English will take in the future, and at times make conscious decisions to ignore Inner Circle prescriptivist norms. ELF studies also look beyond morpho-syntactic forms, with work such as Pitzl's (2009) on metaphors in VOICE, digging a bit deeper into the cultural aspects of ELF interaction. Ehrenreich (2009) and others (Cogo 2012) have also done important research on Business ELF (BELF) with recordings of meetings of major corporations in Europe. One fascinating study of hers looks at 'terms of address' in ELF business meetings, and finds amazing intercultural awareness, flexibility and sensitivity among business ELF users: indicating that for cross-cultural comprehension in English, there are many strategic skills which may be just as, or more, important than linguistic competence.

A more recent move which has given more credence to ELF studies is the Asian Corpus of English or ACE project (originally called ELF in Asia) under the direction of Andy Kirkpatrick (2010b) centered at the Hong Kong Institute of Education (HKIE), with participation from major universities in seven ASEAN nations, as well as 'ASEAN plus three' nations (China, Japan, Korea), of which the author leads a team to gather the Japan data. Each country will have 10 hours of recorded data, equaling the VOICE total of 100 hours. Kirkpatrick, now with Griffith University in Brisbane, is following the exact specifications and methodology of the VOICE corpus, and ACE—completed at the end of 2014—will be fully compatible with VOICE, so that the two corpora may be compared. Kirkpatrick has produced a list of 10 important research questions for ACE studies:

1. Notwithstanding all the diversity, what might emerge as common features of Asian ELF use?
2. What are the most relied upon grammatical constructions and lexical choices?
3. Is there any correlation between the degree of approximation to an Inner Circle variety of English and communicative success?
4. Are there commonly used constructions, lexical items and sound patterns that are ungrammatical in standard L1 English, but generally go unmarked in Asian ELF communication?
5. What similarities and differences can be identified between European and Asian ELF?
6. Do the findings in 5 suggest any universal but distinctive features / grammar of ELF?
7. Can any of the universal but distinctive features be explained by the motivations of syntactic simplification and regularization that have been shown to be at work in 'traditional' Englishes for centuries?

8. What are the factors (pragmatic) that lead to misunderstandings and communication breakdowns on the one hand or communicative success on the other?
9. What strategies do speakers employ to repair any breakdowns in communication?
10. What are the implications of these findings for ELT in Asia?

ELF is clearly a rapidly mushrooming area of study, which Bolton mentioned had 185 ELF-related publications listed on the LLBA Index (Linguistics and Language Behavior Extracts) as of 2010, will have its 6th international conference in Rome in 2013, and has a new *Journal of English as a Lingua Franca* which published its impressive first two issues in 2012. Its implications for Japan are clear.

There are several significant points of disagreement among theorists working on WE-related paradigms. Several scholars have consistently argued against the emergence of a variety called ‘Lingua Franca English’ (Kachru and Smith 2009, Phillipson 2008, Mollin 2006, 2007, van den Doel 2013), arguing that the divergences are simply errors rather than possible vernacular universals. This position is, however, criticized by Seidlhofer (2011: 95; 2009: 43-51) who in direct reference to the work of Mollin (2006) states, “...legitimacy tends not to be accorded to ELF because its speakers do not belong to particular primary communities, and its non-conformities are assumed to be too irregular, i.e. not systematic enough to make for variety status. They are therefore only seen exonymously as deficiencies, as errors.” While Seidlhofer and Jenkins in their early work argued for the possible emergence of a regional Lingua Franca English in Europe, and hence looked at possible forms of such a variety such as dropping of the 3rd-person singular /s/, Seidlhofer observes that Mollin’s tendency to maintain certain frequency cutoffs (used in at least 50% of cases) for formal features is problematic, going back to the variationist work of Bailey (1973). Seidlhofer takes issue with Mollin’s decision to use the ‘tri-partite’ model for her study (developed in the 1970s), “which divides speakers into three categories: speakers of English as a native language (ENL), a second language (ESL), or a foreign language (EFL).” (Mollin 2006: 1) She continues the critique, “Together with the fact that this research question: “whether the label of ‘Euro English’ has any legitimacy” is a yes/no, i.e. closed question, this signals that probing the suitability/adequacy of the conceptual framework (read ELF) is not on the agenda. So while the phenomena (again, ELF) under scrutiny may be unprecedented, the findings will have to fit earlier precedents” (Emphasis added, Seidlhofer 2009: 44). While Mollin’s discussion mainly focuses on issues of grammatical form, Seidlhofer stresses that functional aspects/motivations and sociolinguistic considerations are of at least equal importance, and a more relevant interest should be the *process* of language variation. (2009:46-49) Seidlhofer (2009: 48) explains, “This is not to say that descriptions of features are not of interest, but what is crucial is how they are interpreted.” She quotes Chambers (2002: 361) to demonstrate that:

Before a change takes hold, there is a gradual, almost imperceptible, rise in frequency until the new form attains some kind of critical mass. At the earliest stage, the change apparently affects too small a population to serve as a model, but at some point it becomes perceptible, though usually beneath consciousness, and spreads through the community. No one has been able to establish the point of critical mass as an absolute value, and it appears to be different for each change, subject, as are all social developments, to countless possible influences.

A more recent challenge to the concept that ELF could demonstrate some linguistic convergence on a regional level, is van den Doel (2013), entitled “The endonormative standards of European English: Emerging or elusive?” The results of Van den Doel’s survey of NS and NNS speakers of English across Europe show no evidence of this variety emerging, which can be seen from the second sentence in his abstract, in which he uses the marginalizing adjective “so called” and then places “European English” in quotations, another discourse marker of non-recognition. One may, however, question the validity of using a self-evaluation survey of speakers at an early stage of speech community formation, when one considers the point made in Gonzales (2004) and Schneider (2007), echoed in Ike (2013), that “the *positive attitudes* towards one’s own English variety can only be observed at a very late stage of the variety development” (Ike 2013: 46). In addition, the study of van den Doel is the type of one-way intelligibility study conducted in early phases of intelligibility studies by Smith and others who followed this methodology, whereas most recent work recognizes meaning, especially in NNS-NNS interaction, as being “co-constructed”, by the participants in a real-time fashion. According to Canagarajah (2011: 2-3), “The speakers negotiate their differences to construct norms that work for them in their conversation. These are intersubjective norms; they are co-constructed. While these norms will work in that particular context, they may not work for another set of communicators. Norms have to be co-constructed in the local context, as befits their codes and purposes. In this sense, pre-constructed grammar will not help in multilingual contact situations. The speakers have to co-construct the grammar that will be operational in their interaction. Grammar, therefore, is emergent in these contexts.”

This focus on form is generally less prominent in recent work within the ELF community scholars, who appear to be moving away from the claims of universality or emergence of Lingua Franca English (LFE) as a regional variety in Europe or Asia, and the majority of studies in the *Journal of English as a Lingua Franca* are now related to sociocultural aspects of communication among speakers from diverse L1 backgrounds, such as accommodation skills (Giles and Coupland 1991), negotiation of meaning, multilingual diversity, building of rapport, culture and identity, and meta-discourse. While much longer-term processes of language contact and language ecology (Mufwene 2001) may someday show convergence in the English

used by Europeans or Asians, the literature from those who object to ELF as a useful paradigm or construct, indicates that they may do so without a clear understanding of the type of phenomena ELF researchers are now focused on. Whether or not we adopt a varietal stance, or a stance that focuses on accommodation skills, negotiation of meaning, and cultural awareness with this new ‘unprecedented’ phenomenon called ELF, we finally have larger sources of Expanding Circle data that will allow us to use the analytical tools developed in the Outer Circle for the ICE Corpora (Greenbaum 1988), as well as developing new tools which Seidlhofer calls for, to see how English is used to achieve the goals of those from the Expanding Circle, and the ‘process’ of language change in such contexts.

2.5.2 ‘New’ English as an International Language

While ELF has been steadily gaining adherents, a somewhat smaller group of WE scholars has emerged who reject the features focus of ELF, and its confusion over whether ELF is a function or variety, and look more closely at cultural factors and functions of international communication. As a result they have revitalized work on EIL, and prefer that term to ELF. They thus are more closely linked with the early work of Larry Smith, and scholars such as Sandra MacKay who continued to work on EIL and published a seminal work in 2002. It should also be noted that Hino and Honna have continued to focus more on EIL than WE. Among the most prominent are Farzad Sharifian and Aya Matsuda. Sharifian draws on the cognitive linguistic work of Lakoff (1980) on mental categories and metaphor, to stress that “Intercultural, or *meta*-cultural, competence needs to be viewed as a core element of proficiency in English used for intercultural communication” (2009: 249). He has done important work on Persian English and Aboriginal English, two varieties which are overlooked in WE studies, but looks at them less from an ELF-like features focus, and more from what speakers’ utterances reveal about their deeper ‘cultural conceptualizations’. For Sharifian, developing awareness of these conceptualizations is of utmost importance for successful communication.

A. Matsuda’s recent work is also focused on EIL, and her philosophy is closely allied with that of Sharifian, Friedrich and others who wish to make clear that EIL is a function, rather than a variety. She is also spearheading efforts to push work on the pedagogical implications of EIL from beyond the theoretical level, towards practical application in the classroom. Her 2012 book on Teaching EIL includes a 40-page section with specific teaching ideas from different Expanding Circle contexts, while at the same time recognizing that, “The goal is not to propose a one-size-fits-all curriculum that will work in every context” (2012: 7). With efforts such as this, whether we call it ELF or EIL, important new work is being conducted for the Expanded Circle. Sharifian’s colleagues R. Marlina and R. Giri (2014) edited a collection on teaching

English as an International Language, and Kirkpatrick has also edited a recent book on EIL (Kirkpatrick 2012), demonstrating that some scholars tend to have their feet in both camps.

2.5.2.1 The Data used in new English as an International Language

The Data used in recent EIL studies is much less focused on phonological, syntactic and morphological features than are ELF studies. In fact, the domain of research into which ELF is now moving—mainly focused on attitudinal, cultural and accommodative factors—is the domain which EIL has staked out with the work of Sharifian, McKay and Matsuda. EIL studies may also conduct conversation analysis of actual naturally-occurring speech data, but there is no requirement that data be built on a formal corpus platform. EIL is also much more focused on pedagogical issues. Five of fifteen chapters in Sharifian's 2009 book *English as an International Language* are related to teaching, and Matsuda's 2012 book *Principles and Practices of Teaching English as an International Language* all 12 contributions are pedagogy-related as well as an entire final chapter which includes over 20 lesson planning ideas.

Sharifian's two volumes with John Benjamins, *Applied Cultural Linguistics* (2007) and *Cultural Conceptualisations and Language* (2011) use a significant amount of actual normally-occurring textual data, some audio- or video-recorded, some from the Internet, some from written sources, but is not corpus driven. In addition, the way of looking at the data is from the perspective of analyzing deeper cultural conceptualisations which the users hold, that may be revealed from the surface text, rather than looking at morpho-syntactic or phonological aspects of the language. Sharifian uses concepts of mental 'schema', drawing on the work of Lakoff (1987) on categories of the mind, to organize his data. As with ELF scholars, he is more concerned with effective communication, and how mutual understanding can be reached and improved, and shows little concern for recognition of, for example, Persian or Aboriginal English as varieties.

2.5.3 Mahboobian Functional World Englishes

A final new strand emerging from WE is what I term 'Mahboobian Functional WE.' Mahboob is an established figure among the second generation of WE scholars, and draws heavily in his work on Hallidayan Systemic/Functional Linguistics (SFL). Like ELF and EIL scholars, he also finds dissatisfaction with the majority of WE studies, especially those which focus too much on codifying features of new Englishes at the level of the clause or below, and WE tendency to divide English based on national boundaries, when in fact for example, Karachi English is more similar to Delhi English than Delhi English is

to Bangalore or other Southern India varieties. Mahboob (2010, 2012) focuses on larger chunks of text/discourse, which more readily demonstrate the 'meaning making' processes of different users, and also on their functional uses of the language. He is currently developing a 'dynamic approach to language proficiency' (DALP) which takes into account both intranational and international use of English, in one model. He also demonstrates that WE and ELF studies tend to overlook written and global uses of English, focusing more on local/spoken uses. For Mahboob, while it is true that NSs no longer determine international norms for English, such norms do exist among users in many professional disciplines, and to focus too much on locally unique variation in ELT, does a disservice to our students and may not give them access to the discourses that they would need to empower themselves to bring about social change and join specialized speech communities. It is important for us in the Expanding Circle to follow this work as well, to prepare our students who have concrete goals to be able to reach them.

2.5.3.1 The type of data used in Functional World Englishes

A. Mahboob is a scholar whose work bridges SFL and WE, and attempts to employ SFL analytical methods to the study of IVEs and language variation in general, drawing heavily on the work of M.A.K. Halliday, as well as Martin and Rose (2003), and Martin (2008). SFL "...views language as a social semiotic system—a resource that people use to accomplish their purpose and to construe and represent meaning in context. This view of language implies that language is a system of choices, and that aspects of a given context (e.g. the topics, the users) define the meanings that are to be expressed and the language that can be used to express those meanings." (Mahboob and Szenes 2008: 584-585) The scholar conducting research in this area needs a solid grounding in the rather complex and specialized terminology of SLF, wherein "Register realizes genre through the meta-functions...of *field, tenor and mode*. Field is concerned with the nature of social action; tenor refers to the relationship among participants, their roles and status; whereas mode refers to the role of language to realize meanings" (Mahboob and Szenes 2008: 585). They (Mahboob and Szenes: 585) also express that this view of language as a social semiotic, "...is realized on four levels of abstraction, which have been termed *strata*: phonology-graphology, lexico-grammar, discourse-semantics and context.

As an example of a concrete empirical WE/SFL study which uses this methodology, Mahboob directed an experiment with participation of 20 graduate level MA students as part of one of his regular MA classes at the University of Sydney. The data used are authentic texts in the form of 'article reviews', and he selected the works of three of his students from the Outer Circle (the remainder may have been from

Inner or Expanding Circle contexts): a Sri Lankan, a Singapore student of Indian heritage, and an Australian student of Indian heritage. As part of the analysis, Mahboob and Szenes construct a table which shows a 3 x 3 matrix (2008: 586) with the three SFL meta-functions in vertical boxes on the left-hand side, and three strata across the top of the table horizontally. Within each box in the table, there are anywhere from two to eight questions to guide the analysis. For example, within the table box which represents the combination of meta-function B (interpersonal meanings) and Stratus 2 (discourse) three of the six sample questions include: “Does the text evaluate phenomena according to institutional rather than personal criteria?” And “Are assessments and evaluations expressed indirectly?” and “Does the voice of the student writer control the argument?” In the findings and conclusion of their paper, Mahboob and Szenes (2008: 595) find that, “The results of the linguistic analysis show that these students created meanings using mostly similar linguistic resources when reviewing the same text. The differences between the writers were mostly a result of individual differences and an awareness of the context of the article being reviewed.” (2008: 595) Again, the authors stress that while WE tendency to focus on users rather than uses, and “...country based naming practices has worked well for it –the nation state and the language (structural features) both are used to focus on the ‘users’ and to mark their identity as unique and different from users of other-country Englishes.” Nevertheless, they (Mahboob and Szenes 2008: 596) feel that, “The results of this brief study presented in this paper shows that focusing on the ‘uses’ of English is an equally useful way of studying world Englishes”. The authors draw a parallel between their own ‘user/uses’ distinction, and Kirkpatrick’s (2007: 11) ‘identity-communication continuum’: “I call one end of the continuum ‘communication’ because being intelligible and getting your meaning across is the most important aspect of the communication function. More standard or educated varieties are likely to be better suited for communication. Broad, informal varieties or job- and class-specific registers are likely to be better suited for signifying identity.” Making the connection to Kirkpatrick’s model may show Mahboob’s effort to explicate the findings of an SFL study to less complex theories, to reach a wider audience, including practitioners. This idea of Kirkpatrick is also reminiscent of Yano’s (2011) distinction between the least common denominator for local usage, and the greatest common denominator in EIL/ELF settings. While this view of variation might not be supported by, for example, Sharifian’s view that intercultural communication involves meta-cultural competence rather than just linguistic competence, the point that certain genres have their own inherent and socially established ways of structuring discourse is well-taken, and adds a new and necessary dimension to our understanding of English in the

world as not being just a matter of respecting the legitimacy of national varieties or IVEs in all their uniqueness.

2.5.4 Relevance of the Ideal L2 Self to World Englishes

The recently developed research paradigm into what is termed the 'L2 Self' or 'Ideal L2 Self' has its roots in the traditional SLA Motivation Theory of Gardner and Lambert (1972), wherein motivation to learn a second or foreign language was for many years viewed as coming from either integrative or instrumental sources. In integrative motivation, the learner feels an attraction to, strongly admires, and seeks to 'integrate' quite thoroughly with the people and culture of the target community. This can be seen with those who learn Italian due to their love of antiquity and Italian food, those who study French in order to move to Provence and enjoy the wine and baguettes, or those Japanese youngsters who watch NBA basketball and dream of one day playing ball in Harlem and meeting Michael Jordan. Those in motivation theory have traditionally held integrative motivation to be the most effective in L2 learning. The other form of motivation, instrumental, was at first felt to be less potent than integrative, but nonetheless quite effective, if one had a strong desire to sell one's products in a target country, or if one's job required regular contact with those in a particular country. Over time, some scholars (Gardner and MacIntyre 2001) argued that although the learner's sense of 'identity' is less directly involved, instrumental motivation could be as, or more, effective than integrative, but integrative concepts were still dominant in the field. While motivation theory relates to the learning of any language, due to the dominance of English in SLA and TESOL scenarios, it is often in the context of English Language Teaching (ELT) and English as a Foreign Language (EFL) that academic work on motivation theory occurs.

As awareness of the changing sociolinguistic reality—brought about by forces of the post-colonial era and increasing globalization—could increasingly no longer be ignored by motivation scholars (see Coetzee-Van Rooy 2006), fundamental underpinnings of the theory have needed to change. The frequency of the classic ESL situation of Expanding Circle English learners as wanting to go and integrate with Inner Circle L1 speakers in their NS society becomes less and less the reality of English language learning and use around the world.

Although not directly connected, since motivation theory is primarily an area of psychology/psycholinguistic research, developments reflected by the emergence of EIL, and WE by Smith and Kachru from the mid-1980s to the present day, as well as demographic studies such as those by Crystal (2007) and Graddol (2006) about global language use of NS and NNS, have begun at last to have a

significant effect on motivation studies and the idea of integrativeness had to be reconceptualised. In addition, due to the reality of global English use, scholarly works on Teaching EIL have been proliferating (McKay 2002, Sharifian 2009, Matsuda 2012, Alsagoff et al 2012), with one of the target audiences of such books being ESL/EFL teacher training programs around the world. With the widening acceptance of such a perspective on the role of English today, it becomes clear that NNS/NNS meetings are more likely to occur than NS/NNS interactions, and hence the idea of wanting to ‘integrate’ with the English-speaking target community has become much less relevant. As a result, “L2 motivation is currently in the process of being radically reconceptualised... (in an) important paradigmatic shift” (Dornyei and Ushioda: 1).

The essential nature of this paradigm shift, is that L2 motivation scholars felt that the idea of integrativeness was of real value, with a significant research base, so they did not want to throw the baby out with the bathwater. For Dornyei and Ushioda, the work of Yashima (2002, 2009) exemplifies the theoretical shift “that marks the most radical rethinking of the integrative concept” (Yashima 2009: 3). Yashima:

...(E)xpands the notion of integrativeness to refer to a generalized international outlook or ‘international posture’ which she defines with reference to Japanese learners of English as ‘interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners, and...openness or a non-ethnocentric attitude towards different cultures. (2002: 57)

Hence the concept of integrativeness is retained in L2 motivation theory by turning it back in on itself, “...to focus on the internal domain of self and identity” (Dornyei & Ushioda 2009: 3). For Dornyei and Ushioda,

The concept of international posture thus considerably broadens the external reference group from a specific geographic and ethno-linguistic community to a non-specific global community of English language users (Dornyei and Ushioda 2009: 3).

Once this is understood by the learner, he/she can create an: “...internal representation of oneself as a *de facto* member of the global (English speaking) community” (Dornyei and Ushioda 2009: 3). This work can be of great value in the present study, since lack of motivation is often cited as a problem with Japanese learners/users, as witnessed by the various Japanese scholars represented in this field, including Ushioda and Yashima, as well as Ryan and Taguchi (2009). The type of data used in Ideal L2 Self research tends to be based on quantitative analysis of survey documents, such as Yashima’s (2009) above-mentioned international posture battery, which includes 77 questions divided into 10 categories which can effectively elicit participant’s views of their own degree of internationalization. By using various

statistical measures, such studies can claim to show direct relationships among various factors and their influence on an overall level of motivation to become an effective user of English, or another second language.

Within a formal educational setting, L2 Self research can be put into practice, in developing actual curriculum and lesson plans that help students to raise their self-confidence as they **imagine** an ideal, possible, future international/global self—a “world-minded” person (Coetzee-van Rooy 2006). This would be a person who has integrated into his/her own self-identity the image of themselves as a proficient English user who participates on the world stage. In order to strengthen the image of their future/possible selves, Dornyei recommends that learners sit down and write a ‘Future Self Guide’ and Action Plan, and draw a ‘Possible Self Tree’ which shows ones progress and personal growth (Dornyei and Ushioda 2009, p. 18, 36), to help make their dream a reality.

For those who feel traditional SLA theory has been unresponsive to the actuality of today’s global interactions in English, L2 Self theory demonstrates that by trying to salvage work on integrative motivation, this is perhaps the first example of traditional SLA theory moving in the direction of, or beginning to incorporate into itself, what has been established by WE and EIL/ELF research. It admits that SLA theory needs to be ‘rebuilt’ as Sridhar has implored, to take into account the bilingualism of those in IVE contexts.

2.6 Conclusion

From a review of the broad paradigmatic issues related to the spread and diversity/variation of English, and its role in both local and global contexts, it is clear that not only for the Kachruvian Outer Circle, but also in the Expanding Circle to which Japan belongs, an NS paradigm—with all that encompasses in terms of goals, interlocutors, pedagogy—is detached from the sociolinguistic reality of today’s world. Through the work of Kachru and Smith, and the growing ranks of WE scholars, many of the ‘myths’ surrounding the English language have been successfully ‘de-mythologized’ or debunked since the emergence of the WE paradigm in the mid-1980s. In addition, with the emergence of the E.U. as a political and socioeconomic entity, the shift of foreign students from the USA to Europe and Australia post-9/11, the opening of China to the world and other geopolitical changes, English has become more than just a common language for intranational use in post-colonial Outer Circle contexts such as Singapore, East

Africa, India or the Philippines, and is an everyday lingua franca among people from diverse backgrounds and nationalities in higher education, business, technology, medicine, diplomacy and a host of other domains, the majority of whom are non-native users of English. As a result, new paradigms such as EIL and ELF which share the multilingual, pluricentric views of WE have emerged, in large part driven by Expanding Circle scholars. As mentioned earlier, a concept such as ELF was at first not recognized by WE scholars (Y. Kachru and Smith 2009), but thanks to the growing substance to the ELF movement (having a well-attended annual conference the past six years, and a new journal with Mouton de Gruyter, as well as an increasing number of texts by Multilingual Matters and Routledge related to teaching English as an International Language), leading scholars such as Bolton now include them as part of what he terms “The World Englishes Enterprise”, along with his own recent concept of ‘Developmental World Englishes’ (Bolton, Graddol and Meierkord 2011).

In Japan, developing a model for curriculum and the classroom which draws on the insights of these paradigms within the WE Enterprise, shows promise of developing English education that is more productive and which better suits the needs of Japanese learners/users of English. The next chapter investigates scholarship with regard to general concepts of effective (English) language curriculum development, as well as exploring specific research into teaching from a WE-related perspective, and practical application of WE and related paradigms in actual programs currently being implemented around the world.

Chapter 3: Literature Review of Classroom and Curriculum Issues

3.1 Introduction

In looking at curriculum and course design, it is an undeniable fact that traditional SLA-informed approaches, able to draw on a much longer connection to language education programs, offer a more concretely ‘worked-out’ statement of curricula for language teaching and learning programs than potential world Englishes/English as an international language/English as a lingua franca- (WE/EIL/ELF) informed approaches, which are still in their nascent development and exploration. As a result, it is logical to begin with an assessment of the state of the art by the leading scholars in that area, to find a roadmap to good comprehensive curriculum and course design, which would be effective regardless of the pedagogical philosophy of individual programs.

Part 2 of this chapter looks at the various main contributions in this area in the English as a second language/English as a foreign language (ESL/EFL) field over the past 30 years, which provide a good basis for curriculum development in general. We will also look at the partial statements or guidelines, to the extent they may exist, which have been developed with a WE/EIL/ELF-informed approach in mind. Part 3 will investigate Expanding Circle contexts in general and the Japan context in particular, including a consideration of the efforts to introduce a WE/EIL-focused English language teaching (ELT) in Japan, including a detailed explanation of the DWE curriculum which was in place for the time period covered by all the participants in the graduates survey.

Part 4 will summarize the main features which need to be taken into consideration in designing any curriculum intervention at the DWE—after developing findings from the main data sets for this thesis—based on the theories and components recommended by leading ELT curriculum scholars. These proposed features will serve as a lens with which to view and interpret more practical/empirical information in Chapters 5 and 6 of the thesis, and will ultimately—in combination with the insights gained from the discussion of the data in those chapters—inform Chapter 7, which recommends a specific strategy for intervention in the Chukyo Department of World Englishes (DWE), which may also be generalizable to the wider Japan context, and to other Expanding Circle contexts. The philosophy of the researcher is to work with teachers with a ‘from the ground up’ approach, in which the overall WE Enterprise paradigm is understood by teachers, in such a way that they can then implement WE-informed ideas into the day-to-

day activities in their particular courses. In this sense, course design is a microcosm of the overall curriculum design.

3.2 Existing Models of English Language Curriculum and Course Design

3.2.1 Mainstream TESOL Sources: Brown, Graves, Nation, Nunan

After the great growth in teaching English to speakers of other languages (TESOL) and its supporting second language acquisition (SLA) studies which started from the 1970s (see beginning of Chapter 2 of this thesis), one of the earliest volumes to attempt to provide a comprehensive guide for ELT curriculum development was Nunan's 1988 book *Syllabus Design*, from which several points are discussed later in this chapter. This was followed the next year, 1989, with R.K. Johnson's *The Second Language Curriculum*, and then by the classic of the genre, University of Hawaii scholar J.D. Brown's 1995 work, *The Elements of Language Curriculum*.

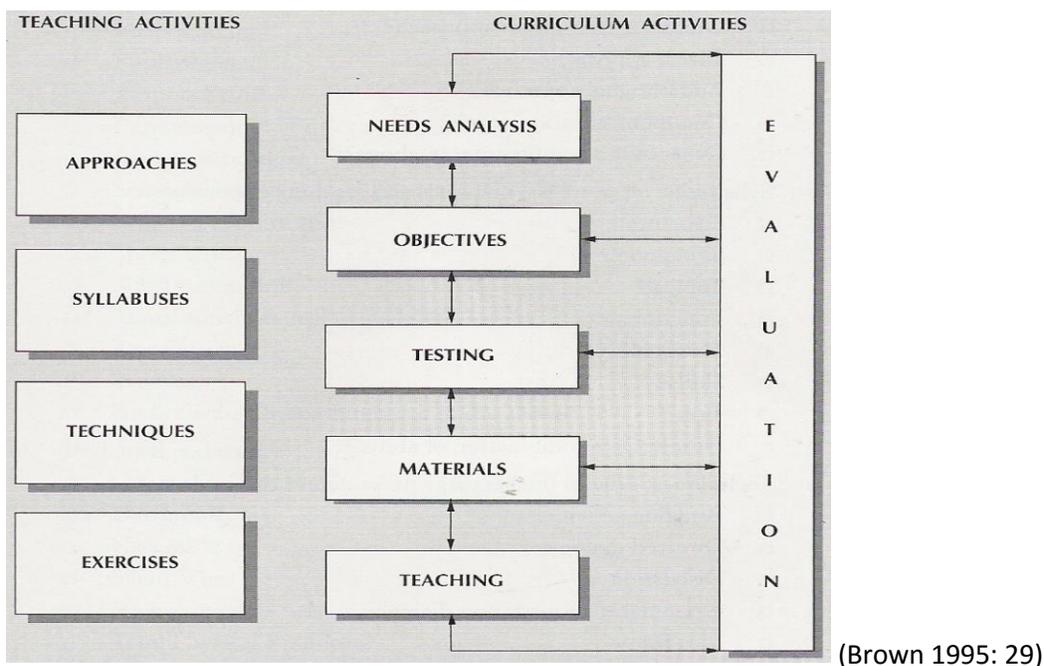
In this chapter four leading curriculum scholars' work will be analyzed to provide a framework and to identify key components for looking at ELT curriculum/course design, Brown (1995), Graves (2000), Nunan (2001) and Nation (2010), in that order. The scholars' general approaches to curriculum design will be explored, followed by an explication of the main components that are common to any language teaching curriculum, whether that be at the course, or program level. The DWE already has a curriculum in place (see figure 3.5 at the end of this chapter), and the goal of this thesis is not to completely redesign that curriculum, but rather, to enhance it at various levels based on a triangulation of the graduate and teacher data which was gathered and analyzed for this study. Since the key components should be part of curriculum design even at the individual course level, they will be of value in any change or improvement that is suggested; hence the general usefulness of considering recommendations of the leading scholars in language program curriculum and course design.

As Graves (2000: 3) states, "Designing a language course has several components. Classic models of curriculum design²³ as well as more recent models agree on most of the components...These components

²³ Graves work is done more at the course level rather than overall curriculum level, but the philosophy she expresses is that the course must fit within the goals of the larger curriculum. In this study, the use of course and curriculum can be viewed as interchangeable to some degree, since the goal is to—as much as possible—have individual courses fit within the larger curriculum framework of the Department of World Englishes.

comprise setting objectives based on some form of (needs) assessment; determining content, materials, and method; and evaluation.” Figure 3.1 below, from Brown 1995, effectively illustrates the key components of language curriculum/course design, and although it is somewhat linear, and recommends beginning the process with the needs analysis as a necessary first step, the bi-directional arrows indicate the iterative nature of the process, as evaluation must be continually conducted and implies adjustments, modifications, and improvements to the model, which subsequently impact and require adjustments in some or all the related components.

Figure 3.1: J.D. Brown Interface of Teaching and Curriculum Activities



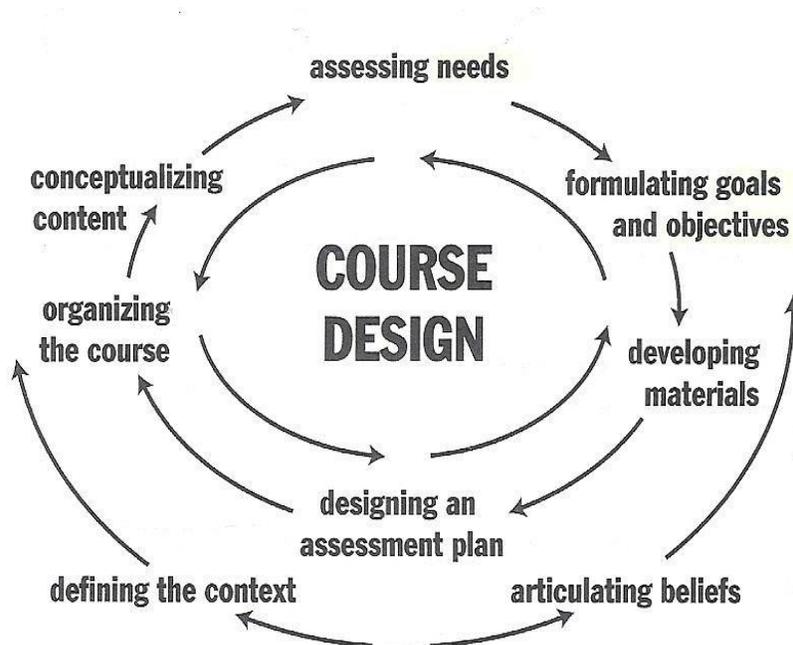
In spite of its iterative nature, both Graves (2000: 2-3) and Matsuda (2013, personal communication) have indicated that Brown’s model is still somehow too ‘linear’, in the sense that it may give the impression that one must always begin with a needs analysis and progress through the various steps sequentially. As a result, in 2000 Graves designed a ‘systems’ approach to course design (although the subtitle of Brown’s book is also ‘A *systematic* Approach to Program Development’) which is a circular flow chart. Similar to Brown, it has a bi-directional nature, in this case accomplished by two rings of arrows going in opposite directions. Graves’ model has six rather than five main components (although Brown

could be counted as six if 'evaluation' on the far right side is included). In addition, Graves adds two components at the bottom of her model, which serve as the 'foundation' for the other processes. Whereas Brown uses the noun form (Needs Analysis, Goals and Objectives), Graves deliberately changes these processes to the verb form (*Assessing Needs, Formulating Goals and Objectives*) to convey the idea that, "... course design is a thinking, a reasoning process, in which a 'subject' (the teacher) acts and makes decisions" (2000: 5). A central point and advantage of Graves' circular system is—a point which she is careful to stress—that it cannot be interpreted as being sequential and one can begin the process at any point. In fact, she does not introduce assessing student needs until Chapter 6: "This process usually comes first in most books...(but) I have put it after goals and objectives because, in my experience, the majority of teachers do not have the opportunity to do a pre-course needs assessment and so must do needs assessment once they start teaching" (2000: 7). Further, she states:

One of the reasons I started teaching and writing about course design was because much of the literature about curriculum design portrayed the process as a *logical, rational sequence* ...However, this logical sequence is often impractical and unproductive and has the effect of making teachers feel that they are doing something wrong if they don't follow it. (Graves 2000: 5, emphasis added)

For Graves, designing a language course is a work in progress; it is a dynamic process which is "organic, unpredictable, challenging, satisfying and frustrating" (2000: 7). Figure 3.2 below is the graphic representation of Graves' model:

Figure 3.2: Graves Framework of Course Development Processes



(Graves 2000: 3)

One limitation of Graves work, as she herself makes us aware, “My experience and research have not been at the level of the overall curriculum of a program, so I cannot comment on how accurately the literature captures that reality” (2000: 5). Hence the title of Graves’ book, *Designing Language Courses*, aimed more at the individual teacher than the program administrator. This may not be a negative for the purposes of this thesis, since it attempts to work with teachers to implement change at a grassroots level in their courses that fits within the larger curriculum goals. This more focused view can be of use to any teacher, rather than just the program designer/administrators, which will help to inform incremental change which might be suggested for the Chukyo DWE: which needs to be implemented on a teacher-by-teacher basis if it is to be something that teachers ‘buy into’ and is to be followed in the long term.

Graves also points out that although she recommends the teacher as active agent or subject who does the assessing, formulating, designing, organizing, etc., she also recognizes the importance of, “...collaborating as much as is feasible and desirable with students, other teachers and administrators...because a course is usually part of a larger system of a curriculum and an institution” (2000: 5). Brown also stresses that collaboration with teachers is extremely important, and a curriculum is destined to fail if it is a top-down design done by administrators of a program without consultation of those who actually will implement it. This again coincides strongly with the key statement referred to earlier by Hayes (2013) in his Asia TEFL plenary address. As Brown (2001: 183) warns, “We have to live *most intimately* with the teachers. One cannot make materials that are ‘teacher proof.’ Saudi Aramco did a Needs Analysis of a curriculum for Petroleum English and never talked to the teachers. Teachers know how to make a curriculum fail!” (Emphasis added)

For both Brown and Graves, developing a curriculum is about ‘process’, whereas Brown feels that in the work of Richards (2001), it is more about ‘product’ (Brown 1995: 220). Brown also points out that in the Saudi Aramco example, the students did not want to learn about fluids and gases and other aspects of petroleum English, but wanted to learn “English for shopping in London or English for meeting girlfriends in Cyprus²⁴” (Brown 2001: 2). Similarly, in a lecture delivered to the faculty of the DWE in 2001, Brown explained that in a course developed in China, the students wanted grammar because that is what they were good at, whereas with pair work, they lost face and did not want to risk taking chances. Both examples illustrate that while the students may not always know what is best for them, the curriculum

²⁴ This may be true, but would not have helped Saudi Aramco meet their needs. Thus needs must be balanced between the individual and the institution/society.

does need to take their perceived needs and learning styles into serious consideration, as scholars such as Canagarajah (2000) and Cortazzi and Jin (1999) have pointed out. This point could be overemphasized however by Canagarajah, since in a truly international setting, even if one is from Japan or China, where a more passive, teacher-centered culture of learning is the norm, if one is to engage with others in meetings and other forms of contact using English as the lingua franca, one does need the ability to have a certain degree of forwardness and willingness (MacIntyre 2007) to clearly state ones opinion and share information.

One point concerning the majority of curriculum design books, is that while they may advise the designer to consider the ‘method’ or ‘approach’ which represents their theory about the nature of language and of language learning (Graves 2000: 2), and some may even mention a ‘philosophy’, in general they are all designed with a mainstream TESOL point of view²⁵. For example, Brown’s list of methods (see fig. 3.3 below) includes the entire history of language teaching methods, but anything related to EIL, WE, ELF, or related paradigms was not included, although Smith (1983: 111-117) had conducted significant work on EIL methodology in the 1980s. Kachru included a sub-section at the end of the 1992 edition of *The Other Tongue* on ‘Teaching world Englishes’ including a short chapter he himself authored, but this was more a call to action than a specific outlining of concrete methodologies based on a WE perspective. Sandra McKay authored a book on *Teaching English as an International Language* in 2002 and had produced several earlier works, but there was not yet enough of a critical mass of work done in the EIL area, especially regarding its curricular implications, for Brown to register it among his list of possible methods. This indicates that teachers trained in mainstream ESL/TEFL are not usually familiar with WE, and may need some additional training or effort if they are to implement it.

This may be true, but many scholar/teachers are now working on volumes which try to outline the features of an EIL-informed method, and this type of work should only increase in coming decades. These are in the references at the end of the thesis, and include *English as an International Language* (Sharifian 2009), *Principles and Practices of Teaching English as an International Language* (Matsuda, ed. 2012), *The Pedagogy of English as an International Language* (Giri and Marlina 2014), *Global English Teaching and Teacher Education* (Dogancay-Aktuna and Hardman 2008), and from an ELF Perspective, *New Frontiers in Teaching and Learning English* (Vettorel 2015).

²⁵ As informed by mainstream SLA research, as covered in Chapter 2

Figure 3.3: Brown's list of "methods"

Audiolingual	Eclecticism	Situational
Classical Approach	Communicative	
Pair Work		Functional
	Dictocomp	Task
Natural Way	Suggestopedia	Direct
Method	Silent Way	Counseling-Learning
Structural Approach		Dartmouth Method
	Grammar-Translation	Speed Writing
Topical		Total Physical Response
Drama		Cloze
The Army Method	Skills	Jazz Chants
	Notional	
Problem Solving		

(Brown 1995: 1)

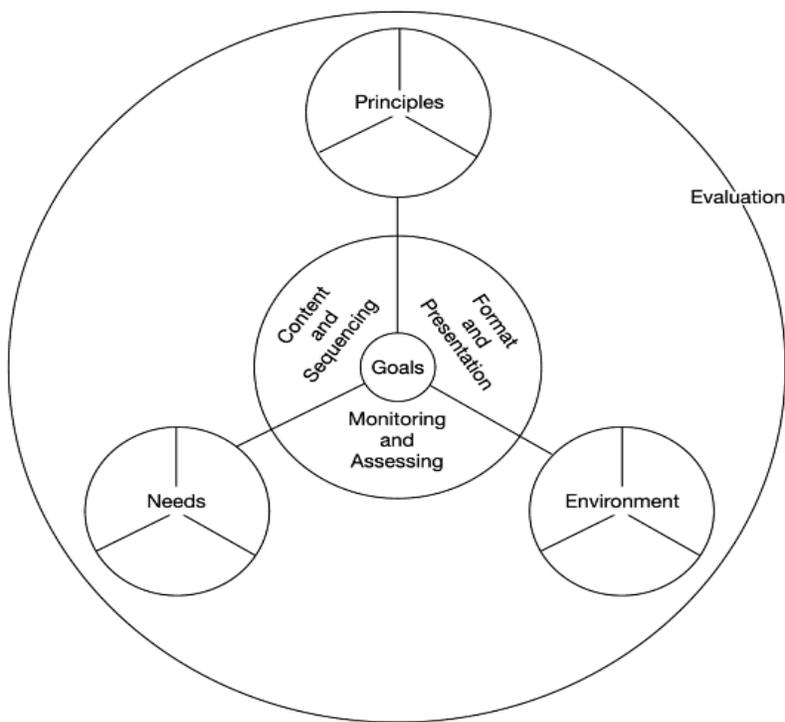
Certain essential mainstream SLA assumptions such as those challenged in Firth & Wagner (1997) (see Chapter 2, section 2.2.2.2), are never questioned, as seen by the list of 'methods' at the beginning of the Brown book, which indicates that the method of delivery or presentation of language instruction can vary in myriad ways, but there is little attempt to relate these to the wide range of sociolinguistic functions which English may play in particular contexts. There is a tendency throughout to view language in terms of discrete 'amounts of language' that a student learns (Brown 1995: 112) rather than more abstract behavioral tendencies and negotiation strategies or skills as would be found in ELF or EIL. For them, English is a monolithic subject which needs to be mastered.

In spite of being the most recent contributor to the field, Nation is the most extreme in this regard. Known for his work primarily in second language vocabulary acquisition (Nation 2001, 2008), Nation's (2010) book on curriculum design is heavily slanted toward a pre-Firth and Wagner (see Chapter 2 section 2.2.2.2) individual learner / cognitivist approach to language acquisition, drawing heavily on Long, Krashen, Gass, R. Ellis, Richards and other mainstream SLA/EFL scholars. His main theme is 'coverage' of language items, and his extensive focus throughout the book is on 'frequency'—a common concept in vocabulary lists such as West's 1953 *General Service List* but extended here to include verb forms and other syntactic structures. In addition, his strong recommendation of specific methodologies popular in recent mainstream TESOL methodology such as Extensive Reading (Day and Bamford 1998), render his work less applicable to the problem of introducing WE-related paradigms to Expanding Circle curriculum design.

His '20 Principles' (2001: 38-39, 40-70) based on what he says to be 'already known' about second language acquisition in terms of 'best available principles' (2010: 2) or 'accepted principles' (2010: 9), is a useful list of what mainstream cognitivist SLA theorists generally believe to be true, and would be true if designing a traditional skills, notional (Wilkins 1976), or topical syllabus, but from a WE perspective handicaps his design in that he feels good language curriculum must be based on these 20 principles.

Still, Nation's study is highly concise and well-organized, and is informative in that it includes all the main components of Brown and Graves, in a circular model reminiscent of Graves, but without any significant new major components added. So we may conclude that Nation's work does not, at least in general terms, represent a significant advance in mainstream thinking regarding language curriculum development. It is thus 'safe' to base a general model of curriculum for our purposes, on the structural components of Brown and Graves, with the knowledge that Nation has not uncovered anything new which would need to be included. The fact that Nation does add a circle for 'environment' indicates a possible place to situate or take into consideration the context one is in, including if one is planning to introduce WE-informed theory in a curriculum plan.

Figure 3.4: Nation's (2010: 3) model of parts of the curriculum design process



Brown and Graves are more careful to maintain a neutral stance and do not advocate specific methodologies. Graves is careful to refer in almost every chapter to the particular course designer's 'beliefs' and 'understandings' about what language is, and how language is learned (Graves 2000: 3, 26, 127, 151, et sequitur) and she shows respect for differing points of view. She does explain that her own belief is in student responsibility and choice (Graves 2000: 25), the usefulness of collaboration and using mind-maps to think things through, but does not recommend specific pedagogical techniques. Brown (1995) also uses the communicative approach (since that may have been at its height in 1995) in many examples, as does Graves (2000: 6, 140-141), but does not recommend any specific methodology.

Nevertheless, neither Brown nor Graves shows much awareness of WE-related work or its implications for ELT, although McKay, Smith and others had published some early work in this area by this time. In terms of ways of organizing materials, Brown presents a list of seven discreet ways of organizing syllabi, evidenced through his survey of many ESL/EFL textbooks, partially using McKay (1978) as a guide, regardless of whether the fundamental approach to the course/text is classical, grammar/translation, direct method, the audio-lingual method, or communicative. "Regardless of the approach a teacher adopts, she or he must plan and organize, and make decisions about what should be taught first, second, third, and so on" (1995: 6-7). While McKay (2000) presents only three main types (structural, situational, notional), Brown (1995) expands this to structural, situational, topical, functional, notional, skills, and task-based. He then adds an eighth, called mixed/layered, since few syllabi can be operated employing just one of these ways. Perhaps mixed/layered would be the most practical in trying to introduce WE-related ideas into curriculum, as teachers are gradually convinced of the usefulness of such an approach, and as DWE learners also have certain expectations for being taught by NS practitioners, and having their grammar corrected.

The work of David Nunan, a long-time contributor in the field of curriculum/syllabus design (1988), is summarized and updated in Nunan's informative chapter in the 3rd edition of *Teaching English as a Second or Foreign Language*, edited by Celce-Murcia (2001). His work backs up the main points included in the work of the other mainstream curriculum design scholars, as well as providing some new insights. Nunan (2001: 55) highlights the pioneering contribution to curriculum design by Tyler (1949), who first articulated four crucial questions:

1. What educational purposes should a school seek to attain?
2. What educational experiences can be provided that are likely to attain those purposes?

3. How can the educational experiences be effectively organized?
4. How can we determine whether these purposes have been attained?

For Nunan (2001: 55), with regard to language education: “The first two questions have to do with syllabus design, the third with language teaching methodology, and the fourth with assessment and evaluation”. As with Brown, Nunan (2001: 56) outlines various approaches to language curriculum design in a chronological/historical fashion, whereby ‘Grammatical’ syllabuses were the traditional type most commonly encountered. To Nunan (2001: 56), “the assumption underlying these syllabuses is that language consists of a finite set of rules which can be combined in various ways to make meaning.” A key aspect of the grammatical syllabus was to “control input...so that only one item was presented at a time.” The problem with such an approach is that the language encountered outside the classroom is not structured in such a sequential manner. According to Nunan (2001: 57), this method also came under attack in SLA research by Krashen (1982) and others which demonstrated that learners did not acquire language in the order specified in the grammatical syllabus but more in a natural way. Interestingly, to make this point, Nunan (2001: 56) uses the example of the third person singular verb inflection, /s/ “Third person s is one of the first grammatical morphemes to be taught, but for many learners it is one of the last items to be acquired. In fact, some learners never acquire it.” This is germane to the current dissertation, in that the third-person /s/ is one of the prime subjects of early ELF research in the work of Breiteneder (2005).

Nunan (2001) subsequently outlines several other approaches, such as the ‘Organic’ approach, whereby language is acquired more like plants growing in a garden, more like in a whole language approach, than as the sequential building blocks of a grammatical syllabus. With the advent of Communicative Language Teaching (CLT) in the 1970s, the communication needs of the learner were stressed, and Needs Analysis became a resulting field of inquiry. This was also closely linked to the growing popularity of English for Specific Purposes (ESP) and English for Academic Purposes (EAP). The issue of Goal and Objective setting is a natural outgrowth of such Needs Analysis. Nunan (2001: 58) echoes Brown’s (1995: 73) point “that objectives are...much more specific than goals, and numerous objectives will be specified for any given goal.” Nunan reminds (2001: 58) us of that for using language as a communicative tool, Halliday (1985)²⁶ outlines three broad functions: 1. to obtain goods and services, 2. to socialize with others, 3. for entertainment and enjoyment. These broad functions can be elaborated

²⁶ He refers to Halliday’s 1985 *Spoken and Written Language*, Deakin University Press.

into goals, and further elaborated into objectives. The work of Wilkins (1976) also supports this type of functional/notional approach.

Nunan (2001: 59) then moves on to the Competence-Based Language Teaching (CBLT). This is an approach which, according to Richards (listed as 'in press' in Nunan 2001: 59), offers an alternative to Objectives-based program planning. It is based primarily on ability of the learner to accomplish certain real-life goals in real communicative situations. The levels of the Common European Frame of Reference or CEFR would be an example of CBLT. Nunan (2001: 60) next discusses the Standards Movement which developed in the United States in the 1990s. These were developed in response to pressure from politicians to improved standards in public schools to bring about more equality and accountability across geographical and socioeconomic lines. This movement tends thus to be more norm-referenced, while Objectives of Competency approaches are more criterion-referenced. Nunan (2001: 61) also discusses Notional-Functional syllabuses which are covered by Brown (1995) and Nation (2010) and the recent trend toward Content-Based syllabuses rooted in the theory of Content-Based Instruction. Such syllabuses all: "...share one characteristic—language is not presented directly, but is introduced via the content of other subject...such as science, geography, and mathematics. Learners acquire the language in the course of doing other things." Nunan (2001: 61) then moves on the cover a final two types: Task-Based syllabuses and the Integrated Approach to Syllabus Design. Task-based syllabuses distinguish between target tasks and pedagogical tasks. Target tasks are those which the learner might be expected to perform outside of the classroom, such as "Taking part in a job interview" or "Completing a credit card application", which pedagogical tasks tend to take place inside the classroom, such as information gap exercises between partners. Pedagogical tasks are further broken down into 'reproductive' tasks (in which the target language to be used is largely predetermined) and 'creative' tasks, which are less predictable. For Nunan (2001), an Integrated Approach, in which all of the previous approaches are embraced and drawn together into a single design, is what he advocates, as demonstrated in the following five points:

Identify the general contexts and situations in which the learners will communicate.

Specify the communicative events that the learners will engage in.

Make a list of the functional goals that the learners will need in order to take part in the communicative events.

List the key linguistic elements that learners will need in order to achieve the functional goals.

Sequence and integrate the various skill elements identified in Steps 3 and 4.

This integrated model of Nunan's (2001) shows a flexibility and openness via the integrated model, which can be extended to incorporate a WE/ELF/EIL approach to curriculum design, which will be revisited in Chapter 7 of this thesis.

None of the models include, at a deeper abstract level, a consideration of what we might term: the 'paradigmatic stance or base' of what a curriculum might be. Brown (1995) for example, points out an impressive array of different approaches to language teaching, but all are essentially directed towards achieving 'native-like' proficiency, which is described by various scholars as being unrealistic and also undesirable (Honna and Takeshita 1998, Widdowson 2014). Thus we see various useful models or systems for developing a good curriculum, but must take one more step back, to consider, that if we firmly believe in a WE-informed EIL/ELF-centered curriculum, how does this impact the entire system, at both a macro level, as well as at the micro level all the way down to individual lesson planning? This may sound too prescriptive in that the program level administrators would be advocating a certain paradigmatic outlook, but as Brown (1995) points out, a curriculum can be most effective when 60-70% of the objectives are decided by program directors (in consultation with teaching staff) and then 30-40% is 'free': thus with proper teacher education and awareness-raising, a WE/EIL curriculum should be possible to develop which is consistent with the sociolinguistic reality of English in the work today, at least to a 60-70% level. A true WE/EIL-based curriculum development guide such as Brown or Graves has not yet been developed, although some scholars (Matsuda 2012, McKay 2002, Alsagoff et al 2012) are beginning to lay the groundwork.

Nevertheless, the components which all four primary Models (Brown 1995, Graves 2000, Nation 2010, and Nunan 2010) use are as Graves mentioned, quite agreed upon. We can have confidence that these various experienced authors have included the essential aspects that any thorough curriculum design needs to consider and incorporate. What Brown (1995: 78, 90, 97) repeatedly reminds us of is that all of the steps of curriculum design involve a lot of hard work and may never be perfectly designed and agreed upon, but that in doing them, we are forcing ourselves to plan and think about essential parts of the type of program we wish to build, and that all the steps are very much worth doing. We do not have to set everything in stone: curriculum should continually be reviewed, evaluated and improved on. But by doing this important work, we should truly have programs which increasingly match what we are trying to achieve with our students. In the DWE, there is already an established curriculum, so the model of Graves may be most relevant, in that one can begin at any point in the circular process. By deciding to implement

certain WE-informed enhancements, and then doing a very thorough job of working together in cooperation with all of the key stakeholders--perhaps especially with the front-line classroom teachers—one can ensure insure that the program will be “bought into” and implemented in an effective manner.

The next section will summarize the important aspects of each of those components in a general or ‘meta’ sense, whatever the particular learning context may be, using primarily Graves’ verb-based naming of components, but also drawing on Brown and Nation where applicable.

3.2.2 Key components of Curriculum Design

3.2.2.1 Defining the Context

This section outlines key components of Curriculum Design, drawing on several of the above scholars, and mentioning the relevance of each to the specific context of the DWE, as well as the larger Japan and Expanding Circle contexts. For Graves, defining the context is a key early step in the process of curriculum and course design, whether at the macro or micro level. This is discussed here in Chapter 3, and is a very important activity for any type of curriculum improvement or intervention. It will be taken in consideration again in Chapter 7, based on the results of the empirical data used in this study.

3.2.2.2 Articulating Beliefs

Articulating beliefs, a term used by Graves (2000), would in Brown’s (1995) model be represented to the left side of figure one in the uppermost position, as ‘Approaches.’ While the terms represent similar concepts to the two scholars, ‘approaches’ has a somewhat more narrow meaning in Brown. He refers to it as the “overall orientation” of a program (Brown 1995: 140), but defaults in his following text to adoption of the mainstream Communicative approach, an indication that he is not aware of the possibility of a WE or EIL/ELF approach to language. Thus, while neither Graves (2000) nor Brown (1995) strongly advocates one particular approach (unlike Nation 2010 who does), it allows for more creativity and for a more original, fundamental and eclectic design to use Graves (2000) term here, since she repeatedly stresses its crucial importance as “What you believe....what you understand about how people learn language” (Graves 2000: 127), which leaves more space for the program designers to draw on an eclectic, and more complex theory of language than is seem in Brown or Nation. According to Graves, this identification and spelling out of our beliefs helps curriculum designers to see “...what is ‘core’ and what is not” (Graves 2000: 203).

For a university level program in Japan, with the author’s experience of being in a managerial position as a program designer—at least for the English language portion of the curriculum—this implies a direct involvement in designing of a specific curriculum for a specific context, namely that of Chukyo University DWE, as a starting point. Hence this thesis, in Chapter 7, will outline specific components that are based on specific Beliefs, and attempt to demonstrate their effectiveness over other designs, and the extent to which they may be generalizable to a larger community. The teachers, as prime implementers of any curriculum enhancement, must be consulted and engaged with this process of articulating beliefs, and the need for ongoing teacher training will necessarily be a part of any effort to translate WE/EIL/ELF beliefs into ELT practice.

3.2.2.3 Assessing Needs – Objective & Subjective, Situation & Language, Content & Process

For both Brown (1995) and Nunan (2001), it is the birth of communicative language teaching (CLT), which gave rise to the science of Needs Analysis. According to Nunan (2001: 57), CLT “...began, not with lists of grammatical, phonological, and lexical features, but with an analysis of the communicative needs of the learner. A set of techniques and procedures, known as needs analysis, was developed to assist designers adopting such an approach.” This view is not incongruent with a WE/EIL/ELF informed view of language, although we may go beyond addressing the communicative needs of the learner, to addressing the communicative needs of the “user”.

Needs analysis, as mentioned earlier, is essential for any curriculum to be pertinent and useful towards meeting the goals of its students, regardless of the chronological order in which one places it. Brown (1995) outlines that needs have heretofore been viewed from the perspective of three main dichotomies: according to Nunan (2001: 58), drawing on Brindley 1984), needs can be divided into Objective Needs, which are those that derive from the context and can be largely decided by faculty, admin, an program designers, and those which are Subjective—relating more to the personal needs and preferences expressed by the students (Brindley 1984:31).

Brown’s (1995) second dichotomy refers to these using the terms ‘situation needs’ for the objective needs, and ‘language needs’ for the subjective needs. Objective needs include information on a program’s human aspects within a larger contextual sense. They include:

physical,
social, and
psychological contexts in which learning takes place;

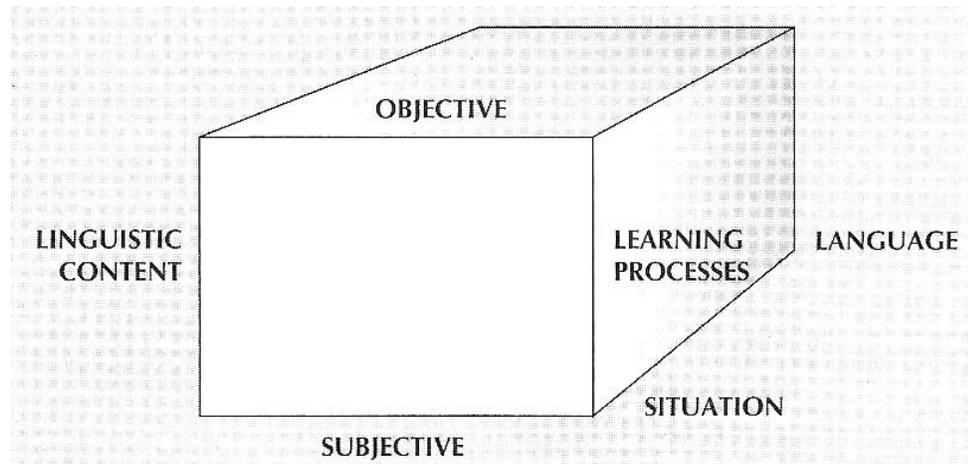
And is related to:

1. administrative,
2. financial,
3. logistical,
4. manpower,
5. pedagogic,
6. religious,
7. cultural, and
8. personal factors (personal in the sense of the staff rather than students).

All these impact the program (Brown 1995:40). Regarding the subjective (language) needs, Brown (1995: 40) describes these as being related to the "...target linguistic behavior learners may ultimately acquire." They include "circumstances in which the language will be used, dimensions of language competence involved, learners' reasons for studying the language, and their present abilities with respect to those reasons, and so forth" (1995: 40). In this dichotomy, it can be seen that 'situation needs' are mainly concerned with the 'objective' needs of the Brindley (1984) model, but also may include those which he would consider to be 'subjective'. Similarly, 'language needs' are mainly focused in the subjective needs of Brindley, but may include those which Brindley considers to be objective, such as the situation in which the language is used. For the purpose of this study, the empirical data gathered and discussed in Chapters 5 and 6 provide concrete evidence of these needs.

A third dichotomy presented by Brown (1995) is 'linguistic content' versus 'learning processes'. Both of these are more focused on the individual learner. The Linguistic content position tends to be 'objective' in the sense that it is "spelled out in linguistic terms, whether they be phonemes, morphemes, grammatical structures, case rules, utterances, functions, notions, discourse markers, or whatever", while the learning processes position, "leans towards needs specified from a situation needs perspective, these tend to be more subjectively analyzed needs in the affective domain, such as motivation and self-esteem." (Brown 1995: 41) There are commonalities in these three dichotomies, but since they do capture the complexity of defining 'needs', it is best to keep all three of them in mind, when conducting needs analysis.

Fig. 3.5 Three dimensions that shape point of view on Needs Analysis (Brown 1995: 42)



For the purposes of this study, the dichotomy of Brown 1995—Situation Needs vs. Language Needs—will be the main way of viewing the subject, and issues which must be taken into consideration. As a result, they are fleshed out here in more detail. As for situation needs/factors, the stakeholders or issues which must be considered include:

- Administrators: The role of administrators is multi-faceted in Japan. At the highest level, would the officials of the Ministry of Education, Culture, Sports, Science, and Technology (MECSST), which is commonly referred to by the shortened acronym “MEXT.” MEXT (2011, 2013) has simple guideline for English programs at the primary (starting with grade 5) level, and more detailed guidelines for English at the secondary level. There are few guidelines for English language education the tertiary level, with the exception of classes which are related to teacher training and are considered required under the qualification process for certifying secondary education teachers. At the elementary level, there is a short document of slightly more than 3 pages which very briefly outline the overall objective, content, lesson plan design and handling of content in quite non-specific language.
- Employers: The type of skill set which Japanese employers are seeking these days plays an important part in the way universities structure their departments and try to influence curriculum.
- Institutions: The Japanese government at different levels, the University system in general and Chukyo University in particular, and the Japanese families and their expectations.
- Societies: Japanese society in general, and its culture, norms and expectations (Yamagami and Tollefson (2011)
- Whole Nations: Japan itself
- Manpower: The human resources of the nation
- Pedagogic: The education system of the country
- Religion: The belief system of the nation, which in Japan is more eclectic and less rigid than in many societies, although Confucian values are still strongly held.

In terms of what Brown terms 'Language Needs' these can be answered in a later chapter, based on the data gathered from graduates and teachers, but include:

- Target Linguistic behavior;
- Circumstances in which the language will be used;
- Dimensions of language competence involved;
- Learners' reasons for studying the language;
- Learners' present abilities with respect to those reasons.

3.2.2.4 Formulating Goals and Objectives

Goals and Objectives should be specified as concretely as possible, in terms of what "Students should be able to do." According to Mager (in Brown 1995: 74) this can be viewed in terms of:

- Performance (what the learner will be able to do)
- Conditions (under which the performance is expected to occur)
- Criterion (the quality/level of performance that will be considered acceptable)

3.2.2.5 Conceptualizing Content

Content must be conceptualized in a consistent manner, which fits with the previously mentioned Goals and Objectives. From the perspective of the DWE, this is an area which could face serious resistance if it too strongly recommends WE-informed content without first engaging with the teachers to demonstrate the usefulness and relevance of such content, and to gain their agreement on goals and objectives.

3.2.2.6 Organizing the Course

Nunan outlines that organizing, at the course level involves: Selection, Sequencing, and Justification of Content. This relates more to the organization of individual courses, and may be less connected to WE-related issues, than overall effectiveness of how components of each type of class are handled within the daily and weekly course of the semester.

3.2.2.7 Developing Materials

Materials are important for any language program, and are the main way in which practitioners implement the philosophy/beliefs, content, and logistics of their classes. From a mainstream SLA or TESOL point of view, there is a large selection of ready-to-use textbooks and other materials. To implement a WE/EIL/ELF-informed curriculum is a challenge in terms of materials, and needs to be looked at closely

once program directors and teachers are in agreement on other higher level matters and there is a certain commitment on the part of teachers to try and enhance what they already do well, with certain WE-informed content. This may also depend on the extent to which the program administrators are willing to leave actual materials design to the individual teacher, once the teachers have become familiar with the implications of WE thinking. The materials could then possibly be reviewed at the end of each semester, which would enable fellow teachers to benefit from the classroom ideas of their peers, and to grow an inventory of WE-informed materials to draw on.

3.2.2.8 Designing an Assessment Plan – Breaking free from traditional measures?

Assessment can be viewed two ways: how to assess the curriculum, and how to assess the students. The two are also connected, because part of assessing curriculum is assessing the progress and effectiveness for students.

Assessment of the curriculum is important as a way to keep one's hand on the pulse of the program, to consider what is working well, as well as what is not working well, and to make an action plan for how to remedy areas which need work. It is also very time consuming, but necessary if improvements are to be made on a regular basis. As in Brown's (1995: 42) model in figure 3.1, we can see that every step of the curriculum process feeds into the tall box to the far right of the diagram, labeled 'EVALUATION', highlighting that it is one of the most important parts of the process. In Chapter 7 the role of, and a plan for, evaluation will be discussed in light of the recommended intervention. The evaluation program needs to be designed in an effective and reliable manner, to assess whether new WE-informed components are actually meeting the students' needs in a better way, and to provide some way of measuring this.

Assessment of the students is also something which needs to be done on a course by course basis, with the formal grades which students receive. At the same time, one must consider what other forms of assessment a particular program wishes to use. Will it be one of the more widely used standardized tests, such as TOEIC or TOEFL, or will the department design its own way of measuring whether students are achieving the goals and objectives outlined by the curriculum designers? This also will be addressed concretely in Chapter 7.

The key to a good, comprehensive, and workable curriculum is to effectively integrate all the components which are commonly identified by the experienced curriculum design scholars in a way which

is well-thought out, planned and implemented, and also comes under a regular process of updating and review.

3.3 Extent to which other WE/EIL-aligned Sources have stated Guidelines

There are several programs which have made efforts to incorporate a WE or EIL/ELF-informed pedagogy in Expanding Circle settings. There is a nucleus of other scholars interested in attempting this, especially among those who attend the English as a Lingua Franca Conference, which will have its 10th Conference in 2016. Many of these scholars however focus at the teacher training level within their own graduate programs, and there are few actual ELT programs that are run from a WE/EIL/ELF-aware viewpoint. The programs below do, however, work to implement certain such aspects into undergraduate coursework.

3.3.1 Monash University

Monash University in Melbourne, Australia founded a department of English as an International Language in 2007. They began with a master's program in EIL, soon after Professor Farzad Sharifian joined the Department of 'English in Use' in 2005. Since the program is located in an Inner Circle context it is not an English skills-building program (although it is often mistaken for such, by foreign students seeking to improve their English), but a program which offers a degree in English as an International Language—within the Faculty of Arts—either as a major on its own (with 200 ~ 250 students enrolled at any one time). It also offers a minor concentration and is a source of elective classes for students from other faculties such as engineering, medicine, business and economics, information technology and education. Students in one class may come from as many as 8 to 12 different nationalities (Sharifian & Marlina 2012: 141). They take a sophisticated range of required and elective classes which qualify the students to become experts in intercultural communication and have a deep understanding of the role of English in today's complex world. According to the Monash University homepage (Monash 2015):

English as an international language (EIL) is a timely and innovative discipline that offers a new perspective on the use of English in today's globalized and internationalized world. It also examines the implications of the global spread of the English language for intercultural communication. One of the important features of the units offered in this program is that students are encouraged to critically reflect on their experiences of using, learning, and/or teaching English in a variety of contexts and examine them in the context of the development of intercultural communication skills.

While as a completely content-based program, EIL at Monash may not seem to have direct usefulness for designing language curricula in the Japan context, but a close look at how Sharifian and the faculty have framed their coursework, provides valuable insights for English language pedagogy. Course names include: 1. English, Society and Communication, 2. International Communication, 3. The Language of Electronic Communication, 4. Language and Globalization, 5. WE, 6. Language and Education, 7. Writing across Cultures, 8. English in International Professional Contexts, 9. Renationalizing English, Language, Culture and Communication, 10. Issues in Teaching English as an International Language, 11. Research Design in Applied Linguistics, 12. Managing Intercultural Communication, and 13. Research Project in EIL. By taking a closer look at the syllabi for these courses, the ELT administrator in Japan or other contexts could begin to piece together their implications for the ELT classroom. An example given by Sharifian and Marlina (2012: 148) relates to the type of questions they pose to their students. In a class on language accents within the module on WE, they ask: “Have you ever ‘corrected’ someone else’s accent or ever been asked to ‘correct’ your own accent? *To the ‘corrector’*: Why did you correct person A’s accent and do you think your action is, from a WE perspective, justifiable? What impact do you think your action might have on person A’s identity as a user of English?” They then follow with a question to the ‘correctee’: “How did you feel when you were being corrected? What might have been the hidden assumptions behind the corrector’s attempt to correct your accent? How would you deal with this in the future?” The author in fact, when conversing with an invited Indian scholar, once corrected her pronunciation of a certain word which was not at first intelligible, and replied “Oh, you mean xxxxx”, which was offensive to the other scholar. While this is anecdotal in nature, it demonstrated that an educated Outer Circle user of English maintains his/her own endonormative standards, that NS are no longer the arbiters of what is correct, and this may soon extend to the Expanding Circle as well.

3.3.2 Raising WE/EIL Awareness at two Turkish Universities

Turkey presents an interesting basis for comparison with Japan, because it is also an Expanding Circle context. Professor Yasemin Bayyurt at Bogazici University (totally English medium) has been involved with WE work and has been an active member of the WE community for the past 10 years. With her former PhD student Derya Altinmakas—lecturer at the primarily Turkish medium Istanbul Kultur University, who also is active in WE—she has instituted various reforms to both universities curricula in order to teach from a WE-informed viewpoint. As outlined in their book chapter in Matsuda (2012), Altinmakas’ university had a very traditionally-oriented Department of English Language and Literature which, “focused on British literature, taken in chronological order from the middle ages to the present (Bayyurt and Altinmakas 2012: 171). At the Kultur University, Altinmakas piloted reforms to her undergraduate

Oral Communication Skills and Written Communication Skills classes (Bayyurt and Altinmakas 2012: 170) in 2009 and 2010 that were mainly focused on raising awareness of new varieties of English among students who previously held a strong preconception that English was either British or American. Awareness was significantly raised in the pilot course, and both scholars continue to work to integrate WE thinking into their courses. At the same time as Altinmakas was creating the her pilot study, her university decided to initiate the Bologna process for European accreditation, which resulted in high level faculty and administrators becoming much more interested in the pilot communications class since the goals of the Bologna process are much more clear about “Students’ needs, expectations and future goals, (and) ...the status of the English language in the world today” (Bayyurt and Altinmakas 2012: 176). Bogazici also has large master’s and PhD programs, and Bayyurt has worked to increase awareness of a WE/EIL/ELF point of view throughout the coursework²⁷, thanks to assembling a team of colleagues. She also hosted the 2013 ELF Conference and 2015 IAWE Conference at Bogazici University, where many of her colleagues and graduate students were among the presenters. Bogazici has a large English language teacher training program, which draws many students from its undergraduate linguistics department. Within this graduate teacher training program, she has linked up with ELF scholar Sifakis of Greece, to create the ELF-TED project (Sifakis and Bayyurt 2015: 474), which involved teachers working in public and private education in Turkey and Greece. The essential component of ELF-TED is its website (<http://teacherdevelopment.boun.edu.tr/>) via which participating teachers do a series of ELF-related readings, respond to ELF-awareness raising questions which accompany each paper, exchange viewpoints with other teachers via an online forum, and begin to contemplate ways in which the ideas gained through the readings and forum can be relevant in their own teaching context (Sifakis and Bayyurt: 475). The website includes a syllabus of 66 papers, with prompts and questions designed for every reading. They are divided into a theoretical phase, an application phase, and an evaluation phase. There is also a plan to widen this project via connections in Spain and other countries where an ELF scholar is interested in taking part. Through this kind of grassroots effort, Bayyurt is making a concrete effort to help to change the attitudes of practitioners in the Expanding Circle.

3.3.3 World Englishes-informed efforts in the Japan Context

²⁷ Although the naming of the classes is quite conventional without specifically mentioning ELF, etc. The coursework can be found at <http://fled.boun.edu.tr/home>

As seen in section 2.4.3 of Chapter 2, since ELT is such a widespread practice in Japan, and Japan has a large population and high literacy rate, in spite of there still being a native-speakerist mentality among many Japanese, the country is nevertheless a place where a core of informed scholars have been working to raise awareness of WE, EIL and ELF. In the following sections the most salient of these efforts are outlined.

3.3.3.1 Hino at Osaka University

Professor Nobuyuki Hino at Osaka University—one of the 11 original elite national imperial universities—is a long-time EIL and WE scholar, who was an early follower of Larry Smith, influenced by Smith’s work from as early as 1976. Osaka University does not have a specific English major, but English is taught as part of the larger college of Liberal Arts which serves the many faculties within the University for their 1st and 2nd year required and elective English classes. Professor Hino teaches a reading class in computer assisted language learning (CALL) classroom, as part of the English for General Purposes Program. He entitles the class “Integrated Practice in Teaching English as an International Language (IPTEIL) The classroom is large and he accommodates between 40 and 55 students in his Reading class, which is the main class where he has implemented the IPTEIL.

The objectives of the IPTEIL (Hino 2012a: 185, 186) are to: 1. Acquire identity as EIL users; 2. Become familiar with linguistic and cultural diversity of EIL; 3. Gain cross-cultural awareness needed for communication in EIL; 4. Establish their own thinking to cope with the varieties of values in EIL; and 5. Acquire reading skills in EIL in combination with other skills. The basic teaching procedure of the class is to watch online video news clips in English from Asian, American, and Japanese television shows aired on the national satellite network in Japan. Hino asks the students questions about the content, and then has them read about the same news stories on the real-time web pages provided by the news stations. He does follow questions on that content as well, and then moves on to having the students read other news media in a few different countries, such as Singapore, the Philippines, or in the Middle East. He then asks students to compare and contrast the views represented in those various media sources. They then repeat the previous steps with regard to another news story. Students are encouraged to read and watch daily news in English outside of class.

Hino also teaches a class in the Graduate School of Language and Culture in which he has a balance of Japanese students and international students. At the 21st IAWC Conference in Istanbul in October 2015

he delivered a panel paper in which he outlined a new teaching method (Hino 2015). In this paper he showed images of his class in which 5 students were holding a discussion around a central island of desks, and the remaining group of 8 or 9 students was gathered in a circle all around the exterior of the table in individual chairs. The group holding the discussion are a mix of Japanese and International students, as are the observers. He calls this classroom practice he has developed OSGD: Observed Small Group Discussion. After the actual discussion, he then opens the class up to a meta-discussion about how the discussion proceeded, what worked well, what could have been improved on the part of any of the participants, etc. In this way, he is taking these graduate students who are part of an ELF-based academic discussion, and teaching them how to be more effective at such high level use of English as a Lingua Franca for academic purposes. The focus is not on Native-like features, but on overall ability to get one's point across. This is an excellent example of how WE-informed theory could help make for better classroom practices, based on the sociolinguistic reality of today's higher education. Students are involved in a group discussion in which they must express themselves on academic content related to the class reading materials, in an ELF situation which Japanese mixed with students from various countries. In addition, the observers seated in a ring closely behind the discussants can observe, take notes, and later give advice on how to improve the students' negotiation skills, or express themselves in a more educated and comprehensible manner.

Hino (2015) finds that the classes are very popular and has won a raft of teaching awards, but that there are also many limitations. It tends to be quite teacher-centered, and also shows the essential problem in the Expanding Circle, in the effort "to redefine an English class as an opportunity for real-life use of the language rather than a place for a mere simulation" (Hino 2012: 198). One suggestion he makes is to try as much as possible to have overseas exchange students visit the class, which can quickly make the class more authentic, where students feel "the real necessity to communicate in EIL" (Hino 2012a: 198).

3.3.3.2 Masaki Oda at Tamagawa University

Professor Masaki Oda at Tamagawa University in Japan is another scholar/teacher who is trying to implement an EFL/EIL approach in his university. In 2013 the University officially launched an English as a Lingua Franca program in an effort to update its English language program. The English as a Lingua Franca program draws on research that has been conducted into the implications of the rapid spread of English worldwide over the past 20 or 30 years. A webpage that is part of the university homepage, outlines the

basic concept of the program at a university website (Tamagawa 2015). The author of this thesis consulted Oda in 2013 via Facebook messaging, about the details of the program, but he responded that his main focus was to hire English teachers for the College of Liberal Arts at Tamagawa University, and that by that effort, students at Tamagawa from different departments, when taking their required English communication classes, would be exposed to users of various varieties of English. There were however, at that time, no special training sessions for the teachers, in how to go about teaching English from an ELF perspective (Dewey 2011). The author checked recently, on November 1, 2015 with a scholar who teaches English part-time in this program, and he confirmed that there is no particular ELF indoctrination or requirement that syllabi and lessons contain ELF-related content or approaches, and that each teacher is left to determine their own content. For the author's perspective with hiring Outer and Expanding Circle teachers at the DWE, simply hiring such teachers provides no guarantee that they are WE Enterprise-aware, or that their teaching will not be as prescriptive, if not more prescriptive, than that of NS practitioners. Nevertheless, since the university has taken the step to establish this Center for ELF, it would be of value if it can make a contribution to the field of ELF and ELT, especially since there are so few ELF-committed researchers in the Japan field.

3.3.3.3 The Chukyo World Englishes program from 2002-2013

The full curriculum table for the DWE in its first 12 years of existence is shown in here as figure 3.5 at the end of the chapter. From the box at the top of the diagram, one can see the strong skills orientation of the program. There are 48 credits of required classes, 26 of which are one-credit language skills classes, as is common with language classes in Japan. Also, 2nd, 3rd and 4th year seminars are a standard part of every department at Chukyo, mainly taught by full-timed tenure-track staff, and those 2-credit classes compose 12 of the 44 total required credits.

Below this box there are 26 credits for elective classes, most of which are 2 credits each, giving a total of 74 credits taken within the department. Because the electives content classes (taught in Japanese) are 2-credits, students need to take just 13 of those. 40 credits (mainly 2-credit electives) must then be taken outside of the DWE, in the College of Liberal Arts, and are not pictured on this table, but consulting the range of Liberal Arts classes which graduates recall taking (Chapter 5, section 5.4) gives a full idea of the type of classes they may choose from.

Because language skills classes are all one credit, this results in a curriculum which is skewed quite heavily towards 4-skills, which was a goal of the Japanese department founder. In terms of curriculum

design as seen in the work of the four scholars outlined in this chapter, the curriculum was not designed with a stated or written overall master plan which looks at needs, objectives, testing, materials, teaching, and program evaluation (Brown 1995), but was pieced together based on having an intensive 4-skills program, supplemented by a strong overseas study component. Any recommendations which come out of this thesis will need to follow a more concrete and documented curriculum process, if they are to succeed, and provide a foundation for an ongoing process of improvement.

From a WE point of view, the DWE curriculum had several components in place. The first was a two-semester Outline of WE class (I, and II) which was designed to raise awareness of WE among all 96 incoming freshmen of the DWE each year. The class was taught in Japanese from 2002 thru 2013 by a Japanese full-time professor, and since April 2014 by the author—mainly in English, but with roughly 20% Japanese to provide scaffolding for the lower proficiency students. In addition, a centerpiece of the curriculum is the Singapore Course and 3-week Study Program, whereby all 1st year students take a regular 15-week class on Singapore, which is followed by a 3-week study and cultural program in Singapore, where they stay at the SEAMEO Regional Language Center (RELC) and take classes all morning, and go on cultural excursion in the afternoons to Chinatown, Little India, Arab Street, the Asian Civilizations Museum, and on several occasions to the Changi Jail Museum—a museum set on the site of the prison camp for British and Australian POWs that was created in Singapore during the Japanese occupation in World War II. This is quite a shocking experience for the students, since WWII is in general glossed over quickly in high school history classes in Japan and little mention is made of the atrocities committed during that time. By seeing that Singapore still well remembers the hardships and atrocities of the Japanese Occupation, from a WE/ELF perspective this can raise students' awareness of an important political and cultural historical fact, and make them better prepared to deal with such an issue if it arises when interacting with Singaporean or other Asian interlocutors from countries which suffered at the hands of the Japanese Army during World War II. These unhappy topics are part of the deeper aspects of cross-cultural communication. Other coursework which attempts to raise awareness of WE includes Asian English Studies and to some extent, Cross Cultural Studies—although the professor for that course maintains a quite Native Speaker view of English and culture.

Within the 4-skills program to build English proficiency, important features are the overall intensity of the program (24 total one-credit classes over the first three years), with small class sizes (n=16), and the Peer Support system whereby students have two faculty advisors for their 16-member Peer Group. This

is quite intensive compared to most Japanese universities, and may be a key to the overall communicative competence which DWE students possess. The majority of skills classes are taught by non-Japanese and students are also welcome to the Learning Support Wing, a large center which is open every day and visited by full- and part-time teachers every day. There is one type of skills class called Workshop, which is also a content-oriented or CLIL class taught by mainly non-Japanese part-time faculty, who teach some area of their interest (food and nutrition, philosophy, AIDS awareness, film studies, etc.). This content-based class was designed with a WE-related concept of working towards developing 'Educated Japanese English' in mind, but students may not be aware of the WE-informed reasoning behind the class. Many of the students through the years have commented that Workshop was one of their favorite classes at the DWE, and it does receive mention in Chapter 5, section 5.4.

All students, unless going on a longer semester or year-long overseas study program, are also required to go on another 3-week study abroad program, also preceded by a 15-week course as with Singapore. The destinations for these classes are Boston, Sydney and Honolulu. The Honolulu program was designed by WE co-founder Larry Smith, and is entitled 'Living World Englishes', having a clear goal of enhancing the WE features of the DWE curriculum. Hawaii was specifically chosen due to the DWE link to Smith. The program is fieldwork driven, and the focus is on having DWE students interact as much as possible in Hawaii, with visitors to the island from non-Native contexts. Since the sad passing of Smith, the course will be taken over by Japan Travel Bureau, and may lose some of the features of the previous program, but the 15-week class leading up to that can still have the focus on 'Living World Englishes.' It may be seen as ironic that the other two DWE programs are to Inner Circle locations, but the DWE has a long tie to the University of Massachusetts-Boston, which is viewed as a very valuable relationship. Sydney was chosen to do its relative proximity to Japan and for Australia's connections with the broader Asian community. Fortunately, both Boston and Sydney are very multi-ethnic and multi-national, and offer extensive opportunities for ELF interaction among both students and homestay families. The Japanese faculty are also hesitant to send students to an Outer Circle location such as India, due to pragmatic concerns of health and safety.²⁸

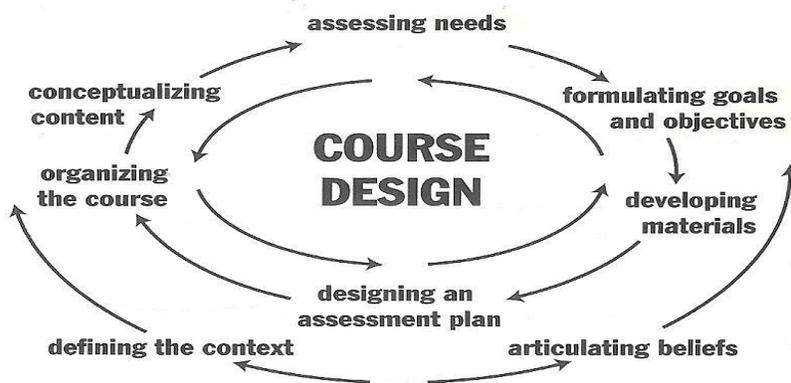
In spite of these certain WE-informed aspects of the program, in general the program directors for the 4-skills program have not made a strong effort to infuse the program with WE-informed concepts, so

²⁸ One Japanese DWE faculty member who is a scholar of Hindi, Urdu and other languages of the subcontinent does however, bring small groups to India each year on an elective basis.

although it is an intensive program which raises students' test scores significantly, students may not have a clear idea of what WE is and how it is integrated into their curriculum. This is due to several reasons. Two of the three program directors were hired prior to the establishment of the DWE, and do not have a WE-orientation. The third skills program director, the author, has spent a number of years becoming more well-versed in WE and ELF theory, but has not up to this point made significant effort to push the skills program in a WE-informed direction, with the exception of trying to influence hiring decisions of part-time teachers to incorporate those from Outer and Expanding Circle countries. It is hoped that the recommendations of this thesis will form the start of a plan to truly implement a WE focus to the DWE curriculum. This lack of a deep understanding of WE by students will be investigated in the results of the graduates' survey, outlined in Chapter 4 on methodology, and discussed in Chapter 5.

3.4 Use of Curriculum Design Insights for this Thesis' recommendations

Below is a smaller image of Graves (2000) course design model from figure 3.2:



As a method to ensure logical design and effective implementation of any recommendations—whether large or small in scope—for WE/EIL/ELF-informed curriculum enhancements which come out of analysis in chapters 5 and 6 of the three data sets for this thesis (graduates surveys, teacher surveys, classroom observations), Graves' (2000) categories will be used as a checklist of steps to follow. From the outer circle from the bottom of her model in figure 3.2, for the more theoretical ideas which inform the curriculum, the components are:

- Defining the Context, and Articulating Beliefs

To this will be added, from Nation (2010), in figure 3.4:

- Environment

From the inner circle of her design in figure 3.2, more related to actual classes, the components are:

- Assessing needs, Formulating goals and objectives, developing materials, designing an assessment plan, organizing the course, conceptualizing content (and back to assessing needs)

This checklist will be employed, and worked on in one concrete example in Chapter 7, to demonstrate how an actual WE-informed curricular enhancement would be designed.

3.5 Conclusion

This chapter has demonstrated how various approaches to curriculum and course design by well-known scholars in that area, as well as existing efforts to begin to implement WE/EIL/ELF-informed ELT curriculum by scholars in various (mainly Expanding Circle) contexts, can be combined to offer insights into how a particular institution, in a particular setting, can move forward with incorporating WE-related ideas into their own educational approach. Yet to date, in spite of making some headway, there is no institution or department which has been successful in permeating their curriculum with — and developing a teaching staff that can integrate — methods and approaches which are aware of and informed by the insights into the reality of global English use today, that have emerged from WE Enterprise research. This includes the DWE. In this sense, trying to implement WE-informed ELT practices is still to a large extent, ‘uncharted territory’ which this thesis will attempt to make a serious contribution to mapping out.

In the plan for the empirical portion of this thesis, as outlined in the next chapter, Chapter 4 on Methodology, the focus will be to continue to provide answers to the research questions for this thesis. The scale and details of the ultimate form of curriculum intervention, will be decided based on the results and findings from the three data sets for this study, and the models outlined here in chapter 3, especially Graves (2000), will be utilized to inform the final curriculum intervention presented in Chapter 7.

List of Specialized Courses for Department of World Englishes

Updated: 2011/2/14

	1st Year		2nd Year		3rd Year		4th Year		Credits for Graduation		
	Subjects	Cr	Subjects	Cr	Subjects	Cr	Subjects	Cr			
Required Subjects	Oral Communication I	1	World Eng. Seminar I	2	World Eng. Seminar III	2	Graduation Research I	2	48 Credits		
	Oral Communication II	1	World Eng. Seminar II	2	World Eng. Seminar IV	2	Graduation Research II	2			
	Presentation I	1	Oral Communication III	1	Oral Communication V	1					
	Presentation II	1	Oral Communication IV	1	Presentation V	1					
	Communicative Writing I	1	Presentation III	1	Communicative Writing V	1					
	Communicative Writing II	1	Presentation IV	1	Computer Skills V	1					
	Reading I	1	Communicative Writing II	1	Reading V	1					
	Reading II	1	Communicative Writing IV	1	Reading VI	1					
	Workshop I	1	Reading III	1							
	Workshop II	1	Reading IV	1							
	Computer Skills I	1	Computer Skills III	1							
	Computer Skills II	1	Computer Skills IV	1							
	Studies of World Englishes	2									
	Studies of World Englishes	2									
	Singapore Seminar	2									
	Elective Subjects			Seminar Abroad I	2						74 Credits
		English Phonetics I	2	General English I	2						
English Phonetics II		2	General English II	2							
			Teacher Training I	2							
			Teacher Training II	2							
			Career Training I (Gen. Guidance for English Testing)	2							
			Career Training II (Eiken)	2							
			Career Training III (TOEIC)	2							
			Career Training IV (TOEFL)	2							
			Asian Area Studies I	2							
			Asian Area Studies II	2							
			Oceania Area Studies I	2							
			Oceania Area Studies II	2							
			Intn'l Business I	2							
			Intn'l Business II	2							
			Intercultural Understanding I	2							
			Intercultural Understanding II	2							
			English and Mass Media I	2							
			English and Mass Media II	2							
			Sociolinguistics I	2							
			Sociolinguistics II	2							
			Asian English Studies I	2							
			Asian English Studies II	2							
			World Understanding Education I	2							
			World Understanding Education II	2							
			Teaching Japanese I	2							
			Teaching Japanese II	2							
			Teaching Japanese Practice I	2							
			Teaching Japanese Practice II	2							
			Studies of English Literature	2							
			Studies of American Literature	2							
			Studies of World Literatures in English	2							
			Studies of Australian Literature	2							
			Distance Learning I (Foundations of American Studies)	2							
			Distance Learning II (Research on American Studies)	2							
			Distance Learning III (Foundations of Japanese Studies)	2							
			Distance Learning IV (Research on Japanese Studies)	2							
			Distance Learning V (Foundations of Asian Studies)	2							
			Distance Learning VI (Research on Asian Studies)	2							
				Business English I	2						
				Business English II	2						
				Interpreting I	2						
				Interpreting II	2						
				Translating I	2						
				Translating II	2						
				Career Training V (Advanced)	2						
			Career Training VI (Advanced)	2							
			Computer Skills VI	2							
			Computer Skills VII	2							
		Library Science I	2								
			Seminar Abroad II	2							
			Seminar Abroad III	2							
			Study Abroad I	4							
			Study Abroad II	4							
			Study Abroad III	4							
			Internship I	4							
			Internship II	10							
			Overseas Employment Seminar I	2							
			Overseas Employment Seminar II	2							

Liberal arts Credits 40 (Not listed here)
 Department Credits 74
 Float Credits 10

Figure 3.6 DWE Curriculum

Chapter 4: Methodology

4.1 Introduction

The literature review chapters: Chapter 2 on the world Englishes (WE) Enterprise paradigms, and Chapter 3 which surveys the most influential thinkers on English language teaching (ELT) program/curriculum design as well as practical issues of implementing incremental curricular change, provide a strong foundation for the key theoretical ideas which should be included—or considered for inclusion—in a WE-informed curriculum, as well as the best ways to design and evaluate the various components of such a curriculum, in a traditional ‘English as a Foreign Language’ (EFL) environment such as Japan.²⁹ Chapter 2 also provides a survey of the literature on the current state of English language education in Japan, which provides a broad Needs Analysis of Japanese society as a whole.

Of course basing curriculum design purely on theory and available data would miss many important factors which can only be gained through gathering actual data related to our research questions. This chapter outlines the methodology used for gathering data to inform the thesis in three main categories: a graduates’ questionnaire, a teachers’ questionnaire, and actual classroom observations. The method of inquiry for each category will be described in depth in succeeding sections of this chapter. The purpose for obtaining the data is to know the reality of the former students of the Department of World Englishes (DWE) in the workplace and for their lives in general, in terms of the type (oral, written, and various permutations of each), and the extent, of their actual need (or lack of need) for English, and the contexts in which they are called on to utilize the language. It is equally important to know the beliefs and attitudes of teachers within the DWE, and to observe their classroom practices, in order to compare the graduates’ attitudes and needs with actual educational practices. The questionnaires for this thesis were informed by two main volumes, *Using Surveys in Language Programs* (J.D. Brown 2005) and *Qualitative Research in Applied Linguistics* (Heigham and Croker 2009). The main focus, however, was the advice of the thesis promoters, that the questionnaires be designed in a very practical way, with the main focus being to find answers to the research questions. As such, the questionnaires were reviewed by, and suggestions and improvements from the promoters incorporated, before piloting the instruments.

²⁹ A term such as EFL, English as a Foreign Language is outdated from a WE perspective, since within a Smith/Kachruvian world view, English is now owned by anyone who uses it, and hence not something ‘foreign’ to anyone who uses English as a part of their daily life.

The first major data component of this study is formed by data gathered from a sample of graduates from the Chukyo University DWE—since at the first level of implementation, before considering wider implications—this thesis is designed to provide concrete guidance for how to successfully implement such a curriculum, or in fact how to enhance the current curriculum from a WE-aware perspective at this College. This thesis will *not* attempt to demonstrate the improved effectiveness of a WE/English as an International Language/English as a Lingua Franca- (EIL/ELF) informed curriculum through quantifiable before/after data, since the literature review makes it clear that incorporating ideas from such paradigms is a move whose time has come, based on the sociolinguistic reality of today’s world, and how Japanese and other Expanding Circle users will need to use English in their future lives. A future study could of course look into trying to evaluate the effectiveness of such curriculum enhancements once effectively instituted, but while very valuable, this would be part of a longer longitudinal study beyond the scope of this thesis.

The literature makes it clear that NSs are now in the minority globally, and that for Japanese, the likelihood of using English with another NNS is much higher than that of interacting with NSs (Y. Kachru 2003). Thus a curriculum that suits the needs of Japanese students should address such a reality, keeping in mind also that there may still be those students who possess ‘integrative motivation’ for studying English—such as those wishing to relocate to the USA, to pursue graduate work in a field such as “American Studies”, or who are fascinated by some aspect of British culture and wish to go there to experience that first hand. Measuring the ‘effectiveness’ of such a curriculum cannot be done simply by using traditional measures such as TOEIC or TOEFL scores, since such measures are often predicated on an outdated NS model. Some scholars such as Shohamy (2014) and Lowenberg (2012) are doing work on developing new tests which reflect the current reality, but consideration of such tests is outside the scope of this thesis. The true effectiveness of such a curriculum can only be measured over time, as graduates of the DWE find that the preparation they received has equipped them well for their future English needs. This is the critical issue the graduates’ survey is aimed at collecting information on.

A second component of the data for this thesis is a questionnaire given to the largely part-time teaching staff, primarily teaching English skills classes, but also involved to some extent with content or Content and Language Integrated Learning (CLIL) classes such as second-year seminars. According to David Hayes, who had long experience introducing government sponsored ELT curriculum change in Thailand, curriculum innovation is, “As easy—and as hard—as talking to the teachers” (Hayes 2013). Since

the system of operating with a large percentage of part-time (primarily NS) adjunct teachers is well-entrenched in Japan, this thesis argues that getting those current long-term teachers on board with seeing the value of WE Enterprise-informed concepts is crucial to the success or failure of making such an initiative. For it is the teachers who actually implement the curriculum, and they hold the power to either deliver the benefits of the curriculum as conceived by curriculum designers, or, to obstruct implementation of that curriculum. The questionnaire is designed to garner their views and perceptions about: 1.) What methods, approaches and techniques works well in general with Japanese university students, and in particular with those in the DWE, 2.) What are the impressions of the teachers regarding the fields of WE, EIL and ELF, their knowledge of the literature in these fields, and 3.) Their ideas about how such ideas might be incorporated into a tertiary-level language curriculum, and how they might suggest changes in more traditional approaches to second language acquisition (SLA) and ELT.

Based on data from the graduates, a third step in data collection for this thesis was to conduct class observations of primarily skills-based English classes in the DWE, but also content-based or English as a Medium of Instruction (EMI) classes. These classes are taught primarily by NSs, but also by several non-Inner Circle instructors, as well as some Native Japanese faculty. The purpose for this will be explained in more detail in section 4 of this chapter. These observations were conducted with the realization that since Japan has traditionally been exonormative in its approach to ELT (following an external American-English based model), and has been affluent enough since the late 1970s and 1980s to import large numbers of NS practitioners at good salary, there is a solid population of experienced NS teachers who have made a long-term commitment to teaching in Japan, and who now teach the majority of 4-skills classes at the tertiary level in Japan. It is important to work with these teachers since the essential make-up of the part-time teaching population is stable in the short to medium term.

The following sections of this chapter will discuss in detail the methodology of data gathering for the three key empirical components of data for this thesis. Section 5 at the end of this chapter will outline how the various groups of data, often in combination with one another, will help triangulate to answer our four research questions.

4.2 Relevance of Methods to Research Questions

Since each instrument is quite detailed, the structure of this chapter essentially follows a step-by-step explanation of each of the four main components of data for this thesis: 1. the literature on the current state of practice in Japan, 2. the graduates' questionnaires, 3. the interviews/questionnaires with teachers and 4. the classroom observations. Let us now, however, consider how the different data sets are designed to answer the four Research Questions. The four questions are:

RQ1: How can (competing/overlapping) WE-related paradigms, all part of the 'WE Enterprise' as termed by Bolton, be incorporated into a broader WE construct?

This question is answered primarily via the literature review in Chapter 2, and the author's own work over the past seven years (beginning with being asked to be on a panel organized by Singaporean scholar Ee Ling Low for the 13th IAWWE in Regensburg, Germany, where he was asked to specifically address WE and Curriculum—due to being part of the first College of WE). In addition, the literature review already indicates that more and more scholars in applied linguistics, especially those from the Expanding Circle who are working on ELF, are developing concrete ways to integrate WE with ELF and EIL. Bolton's own coinage of the term WE-Enterprise shows his willingness, in the influential position of editor in chief of *World Englishes*, to begin to incorporate these related paradigms. In addition, Schneider's (2014) recent coinage of 'transnational attraction' also shows his effort to incorporate the growing English dynamic in the Expanding Circle into WE theory in some way.

RQ2: How can such a broadened concept of WE be implemented in the curriculum and classroom practices of the Japanese University?

Some data from the teacher questionnaires, which show the degree of the teachers' willingness to learn about and incorporate such ideas into their teaching, give specific pointers on how to implement such a broadened concept. The curriculum proposals offered in Chapter 7 will answer this research question with specific recommendations. Again here, concepts emerging in various edited collections on Teaching English as an International Language (TEIL), and English as a Lingua Franca (ELF) work by scholars such as Henry Widdowson (2015) and Barbara Seidlhofer (2011) in Austria, Jennifer Jenkins (2007) in the U.K., Nicola Galloway (2015) of Ireland/Japan, Nicos Safakis (2014) in Greece, Yasemin Bayyurt and Derya Altinmakas (2012) in Turkey, Enric Llurda (2006) in Catalonia, Proshina and Ustinova (2013) in Russia, Enrico Grazi (2014) in Italy, Savio Siqueira (2015) in Brazil (2015), Elana Shohamy (2014) in Israel, Oda Masaaki (2014) in Japan, and Aya Matsuda (2012) in the U.S., show concrete steps to revolutionize

classroom practice in such a way. ELF is in the leadership position in this area, thanks to having the influence and networking power of its own journal with DeGruyter and its own annual conference the past eight years. But importantly, almost every major ELF scholar also has a foot in the WE camp.

RQ3: Based on the English needs of Japanese, what are the advantages of such practices compared to prior practices in developing educated users of English in the Japan context?

Here the questionnaires of graduates provide the key data, since their needs show the broader needs for English in Japanese society, are what must really be addressed. If areas of their need are points that a WE/EIL/ELF-informed approach can specifically address, and teachers can be 'brought on board' to see the usefulness of developing such skills, and can test in some way whether those skills have improved or not, then such practices can be seen to really be more effective than prior/current practices. The classroom observations are also very important here, since they give a clear idea of current practice, and demonstrate what practices may already serve to prepare students to meet those needs, and what practices may need to be introduced to meet needs that are not currently being addressed. The teacher questionnaires then help us to triangulate in on how these suggestions can be made attractive to the teachers, so that they may become part of their new, modified belief system in a way they can accept and commit to.

RQ4: Can such practices be of use in other contexts than Japan? By looking closely at the work of applied linguistics scholars in the WE/EIL/ELF field who are from other contexts, specifically in Europe and Asia, and also South America, it is becoming quite clear that these practices have wide application outside of Japan. There are of course certain practices which may be unique to the Japanese context, such as the reticence of students to speak up in large groups, but these are overshadowed by the common values of WE-informed practices. Examples such as the online platform developed by Nicos Sifakis of Greece and Yasemin Bayyurt of Turkey for connecting high school students around the world is a strong example of this application. Recently Enric Llorca of Catalonia has joined this project. The author has also been invited to consider working with this group, to see if Chukyo students also could be accommodated in the program they have established.

4.3 Questionnaire to Graduates 2006-2014

4.3.1 Rationale for questions

The questionnaire instrument, entitled ‘Narrative Inquiry – Questionnaire for Graduates of Chukyo Department’ (see Appendix 2 for complete instrument) is all in English, and contains a short explanatory paragraph at the beginning, which explains the nature of the research as being part of the author’s doctoral thesis. It explains that the students’ true names will not be used, but that the name is requested for the purpose of making contact for possible follow-up questions. It also explains that the instrument is made up of 28 open-ended questions in order to hear the actual ‘voice’ of the student, as much as possible.³⁰ The paragraph further mentions that the purpose of the questionnaire is to help develop a better curriculum for the Chukyo DWE as well as (potentially) for other tertiary-level institutions. The paragraph also states that students may feel free to be honest and critical of any aspects of the DWE curriculum they experienced, since the goal is to make improvements. The method of gathering the population sample is discussed in section 4.4 in this chapter, after the explanation of the structure of the questionnaire. The questionnaire is divided into six thematic sections: Section 1 includes questions on demographics and experiences prior to entering the DWE, section 2 includes questions relating to the graduates’ attitudes upon entering the DWE and its curriculum, section 3 includes questions on their attitudes towards WE, section 4 includes questions on the graduates jobs and lifestyle after graduating, section 5 contains questions on their post-graduation assessment of the curriculum, and section 6 focuses on electives and suggested curricular improvements

4.3.1.1 Questions regarding demographics and experiences prior to entering Chukyo

The opening paragraph is then followed by a heading section to enter biographical data, including Name (in roman letters), Year of Graduation, Gender, Original Peer Group,³¹ 3rd year Class Group,³² and Hometown and Prefecture. Knowing the year of graduation was considered relevant since those having

³⁰ In actuality, there are 36 total open-ended questions, since several of the questions have parts a, b, and c.

³¹ Upon entrance DWE students are given the Michigan Placement Test of 100 questions, and an interview which is given another 20 points, and then students are divided into six peer groups by proficiency level, based on the total score.

³² In their 2nd and 3rd year, students are ‘replaced’ each April with another version of the Michigan Test (the test includes versions A, B, and C), to which their grade results in three class areas— Oral Communication, Presentation, and Reading—are added for a total of an additional 30 possible points.

graduated earlier (the program was begun in April 2002, so the first incoming class graduated in March 2006) may have more direct opportunity to use English, since they have been in the workforce for a longer period of time). Asking about gender could be relevant to employment and promotion level, since Japan is still a society in which equal employment opportunity for females lags behind that of males, which could affect the graduates' opportunities to use English in their job. Japan has the second-largest gender pay gap in the OECD. Japanese women earn 28% less than men (Globalist 2015). By having the first year 'peer' group the incoming proficiency of the student can be seen, and by having the third year 'class' group we have a later measure of the student's proficiency and study performance closer to the end of the skills program. By using grades rather than an interview for the 2nd and 3rd year 're-placement' decision, the DWE places more priority on the students' achievement within the DWE program itself, and reward those students who are hard workers who were positively evaluated by the teaching staff. Asking the Hometown may be of limited value, but certain studies have implied that those from large metropolitan areas may tend to use English more than those from less populated suburban or rural areas (Yamami 2014).

The open-ended portion of the questionnaire begins with student's background with English before entering the DWE, including whether the student received any form of early English education prior to the mandatory beginning of formal English education in 7th grade,³³ and also whether or not their junior or senior high school had any form of specialized English classes/groups which they may have been enrolled in, or they simply took the standard three hours per week of English mandated by the Ministry of Education, Culture, Sports, Science and Technology (hereafter MEXT). Learning if the students had had an earlier start than the peers, or were in a more intensive program during secondary education, could have an impact on their later success with English and/or the type of employment they gain. Question 3 tried to ascertain the former students' reasons for choosing to matriculate in the DWE, and if it was their first choice. This can help to determine to what degree the advertised goals of the DWE were influential in the student's choice to enroll.

4.3.1.2 Questions related to attitudes upon entering, and the DWE curriculum

Questions 4a, 4b and 4c are designed to discover the extent to which incoming students had any clear sense of their future goals for using English, both in general terms and as regards future employment, and

³³ This was subsequently lowered to 5th grade in 2002, where public school English education was begun under the title of 'activity' (ungraded), and then changed to a full credit class in 2012, after which English education was then begun in 3rd grade as an activity, and is scheduled to change to a full credit class from 2020.

also to inquire about the source of motivation for studying English in the early years they were in the program. Questions 5 and 6 look at the graduates' attitudes towards the usefulness (positive or negative) of various components of the DWE program, during the time they were still enrolled.

4.3.1.3 Questions related to student attitudes towards World Englishes

Question 7 asks about the students' understanding of WE theory and which classes in the DWE informed their understanding of WE the most, to see the extent of their awareness, and whether or not the curriculum is effective in WE pedagogy. 7a asks if the graduates' understanding of WE has any effect on how they currently view their own use of English, to gauge if WE education has had a lasting impact on their attitudes towards English and how they view their use of English.

4.3.1.4 Questions related to English and graduates' Jobs and Lifestyle after DWE

Question 8 investigates whether the graduates' expectation for using English in their future jobs changed at all as they neared the end of their 3rd year of undergraduate study, and began the institutionalized job-hunting process. Several succeeding questions look at the potential for working internationally and hence the increased likelihood of using English in their work. Question 9 concerns the current industry in which graduates work, the size of their current employer, and the extent of that company's international business operations. Question 10a inquires as to whether the graduate is currently involved in an international section of his/her company, and whether this has been from the beginning or several years after joining the company. Question 10b asks about whether the company has TOEIC or other test-related requirements/qualification systems for its employees. This is an increasingly common practice among Japanese companies, with certain companies requiring various levels of TOEIC score in particular, as a prerequisite to promotion/advancement. For example, to illustrate the importance assigned to TOEIC in Japan, the Yomiuri Newspaper reported in 2011,

Beginning in 2013, Takeda Pharmaceutical Co. will require new college graduates to score 730 or more points on the Test of English for International Communication (TOEIC) if they want to work for the nation's largest pharmaceutical firm, company sources said... Takeda's decision likely will influence the recruitment policies of other major companies, observers said. A TOEIC score of 730 or higher indicates fluent understanding of ordinary English conversation. Those attaining that level account for a little more than 10 percent of all test takers, according to the test's provider, the Institute for International Business Communication. Takeda Pharmaceutical Co. is actively seeking mergers and acquisitions of venture companies that possess know-how on hiring foreign researchers or promising new drugs overseas to strengthen its overseas operations and research and development activities. The company wants to secure workers who can bolster its global

strategy by clearly specifying English proficiency in recruitment requirements, according to sources close to the firm. (Yomiuri Newspaper, Jan. 25, 2011)

Anthropology News reports that according a recent article, nearly three quarters of Japanese companies require TOEIC (Test of English for International Communication) scores as a prerequisite for employment (Ronald 2013).

Question 11 regards use of English in graduates' personal/social life outside of work, and may relate more to a concept recently developed by Schneider (2014), called 'Transnational Attraction'. This question allows us to obtain a more overall view of the role of English in the graduates' lives. Question 12 then goes beyond the earlier general questions about the former students' companies, to ask specifically if they do now, or have at any past point, or expect to at any future point, have the need for English in their jobs. Question 13 follows up on this, by asking for those students who do use English in their job, about the balance between written and spoken English. An important issue related to WE paradigms, and to the global sociolinguistic reality of English, is addressed with question 14, regarding the people with whom the former students use English with on the job, and what countries they are from. Data from Graddol (2000, 2006), Crystal (2007) and others makes it clear that NNSs outnumber NSs, and that Japanese are more likely to interact with people around Asia, the Middle East or Africa (Y. Kachru 2003) than with Americans or Britons, so this question allows us to see if such general data is borne out among DWE graduates. Question 15 enquires about the types of work which need to be transacted by the graduate who uses English in his/her job. The question suggests some parameters such as spoken (telephone/skype or face-to-face), written, or translation, in order to establish the relative importance of oral communication versus written skills which they developed in the DWE. The question is also designed to elicit from students the particular applications for which they use English.

Questions 16 and 17 address successes and problems in using English in work-related contexts, to see possible connections of actual workplace needs with the existing DWE curriculum, and investigate possible improvements to the curriculum based on those needs. Question 18a focuses on communication difficulties graduates may have experienced using English either at work or in their personal life, and asks them to comment on which areas (pronunciation, vocabulary, grammar, communication style or cultural differences) may have been the causes of such difficulties. Question 18b asks about how graduates usually repair or overcome such communication breakdowns/difficulties. Question 19 asks students to comment on whether their English use is mainly domestically in Japan, or overseas. There is a common perception

that English is not widely needed intra-nationally in Japan, so answers to this question may shed light on what the more common scenarios are in which Japanese people in their twenties need English.

4.3.1.5 Questions regarding post-graduation assessment of curriculum

The questions beginning with number 20a focus more directly on the students' reflections on the curriculum they took in the DWE. Question 20a asks about which parts of the DWE curriculum were useful to the graduate in his/her personal or work life. Question 20b asks which parts of the curriculum could have been changed or improved to help the graduates with their English needs. Question 20c asks about what currently motivates students to use English and where they see themselves as an English user, 10 years hence, to see the relative value they place on English in their future 'L2 Selves.' Question 21a looks at English skills classes the graduates took as part of DWE, whether taught by Japanese or non-Japanese teachers, and inquiries about the students preferences for the various 'teaching styles' they experienced in those skills classes. Question 21b asks if a student's 3rd year seminar was taught in Japanese,³⁴ and if they perceived any advantage or disadvantages of taking their seminar in their mother tongue.

4.3.1.6 Questions related to electives and suggested curricular improvements

Question 21c looks at the elective 'content' classes the students took from the liberal arts department, their level of satisfaction with those classes, and whether there were some other classes they might have liked to see offered. At DWE, as with the many Japanese universities, students take the majority of their classes in their own department. In DWE, students take 72 of the 124 credits needed to graduate in the DWE, of which 46 are required and 26 are elective. (See figure 3.5 for a chart of the DWE curriculum.) English skills classes are mainly only 1 credit, and content classes such as Asian Englishes Studies or Cross-Cultural Understanding are 2 credits. Electives within the DWE tend to be related to language, culture or international business. 8 credits are 'float', in the sense that they can be filled with electives from either DWE or the College of Liberal Arts, and 44 credits must be taken from the College of Liberal Arts. Question 21c hence attempts to identify the academic areas outside of English language itself, offered by specialized faculty within the College of Liberal Arts, which the students found to be useful or interesting.

³⁴ Towards the end of their 2nd year, the 96 DWE students choose from among 7 or 8 third year seminars offered by full-time faculty, of which 4 or 5 have been taught by Japanese professors, and 3 by American professors. They choose 5 professors in order of priority, and while we attempt to give each student their first choice, about 10% of students may only get their 2nd or 3rd choice in order to balance the numbers somewhat. Students continue for 2 years with the same professor, and write their graduation thesis in the L1 of that faculty member.

Question 22 follows up on this, by asking which elective classes in our own department were *most* useful to the students with regard to their current job. Conversely, Question 23 asks which elective classes in DWE were *least* useful to the graduate in his/her current job. Question 24 asks the former student to recommend any type of elective classes which they feel it would be good to add to the DWE curriculum, since that is also an area the Department has more control over, while liberal arts classes are externally determined to serve all the other colleges including Psychology, Japanese Language and Literature, Policy Studies, Management, Economics, Modern Society, Sport Science, Information Technology, and Engineering, and are much harder to request changes or additions to. Question 25 is a final question about the curriculum, which asks students impressions of the overall language balance in DWE, between English-medium and Japanese-medium classes. Where there are a few English-medium content/lecture classes, the majority of English-medium classes tend to be skills classes, while the majority of elective classes are taught in Japanese, even within DWE. Within the College of Liberal Arts, the classes are all Japanese medium.

Question 26 asks if the graduates continue to study or try to improve their English, and the reasons and methods for such. Question 27 is a general question about the rather 'structured' nature and learning style of most areas of Japanese education and society, and whether students feel more comfortable with this learning style. This question is designed to establish the extent to which they may prefer a traditional Japanese approach to education, or not. Finally, question 28 asks if the former graduates have any further final comments they would like to make, either regarding their English learning experience at Chukyo, or their use of English in the workplace.

The questionnaire is long and very open-ended, and thus time consuming. While designed to learn the students' attitudes in depth, is not the kind of instrument to which a large number of responses might be obtained. In addition, to better ascertain the attitudes of the graduates, depth and insight were judged to be more important than quantity of responses.

4.4 Determining the sample population

Since the DWE numbers close to 800 graduates since 2006, it would be impossible to administer and process such a long open-ended questionnaire to a large percentage of those graduates. In addition, it would not be realistic to find and contact the entire population. Yet today, with Social Network Services (SNS) such as Facebook, it is possible to locate a significant percentage of former graduates. The former

graduates were contacted via Facebook in the private ‘message’ function, and asked individually if they could respond to the questionnaire. Students known to the researcher, but not necessarily having taken classes with the researcher, were contacted first, beginning with the first group of graduates in 2006. This method is a combination of contacting graduates via past student lists combined with aspects of ‘snowball sampling’ (Atkinson and Flint 2004).

There has been little significant change in the curriculum since inception of the department, so it is not necessary to have a large sample from each graduating year, since the only major difference over time would be the length of their post-graduation career span. The goal was to obtain a sample of at least 30 graduates, with gender and proficiency features which reflected the overall population. Of the entire sample of this study of 44 respondents, 10 were male, or 22.7%. The historical average for the department is 19.8% male, as majoring in English has tended to be less popular with males than Economics, Management, Law or Engineering and the hard sciences. The rate has trended up in recent years, however. As for proficiency group, the DWE has been divided each year into six ‘peer groups’ of approximately 16 students, based on the results of the 100-point Michigan Placement Test, in conjunction with an interview, which was designated up to an additional 20 points. The groups are reshuffled in their 2nd and 3rd years based on another Michigan test (there are three versions of the test, A,B, and C), and up to 20 points for their average GPA in three types of English skills classes over the previous year (Oral Communication, Presentation and Reading), with 20 points given for an ‘A’, 15 points for a ‘B’, 10 points for a ‘C’, five points for a ‘D’ and zero for a failing mark. An attempt was made to send the survey to a balance of students from the six peer groups, based on their freshman group. In order to disguise which group was the highest in early years of the department, the order of peer groups from high to low proficiency is 6-3-1-2-4-5, but for the purposes of clarity, that are ranked here from A to F.³⁵ Since the survey is quite long with 32 open-ended questions each calling for a response of several lines, of the 65 students who initially agreed to do the survey, only 44 were returned. The sample population is somewhat skewed towards the higher end with number of respondents as follows, by proficiency level from the left:

Table 4.1 Graduate Participants by Incoming Peer Group

Peer Group	A (highest)	B	C	D	E	F (lowest)
Respondents	17	7	5	7	5	3

³⁵ The order was originally juggled in order for it not to be obvious the relative proficiency of the groups.

The fact that more students from the highest initial peer group responded may be a function of the fact that the researcher was the advisor for this group along with one other professor, and also, that those with lower proficiency or comfort in English may be less likely to spend time on a long survey conducted in English. While many of our students move up in peer group by one or more notches from one year to the next, others may fall in peer group. Peer 5, the lowest group, is least likely to rise.

4.5 Pre-coding and Coding of the Graduates' Responses

In order to organize and make sense of the plethora of data gotten from the relatively long open-ended qualitative responses, to see trends in the data and increase reliability of the findings, a coding scheme was developed. Prior to this actual coding, the responses from graduates were printed from the Word document which was returned to the researcher from the graduates. They were then closely read as they came in over a period of several months, with important responses highlighted, and comments added to the margins of the paper. Saldana (2013: 19) mentions,

....never overlook the opportunity to “pre-code” (Layder 1998: 19) by circling, highlighting, bolding, underlining or coloring rich or significant participant quotes or passages that strike you—those “codifiable moments” worthy of attention.

Indeed, this is a valuable process to the researcher, to be familiar with the data and identify some emerging trends and intriguing and important quotations from the raw data, for later use.

As some responses were still coming in, the researcher began the process of entering the data into an Excel spreadsheet. On the Excel spreadsheet (data on the CD at the back of this thesis), the questions were entered in a row of headings, horizontally across the top in somewhat wide columns, depending on the average length of response. The respondents were listed vertically, from earliest graduates to latest. A column wide enough to display several numerical codes was later inserted before each question response column, with a corresponding short heading. The researcher then began the process of designing a coding scheme based on the responses. A separate Word document was created, with a separate page for each open-ended question, in sequential order. The raw responses were then reviewed in the Excel sheet, where it was easy to view similar answers, and if an answer expressed a clear idea or seemed generalizable into a category, and especially if an answer matched for several respondents, it was given a temporary abbreviated code of 2 or 3 letters. These were listed below as yet unused cluster

numbers in alphabetical order. The example below shows a coding scheme being started for Question 4b on the graduates' survey:

Q4b – What future job type were you targeting in your freshman year?

CODE "clusters" for interpretation

AC = Airport, Cabin Attendant
 AG = Airport, Ground Staff
 BG = Business General
 EUJ = English Using job
 EP = English Proficiency
 ET = English Teacher
 FS = Fashion Industry
 GW = Global/World Involvement
 JT – Japanese Teacher
 LO = Live overseas
 NGO = NGO/Humanitarian
 NR = No real job type
 RE = Real Estate
 SP = Sports Business
 TC = Trading Company
 TI = Translator/Interpreter
 TT = Travel/Tourism

Once this point is reached, the next step for each question is to create a tentative name for a cluster of similar answers that may form a larger common group, and move the temporary code up under the cluster in red. This is repeated, in an iterative process of adjusting cluster names, moving codes to a cluster they fit into better, at times combining codes, or adding new codes, until finally the researcher was satisfied that the codes were clustered in a manner that best reflected the actual range of responses in an efficient manner. The original rather cryptic abbreviated codes have been in most cases expanded to short phrases containing full words. Once it was determined to use a numbering scheme for actual entry of the codes into the Excel file containing the raw data, there was less reason to try to minimize the length of the codes. Once the codes were entered into the EXCEL file, the data was validated by a colleague from another university in the Nagoya area. The final page of clusters and codes for graduates Question 4a appears as below:

**Q4b – What future job type were you targeting in your freshman year?
CODE “clusters” for interpretation**

CLUSTER 1 – Freshman Job Target - Air Travel Related

1.1 **AIR CABIN** = Airport, Cabin Attendant

1.2 **AIR GROUND** = Airport, Ground Staff

CLUSTER 2 – Freshman Job Target – Specific Job type/Industry

2.1 **BUSINESS GENERAL** = To work in the Business field in General

2.2 **ENGLISH USING JOB** = To get a job using English

2.3 **FASHION** = Fashion Industry

2.4 **REAL ESTATE** = Real Estate

2.5 **SPORTS** = Sports Business

2.6 **TRADING** = Trading Company

2.7 **TRAVEL/TOURISM** = To Work in the Travel/Tourism field

CLUSTER 3 – Freshman job target Helping people, global involvement

3.1 **GLOBAL WORLD MINDED** = Global/World Involvement

3.2 **NGO** = NGO/Humanitarian

CLUSTER 4 – Freshman job target General Language Proficiency or Integrative target

4.1 **ENGLISH PROFIC** = English Proficiency

4.2 **LIVE OVERSEAS** = Live overseas

CLUSTER 5 – Freshman job target Education/Language

5.1 **ET** = English Teacher

5.2 **JT** = Japanese Teacher

5.3 **TRANSL/INTERPRET** = Desire to work as a Translator or Interpreter

CLUSTER 6 - Other

6.1 **NR** = No real job type

Once the codes reach this level of refinement for all questions through number 28, the next step is to actually begin entering them into the codes column for each open-ended question. The advantage of having number the clusters and codes, is that the codes do not take up much space in the Excel file, and are easy to compare and total when adding their frequencies. An individual graduate response on any particular question could have from one to as many as four or five codes, but customarily, from one to three. During the coding process, it was inevitable that in coming back to the raw data, it did occur at times that none of the codes seemed quite right for that response, so for each question, there was at least one new code added, by adding an ‘a’ or ‘b’ to the codes, such as 1.1a, 1.1b, 1.1c.

After the entire graduates’ file was coded, in order to verify the reliability of the codes, Z-san, a colleague from the local Nagoya research group, LEARN (Language Education and Research Network), which holds monthly meetings on a Saturday morning in which various members present the current research, agreed to code the same graduates’ Excel file, doing approximately 20% of the coding. Nine participants were

chosen from the file, numbers 8, 12, 16, 20, 24, 28, 32, 36 and 40 to be coded by Z-san. The codes were then compared with the ones done by the author, and were found to have an overall 86% match. Cases of differences were investigated, and in almost every case were found to be due to some minor ambiguity, such as for Question 3, regarding why the student had chosen to attend the DWE, there are 4 codes relating to studying overseas, and there was some subtle difference between the codes which was not picked up by the second rater, who was less familiar with the raw data. In several cases the actual codes entered in the Excel file were modified by the author as a result of the 2nd rater noticing a code that was appropriate but had been missed by the author when doing the original coding.

Once this process was completed, with the codes entered into the Excel file as accurately as possible, the writing of Chapter 5 could begin. One last step before writing, however, was to total the frequency of each code for each question. This was done by using a B5 notebook, and allowing one page for each question on the survey instrument. The number of occurrences were tallied in clusters of five for each code type, by a simple process of counting occurrences with single parallel markings under the code number, which were crossed off when a frequency reached 5.³⁶ These totals were later entered into tables, and are on the Excel file on the attached CD. Once this step was completed in the notebook, and the method of presenting the data was determined (see section 4.9 of this chapter) writing of Chapter 5 could be started.

4.6 Questionnaires given to Current teachers

4.6.1 Rationale for Questions

In this section, similar to section 4.3 above, the set of questions which make up the teacher questionnaire will be explained. An explanation similar to what is included at the beginning of the questionnaire administered to graduates of DWE was not included, since the original plan was that the questions would be used as a guide in face-to-face small groups. The following is the main content of a mail which was sent to the original pilot group: A group of NSs who teach in the DWE on Friday afternoons, and customarily go to have beer and light food at a local pub afterwards, to celebrate the end of the work week. This kind of gathering is quite common in the 'gaijin'³⁷ ex-patriate community in Japan. It is important to include

³⁶ This seems rather primitive, but was quick, systematic, and well-organized.

³⁷ Well-known Japanese term to refer to foreigners in Japan. A shortened version of the full expression: *gaikokujin* (*gai* – foreign, *koku* = country, *jin* = person)

this as part of the Methodology, since teachers are very busy, and also the researcher possesses some power over the part-time teachers in terms of hiring/firing, so in order to obtain honest responses and to get the teachers to put in the necessary time to reply to the questionnaire, the tone of the request is quite important. The mail was as follows:

Hi Colleagues - Hope you are all well! I am doing several Focus Groups as one of the last pieces of data for my PhD dissertation, and I thought it would be great to start with some of the group who goes to Popcorn on Fridays. So I was wondering if some or all of you might be OK to meet with me this Friday 10/17 for about 1 hour starting from 4pm, or a little earlier such as 3:30 if you are all done by then, in our *Kokusai Eigo* Career major's meeting room. It would be a great help to me, and I would be happy to buy some beer for all afterwards at Popcorn. I may also run one on 10/24, so if you can't do it this week, perhaps you are free next week, and I could also ask John and Matthew, and see who else may be around on Fridays. Ideally we would have 4 to 5 people in one session.

The basic premise I would be working from is that you are all valuable teachers with lots of experience in Japan, so I would be looking to ask you what you do that you feel works well here, what your beliefs about language teaching are (in general and for specific skills/class-types, and then to get some input from you about how you think the WE or EIL/ELF paradigms might be useful (or not) to inform what you do in the classroom.

Sincerely, Jim

After the first group was not easy to put together, and one very experienced teacher said he felt the questionnaire was too long to cover in one hour or ninety minutes, he inquired if it would not be better to respond to the full questionnaire in writing first, so I decided that while I would continue to conduct several smaller face-to-face sessions with usually 2 teachers, that it would be more efficient to ask for answers in writing, with the option to follow up with questions to certain responses which may have needed elaboration. The following is the e-mail to our main group of part-time skills teachers asking them to please answer the questionnaire:

Dear Colleagues -- Do you think I could ask you to take some of your valuable time to fill out this rather lengthy open-ended questionnaire, and return to me by the end of the month if possible? It is for part of my PhD dissertation, in which I am investigating the possible relevance of WE ideas being incorporated into university English education in Japan, and it would be great help to get your input, since you are the backbone of the language program (which I realize is a bit leaner than it has been in the past). I would like to have all of our ELT staff answer this in the coming month. As previous parts of data, I have done questionnaires of our WE graduates about their use/needs for English in their working/personal lives, and have done some class observations-- but need to do more class observations. A basic premise I am working from is that teachers of long experience in Japan, primarily but not exclusively NSs, are and will continue to be the main teachers in

language programs at Japanese universities, and that to any extent which WE or EIL/ELF-related concepts may be of value in this context, it would be as an incremental change/addition to what such teachers already do very well.

If there are some questions about certain skills which you don't have much experience teaching, you can mention that on the survey briefly. The questions near the end on World Englishes and ELF, etc. are something I would like to possibly discuss in a small group, once you have had a chance to return the questionnaires, as well as some of the earlier questions. I and my advisors, Bertus Van Rooy and Susan Coetzee Van Rooy, have gone through several edits on this and drafts, but also feel free to comment if you have some suggestions about the format. Thanks so much for any assistance you can give me.

Sincerely, Jim

The actual make-up of the sample population, who either responded to the question in writing, or by an interview format, is discussed in Section 4.6.6 of this chapter. The responses are discussed in Chapter 6, but this Chapter will outline the goals of the questionnaire. The main structure of the questionnaire is to begin by asking some opening, general questions about the Japan context, and then—since the DWE skills program is essentially structured on a 4-skills basis—to ask questions about the teachers' way of approaching each skill. The latter part of the questionnaire addresses issues related to WE, EIL, and ELF. The instrument includes 16 questions, with a numbering scheme ranging from 1 to 7, including sub-categories for many of the questions (i.e. 4.1, 4.2, 6.1, 6.2, and 6.3) each question is given roughly five blank lines of space after it, indicating the desired length of response. The researcher was seeking answers at a fairly high philosophical level with some examples, and not a high level of specific detail, but one weakness of the instrument was that this was not expressed explicitly. The complete questionnaire instrument is in Appendix 2. The questions are prefaced by a short comment in red type which states, "The below questions are primarily referring to University level context".

4.6.2 Questions regarding General perceptions of Japanese learners and broad ELT approaches

Question 1 asks about characteristic traits of Japanese university students as foreign³⁸ language learners, and how these influence their success at language learning. Question 2.1 asks about the teacher's broad approach to teaching English in Japan.

³⁸ Within WE or ELF theory, the term 'foreign' marks an attitude whereby English is not considered to be 'owned' by the learner/user, but the term is more accessible to the majority of teachers.

4.6.3 'Four-Skills' related Questions

Question 2.2 asks the teacher to describe a typical Oral Communication class they would teach in Japan, and for them to comment on their approach to teaching pronunciation. Oral Communication is probably the quintessential English class in the minds of Japanese learners, due to the popularity of 'Eikaiwa' conversation schools around the country, which attempt to teach 'real, spoken English' (usually very NS-based), which tends to *not* occur at the secondary school level, where classes are geared towards passing entrance exams (Aspinall 2006, Matsuda 2013) and are fundamentally grammar/translation based. From a WE/EIL/ELF perspective, oral communication classes would tend to be less Native-Speakerist (Houghton 2012) in their focus, so it is an important area to begin with. Also, pronunciation is traditionally one of the feature areas that WE scholars look at when looking at varieties of English, and is also an area where Native practitioners in Japan are at times frustrated.

Question 3.1 asks the teachers' opinion as to the priorities and goals of teaching English speaking and listening in Japan. The question is prefaced by the comment in red type, "May skip if covered in 2.2". Question 3.2 moves on to the next important 4-skills area, and asks teachers to comment on their perception of the priorities and goals for teaching English Reading in Japan. Perhaps the question could also have been made broader about teaching reading in a 'foreign' language in general, but it was felt to be better to focus on Japan, and that answers might also reveal the teachers general beliefs for wider contexts of ESL/EFL reading. Reading research is quite an active topic in recent years in TESOL circles, with Japan having its own Extensive Reading conference every year since 2010, so this question was expected to generate interesting responses. Conversely there are problems with raising the academic reading levels of Japanese students, so it was hoped this question might elicit answers which addressed that point. Question 3.3 asks what the priorities and goals should be for teaching English Writing in Japan. This also is rather too broad a question, but the answers were hoped to address issues regarding future needs of students—possibly in the workplace—so the researcher did not want to lead the response too much in any particular direction.

Question 4.1 asks about the teacher's attitudes towards error correction and accuracy when marking students' English essays or written work. WE and related paradigms tend to be fundamentally 'variationist' in nature, and hence open to new and creative ways of expressing things which are endo-normatively developed in specific contexts. How this tolerance of variation may impact fields such as academic writing is a controversial question, with no simple answers. The question is designed to get a baseline feel for the

DWE teachers' thinking about written accuracy. Question 4.2 continues on the accuracy/error correction subject, but asks about it with regard to students Oral Presentations. Within the DWE PowerPoint presentations are very common, and the DWE sponsors two major presentation events every year, one held on a Sunday in which all 1st and 2nd year students present in their Peer group and another in which students from the selected best three or four groups of three students present to company representatives in their third year. Presentations also may be an integral part of the graduates' future working lives, so an important area for them.

4.6.4 Questions related to Content and Language Integrated Learning

Question 5.1 moves on to inquire about the teachers' knowledge of a Content- or Content and Language Integrated Learning- (CLIL) based teaching approach. CLIL and EMI (English as a Medium of Instruction) and similar and quite popular topics of research in the TESOL field these days.³⁹ Part of the influence for this is the great increase in EMI in the E.U. (see Kalocsai 2013⁴⁰) due to extensive border crossing in universities, and more demand for English in general in the various E.U. commissions and higher education. This has been a rich area of research for ELF scholars in Europe recently. The globalization of higher education is resulting in more and more EMI programs around the world including Asia. While Asian countries do not have the same extent of EMI as in Europe, there are at least 5 significant large EMI programs in Japan, in addition to the Global 30 program, where most national universities in Japan now offer at least one major—often in the sciences—in English. At the DWE itself, the ISEP (International Student Exchange Program) program has long offered students semester and one year exchange programs in America and the U.K., but this expanded to include Finland in 2007, France in 2010, Korea in 2013 and Austria and Germany in 2014. As a result, it is of interest to observe that the part-time teaching staff in the DWE is aware of this trend, and what their understanding of the term CLIL is. Question 5.2 asks if the teachers are able to implement Content- or CLIL-based teaching in their classes in Japan, the degree of success they have with it, and if it should be explored in Japan to improve students' English proficiency and readiness to study overseas in content rather than skills-based programs, ultimately preparing them

³⁹ Prof. Kumiko Murata of Waseda University in Tokyo has hosted a panel in ELF every year since 2012, and for the 2014 two-day event, also added an afternoon panel on the 2nd day—in which the author was one of the panelists—on EMI in Japanese Universities.

⁴⁰ Kalocsai is an ELF researcher who investigates English-medium higher education in Central Europe.

to be the '*Gurobaru-jinzai*' (global human resources) so widely mentioned in the Japanese media and education circles.

4.6.5 Questions directly related to 'World Englishes Enterprise' Paradigms

Question 6.1 finally introduces the concept of WE, and asks about the teacher's opinion and to briefly explain their understanding of the concept. The DWE was founded in 2002, and a full-time professor has taught 'Outline of WE' as a two-semester class to all freshmen since that time. Due to the naming of the DWE, it is clear to teachers that the concept informs the educational philosophy, and hence teachers can reasonably be expected to have some understanding of the concept. As a result, the question could be interpreted to be threatening to some NSs, but they should have a basic perspective on the concept. Teacher education efforts in the early years were mainly focused on half-day sessions on a Saturday which explained the goals of the skills program, but were not heavily focused on WE-theory, since at that time the skills coordinators were just beginning their own WE education process. In subsequent years most efforts to interact with teachers on methodological matters has been done via annual meetings with groups of teachers involved in each skills category, as a debriefing and exchange session usually conducted in late January, during exam week, before teachers leave for the spring holidays when many return to their home country for as much as 7 or 8 weeks, prior to the start of the next academic year in early April. These sessions tend not to look at WE-related issues, except for those in Presentation, in which the program director does refer to WE concepts in a general way, although focusing mainly on developing applied implications of WE-related concepts at a theoretical level, more than actually working with teachers on their practical implementation.

Nevertheless, teachers are reminded of the name every time they climb the stairs to the DWE's fourth floor 'Learning Support Wing', by a huge yellow and blue wall painting declaring 'The College of World Englishes' with the 'WE' logo and its 5-foot tall lettering, they are all aware that every freshman students spends 3 weeks in Singapore (because it is a classic Outer Circle context), and they have seen the presence of three different one- or two-year visiting scholars since 2002: all of whom were from Outer Circle contexts and working within the WE paradigm, to increase the students' exposure to, and awareness of, the concept. In addition, the seminar teachers and their students are routinely invited to several special lectures by WE or EIL/ELF scholars who are visiting Japan, including Larry Smith on two occasions, Enric Llorca, Ravinder Gargesh, Isabel Pefianco Martin, Shirley Dita and others. Of course the NS teachers are also aware of the DWE's efforts to hire Outer or Expanding Circle part-time teachers, but this is not easy,

since so few of them work in Japan. As a result of these various (if insufficient) initiatives, it was anticipated that teachers would be able to express some basic understanding of WE. The purpose of the question is not to embarrass teachers, but to gauge the baseline understanding they have, in order to decide where to begin with more dedicated teacher education, if the DWE is serious about implementing WE-informed concepts in the overall curriculum.

Question 6.2 attempts to broaden the question, and ask about the teachers' understanding of related paradigms. The question hence asks teachers how a WE approach might differ from an approach where English is regarded as an International Language or as a Lingua Franca, in order to see the extent and nature of their understanding of EIL and ELF, and also how they might perceive them as similar to or different from WE. Question 6.3 inquires as to how a WE/EIL/ELF approach might be used in the English classroom in Japan, a question which asks the teachers to postulate some specific classroom ideas which would be consistent with such a view of English. This question could yield very useful data to see if DWE practitioners are able to imagine what the implications of WE-related theories are, but probably difficult to answer as well, if the teacher is not very familiar with the theoretical models. Question 6.3.2 then offers the teachers an opportunity to express doubts or concerns, by asking how they feel such an approach might be irrelevant or not beneficial to Japanese university students. Question 6.4 asks how such an approach might be combined with what he/she 'already does best' as a teacher. This question is designed to reinforce the basic premise of the research into learning about teachers' beliefs/attitudes and practices—that the teachers are the key front-line⁴¹ stakeholders and in many ways know what works best, or how to make new ideas work well. It asks them, however, to actually think about how WE-informed concepts might be integrated into their own practice, and should reveal enlightening results, either via productive suggestions, or a lack thereof.

Finally, as a closing question, Question 7 asks the teachers to speculate about what kind of in-service teacher training they think would be helpful to learn more about how to incorporate some WE/EIL/ELF-informed concepts into their own teaching in Japan. This is an effort to show the teachers that the DWE would desire a bottom-up approach, in which their opinions are taken very seriously, and are used to inform the nature of in-service training.

⁴¹ Or as one NS part-time teacher said (regarding error correction), "We're down in the trenches every day."

Overall, the questionnaire may have not addressed every possible area of teaching, but forms a quite in-depth instrument to ascertain DWE teachers' beliefs, practices and thinking on WE-related paradigms. Through its open-ended nature, it allows the teachers to express themselves freely and provides a second leg in the tripod of data for this thesis. The data should be highly valid and reliable, although keeping in mind that the teachers may feel that answering in 'the wrong way' would not endear them to a program where WE-related ideas form the ideological foundation. But by consulting the teachers in a humble and truly interested way, it is hoped that their answers will be honest and reliable. Many of the teachers have been with the DWE for more than five years and in many cases as much as 20 years, going back before the foundation of the DWE to the old Department of English Language and Literature, and have from time to time had constructive disagreements with coordinators over the years, so the researcher believes that the teachers have some confidence that their jobs are secure in spite of possible differences of opinion.

4.6.6 Determining the sample population

Since the number of full-time and part-time teachers in the DWE is much smaller than the number of graduates from the program since the first cohort graduated in March 2006, it is possible to sample data from a higher percentage of the population with an open-ended survey instrument. In addition, some part-time teachers who teach elective classes could also be considered if they teach in English, or full-time Japanese faculty if they teach a class that is related to, or has possible interfaces to WE-related theory or implications. Potentially, all faculty members could have been asked to complete the questionnaire, no matter what course(s) they are teaching, but the 4-skills classes and 2nd year seminar classes are those which fall directly under the jurisdiction of English-medium program directors, and also where the recommendations for curriculum enhancement will be made in this thesis, so the participants were limited to teachers of those classes. In addition, full and part-time instructors of required and elective classes within the credits students need to take from the College of Liberal Arts (a total of 40 credits, each class being 2 credits), almost entirely in Japanese, were not considered for answering the questionnaire, since in terms of governance they are a completely independent College within the university.

Of the 24 current part-time teachers within the DWE, not including 8 part-time teachers who teach electives in Japanese—the names are translations of the official Japanese course titles—such as Career Development, Tourism Studies, Media English, Syntax, Phonetics,⁴² Translation, and World Understanding

⁴² Syntax and Phonetics would be an important class to have a WE-informed focus, but it would be sensitive to raise the topic at this point, and to find Japanese faculty holding a WE-aware viewpoint to teach them, but should be a focus of future effort.

English, all were contacted, and 18 finally returned a completed questionnaire or were interviewed. This represents a sample which is 75% of the total population which was approached, and includes NSs from the USA, Canada, Australia and the U.K., as well as 3 Japanese and 4 from other outer or expanding circle contexts. The participants of the teachers' survey and classroom observations (see section 4.8 of this chapter) are listed in the following table:

Table 4.2 Biodata on Participating Teachers

Number	Circle	Degree	Number	Country	Degree
T1	Outer	Master's	T15	Inner	Master's
T2	Inner	Master's	T16	Inner	Master's
T3	Inner	Master's	T17	Japan	Master's
T4	Inner	Master's	T18	Japan	Master's
T5	Inner	Master's	T19	Outer	PhD
T6	Inner	Master's	T20	Inner	Bachelor's
T7	Inner	Master's	T21	Inner	Master's
T8	Inner	Master's	T22	Japan	Master's
T9	Expanding	Master's	T23	Japan	Master's
T10	Inner	Master's	T24	Inner	Master's
T11	Outer	Master's	T25	Japan	Master's
T12	Inner	PhD	T26	Inner	Master's
T13	Inner	Master's	T27	Inner	Master's
T14	Inner	Master's			

4.7 Pre-coding and Coding of the Teachers' Responses

Similar to the process with the graduates' surveys, the researcher printed the written responses that were returned as e-mail attachments, as well as having the detailed written notes that were taken by the researcher on the actual 5-page paper questionnaire form which was printed prior to the interview or pair-interview (with an additional copy of the questionnaire given to the interviewee for references). These notes were organized in the same way as the written responses of teachers, if rather more

conversational in nature, and less in the form of full sentences. The researcher considered to tape record any interviews that were done orally, and one interview was test-recorded using the Zoom A4-n high quality digital recorder that is used for official recordings for both the VOICE and ACE corpora,⁴³ but since the interviews are rather long, and the study was not focusing on the exact discourse of the responses, the researcher made the decision that notes could be taken that accurately reflected the teachers' responses, and would save time having to later transcribe entire interviews, which would become significantly longer than the written responses from other teachers.

Thus with all teacher responses in written paper-based form, similar to the graduates' responses, the researcher read these, numbering the responses T1 through T18, and used a highlight pen to accentuate answers that were particularly pertinent or revealing. Notes were also jotted down in the margins for future reference. Later, when entering the responses into the Excel file for teachers' surveys, some of these notes were added as parenthetical comments at the end of a teacher's response, so that what had been observed about that answer might be expanded on when quoting from raw data in the process of writing the results in Chapter 6.

As in the case of the graduates' surveys, as some responses were still coming in, the researcher began the process of entering the data into an Excel spreadsheet. On the Excel spreadsheet (data attached on the CD at the back of this thesis), the questions were again entered in a row of headings, horizontally across the top in somewhat wide columns, depending on the average length of response. The respondents were listed vertically, from earliest respondents to latest. A column wide enough to display several numerical codes was later inserted before each question response column, with a corresponding short heading. In contrast to the graduates' survey where answers to the open-ended questions usually were only one or two sentences long (with some exceptions) so each respondent was allocated one vertical line, the teachers' responses could be very long, usually of a paragraph in length and at times of two paragraphs. In order to be able to conveniently read the whole answer in Excel, and also since the number of responses was fewer (18 as opposed to 44), the researcher decided to allocate more vertical lines to each question, enough to fit the longest response of that particular respondent on any one question, in order make the data easier to view in Excel.

⁴³ The 'Vienna Oxford International Corpus of English' project headed by B. Seidlhofer at the University of Vienna, and the 'Asian Corpus of English' ELF project headed by A. Kirkpatrick, based at Hong Kong Institute of Education. Kirkpatrick subsequently relocated to Australia, but the corpus team is still based in Hong Kong.

The researcher then began the process of designing a coding scheme based on the responses, in a manner closely following that of the graduates coding. A separate Word document was created, with a separate page for each open-ended question, in sequential order. The raw responses were then reviewed in the Excel sheet, where it was easy to view similar answers, and if an answer expressed a clear idea or seemed generalizable into a category, and especially if an answer matched for several respondents, it was given a temporary abbreviated code of 2 or 3 letters. These were listed below as yet unused cluster numbers in alphabetical order. The example below shows a coding scheme being started, with some effort to alphabetize the response-types by keyword for Question 3.2 on the teachers' survey, not yet aware of how many clusters would be needed:

Q3.2 What should the priorities and goals be for teaching English Reading in Japan?

Authentic/Relevant readings
 Class-time – Let them read in class
 Comprehension & Fluency Strategies, Comprehensible input
 Community of Readers
 Discussion after reading needed
 Don't Enjoy reading: Due to Smart phone SNSs, will get worse, only 5-minute attention span
 Don't read in Japanese either
 Enjoy/Interest/Pleasure/Relevant/Fun/Comfort level: Learning follows (not aware of EMI trend?)
 Exams individually constructed from student materials
 Extensive reading – Must be free choice to be excited but weak in choosing, ER is essential, will not give them something to read where they need to use a dictionary a lot, very easy material
 Extensive & Intensive, totally support ER, give scaffolding for Academic Reading
 Four skills integrated, variety of activities, individual/pair/small group
 Genres – Read various genres
 Graded readers good for 1st yr., non-fiction, teach reading for pleasure outside of class
 Graded readers – They hate them, would rather not do
 Grammar reinforcement
 Level Students correctly
 Lifelong Reader
 Natural English reading: helps enhance overall language proficiency, not reading skills per se
 Prelude to O.C.
 Reading Circles – Motivational, Learn from others
 Reading informs Writing
 Skimming/Scanning
 Teen Literature good
 Vocab study/Vocab development is important
CLUSTER X – Other/Critical
 As in any country... (Denies need for localization)
 I don't teach reading (The Japanese do)

Once this point was reached, the next step for each question was to create a tentative name for a cluster of similar answers that may form a larger common group, and move the temporary code up under

the cluster in red. This was repeated, in an iterative process of adjusting cluster names, moving codes to a cluster they fitted into better, at times combining codes, or adding new codes, until finally the researcher was satisfied that the codes were clustered in a manner that best reflected the actual range of responses in an efficient manner. The original rather cryptic abbreviated codes have been in most cases expanded to short phrases containing full words. Once it was determined to use a numbering scheme for actual entry of the codes into the Excel file containing the raw data, there was less reason to try to minimize the length of the codes. The final classification of clusters and codes for graduates Question 3.2 was as follows:

Q3.2 What should the priorities and goals be for teaching English Reading in Japan? CODE "clusters" for interpretation

CLUSTER 1 – Extensive/Easy, Appropriate Level

1.1 **PRO-EXTENSIVE READING** = Extensive reading – Must be free choice to be excited but weak in choosing. ER essential, no extensive dictionary use, very easy material. Graded readers good for 1st yr., non-fiction, teach reading for pleasure outside of class. Enjoy/Interest/Pleasure/Relevant/Fun/Comfort– Learning follows (not aware of EMI trend?) Level Students correctly, Comprehension & Fluency Strategies, Comprehensible input

ANTI-EXTENSIVE READING = Graded readers – They hate them, would rather not do.

1.3 **EXTENSIVE & INTENSIVE** = Plus Intensive, totally support ER, give scaffolding for Academic Reading

CLUSTER 2 – Connection of Reading to other language Skills

2.1 **READING AND 4-SKILLS** = Reading informs Writing, Prelude to O.C., Four skills integrated, variety of activities, indiv/pair/small group, Vocab study/Vocab development is important, grammar reinforcement, Natural English reading, enhances overall language proficiency, not reading skills per se

CLUSTER 3 – Class Techniques, Nature of Reading

3.1 **RELEVANCE/CONTENT** = Authentic/Relevant readings, Teen Literature good, various Genres

3.2 **CLASS LOGISTICS** = Let them read in class, Discussion after reading needed, Reading Circles – Motivational, Learn from others, Exams individually constructed from student materials

3.3 **CERTAIN TECHNIQUES** = Teach Skimming/Scanning

Community of Readers, Lifelong Reader

CLUSTER 4 – Other/Critical

DON'T TEACH READING = I don't teach reading (The Japanese do)

4.2 **STUDENTS DON'T READ** = Ss Don't read in Japanese either. Don't Enjoy reading: Due to Smart phone SNSs, will get worse, only 5-minute attention span

4.3 **NOT UNIQUE** As in Any Country... (Denies need for localization)

It can be seen from the length of the description of each code here, compared to the coding for Question 4b on the graduates' responses earlier in this chapter that some effort was made to reflect the complexity and range of the teachers' responses that were included in one code. This was designed to make it easier when actually entering the codes into the Excel sheet, which was done at the computer

while the codes list was compared next to it, on a wide monitor, which allows the writer to observe two documents simultaneously on the screen, without any overlap or partial blocking of one of the documents.

After the entire teachers' file was coded in this manner as with the graduates' file, in order to verify the reliability of the codes, the same colleague Z-san, had agreed to code the teachers' Excel file, doing approximately 20% of the coding. In the case of the teachers' file (n=18), five participants were chosen from the file, teachers T4, T7, T9, T12, and T13 to be coded by the second coder for the full range of questions. The codes were then compared with the ones done by the author, and were found to have an overall 82% match. Cases of differences were investigated, and in general, the author had used more codes for each response than the 2nd coder, although cases where the 2nd coder had used a code which the author had not, existed but were rare. In the example with Question 1 which asked teachers to identify common traits of Japanese learners, for the case of T9, the author had coded 1.1 (shy/passive), 2.1 (strict/respect educ. culture), 3.1 (Japanese aesthetic sense), and 4.3 (latent eagerness), whereas the second coder had coded 1.1, 3.1, 4.3, leaving out code 2.1 regarding the education culture. The teacher's response had mentioned that in their first year of college the students were shy, since they had been taught in a certain way in which English was treated as a 'subject' rather than a living language. For the author, the comment 'taught in a certain way' was a reference to the educational culture, and hence a code of 2.1 had also been given. It was determined by the author to keep the 4th code, since it would allow for a more nuanced interpretation of the codes at the time of writing Chapter 6. In several cases the actual codes entered in the Excel file were modified by the author as a result of the 2nd rater noticing a code that was appropriate but had been missed by the author when doing the original coding. An example of this, for question 6.1, regarding the response of T4, the second coded 1.1 (focus on varieties), 1.2c (cultural equality/role of culture), 1.4 (socio-political implications), and 1.6 (NS still at top). The author coded 1.1, 1.2c and 1.6, and did not code 1.4 regarding socio-political implications of WE as having been expressed in T4's response. Since the teacher had commented 'It also looks at the social & political connections English holds on the various communities', the author benefited from the second coder's coding, and added this code as appropriate for this response. While the author had created the code 1.4 mainly based on this one teacher's reference, at the time of original coding, it had not been included on the Excel file due to the fact that although the teacher had made reference, his mention of 'on the various communities' was interpreted to relate more to that particular context, such as Indian English and what its use might represent in different parts of India. As such, it was not pertinent to the author's larger

inquiry into the relevance of WE for pedagogical implications in Japan, and was not added to the Excel file when doing original coding.

Once this process was completed, with the codes entered into the Excel file as accurately as possible to reflect the teachers' responses, the writing of Chapter 6 could begin. One last step before writing, however, was, as with the graduates' data before writing Chapter 5, to total the frequency of each code for each question. This was again done by using the same B5 notebook, and allowing one page for each question on the survey instrument. The number of occurrences was again tallied in clusters of five for each code type. These totals were later entered into tables, and are on the attached CD. Once this step was completed in the notebook, and the method of presenting the data was determined (see section 6 of this chapter) writing of Chapter 6 was started.

4.8 Classroom Observations of Current Native and Non-native teachers

A third major portion of data consists of a series of 17 classroom observations and curriculum meetings⁴⁴ with teachers working within the DWE, conducted over a 15-month span. To gain a clear baseline idea of what is currently going on in the DWE skills program, it is necessary to observe classes and know well about current practice. Veteran teachers are in general highly committed, convinced that their methods are effective, very hard-working and proud of their pedagogy, and also in many ways sensitive to criticism. Treating them with respect and openness, and showing an objective willingness to listen closely to their ideas, is essential to gaining their confidence.

4.8.1 Determining the Sample Population

The observations are mainly conducted with part-time teachers, since as mentioned earlier, the majority of skills classes at the tertiary level in Japan are entrusted to part-time staff. In fact, among elective classes taught primarily by Japanese faculty, the majority of those classes—as with every Japanese university—are also taught by part-time professors from a wide range of local universities. Classroom observations were done of 17 teachers, of which 14 were part-time teachers within the DWE, and three were full-time professors within the DWE (one Japanese, and two NS). Permission was gained

⁴⁴ Chaired by full-time faculty in charge of the skills program.

via a direct e-mail request from the researcher (see Chapter 6, section 6.7), explaining that as part of the author's doctoral work, he would like to have a closer connection to what actually occurs in the classroom.

At DWE, almost all classes are held once a week for ninety minutes. Part-time English skills instructors often have two sections of the same class back-to-back, which makes it more worth their while to travel from their main university to Chukyo. Of the part-time skills faculty within the DWE, 12 have full-time positions (either contractual or tenured) at other universities, while 15 work solely as part-time instructors, piecing together quite full schedules. Of the 20 potential class periods in one week (excluding 5th period classes which run from 4:40pm to 6:10pm and have become much less frequent due to student part-time jobs, and job-hunting information sessions which are held during 5th period) it is not uncommon for a teacher who does not have a full-time job to teach as many as 17 or 18 of those periods, for example, being at Chukyo DWE 1st and 2nd period (9am till 12:15) and then traveling to another university in Nagoya to teach 3rd and 4th period classes.

DWE classes are highly prized by part-time teachers, since Chukyo pays a very competitive rate, which is among the top in the greater Nagoya area. For this reason, teachers are very dedicated to Chukyo. This can at times be a negative, for example when asking a teacher to reduce classes in the DWE due to a scheduling issue such as a full-time faculty member returning from sabbatical and needing one extra class to reach his/her base teaching load, or the recent case where DWE underwent a major curriculum reform in which 2 departments were reorganized into 3 majors, and 2 of those majors had fewer skills classes than did the old departments, necessitating some reductions in part-time faculty. Such financial information may seem irrelevant to this study, but demonstrates the close interdependence with part-time faculty, the somewhat tenuous nature of their employment, and the need to treat them well and fairly in order to maintain the most positive and effective educational environment for students.

In terms of qualifications (also see table above in 4.6.6), among the 24 part-timers, 18 are master's holders, three are working towards their master's and three hold a PhD. The PhD was traditionally not required in Japan even among full-time local faculty, but in the past 5 to 10 years is increasingly required for tenure-track employment. Still, most part-time and full-time skills teachers do not hold a PhD. The average age is 45, and ranges from 33 to 58. The majority are native speakers due to the historical native speaker propensity in Japan, although there is one teacher from the Philippines, one from Zambia, one from France, one from Germany, one from India, and several Japanese. Most of the teachers, especially those who do not have a full-time position at another university, tend not to be research-oriented. When the Ministry of Education, Culture, Sports, Science and Technology required the DWE to submit up-to-

date Japanese versions of curricula vitae and lists of publications from all part-time faculty members due to our recent reorganization, many of these teachers did not have any publications in the past 5 or even 10 years. As a result, the full-time professor in charge of submitting these materials had to obtain an alternative official form from the Ministry, in which the teachers could explain their practical teaching methods as an alternative to actual published research articles. Once employed at the tertiary level, teachers are quite easily able to secure part-time employment at other universities in the area, and do need to teach a fair number of classes in order to support their families, so there are forces at work which—as long as the teacher in question has at least three published papers—tend to lead them not to feel pressure to continue to publish. This will be elaborated in chapter 6, with regard to teacher questionnaires.

4.8.2 Methodology of Classroom Observations

Regarding the classroom observations, the following methodology was followed. Since the main goal of the observations was to get as close as possible an idea of what goes on in the classes, it was decided not to come in to the observations with a set checklist or predetermined evaluation form, as one might with class observations done to conduct a formal evaluation of the performance of the teacher. In addition, while the goal of this thesis is to determine ways to implement techniques that are informed by WE and related paradigms, the author did not come in with specific ideas of how those ideas might be implemented in the class, since the primary goal was to get an accurate baseline for how the classes are currently running. The purpose of the observations is to establish what the teachers actually do, consider the implicit theoretical foundations from which they may be working, and interpret the degree to which their practice conforms with the WE/EIL/ELF paradigms: and on that basis, identify gaps that the new curriculum enhancements and in-service training need to fill, as well as examples of successful practice to be retained during curriculum reform. This last point could also be informed by and triangulated with the data from the student questionnaires described in section 4.3 above.

The classes observed were from a complete range of the type of classes we offer in the DWE. Here it is necessary to have some added background about the existing skills curriculum (also see section 3.3.3.3 in Chapter 3). Since its inception in 2002, the DWE has been a quite intensive skills program (see figure 3.5 in Chapter 3 for a full curriculum table of all classes within the DWE, but excluding the 44 credits from the College of Liberal Arts). Fundamental to the DWE curriculum are the categories of Oral Communication,

Presentation, Reading, Communicative Writing, Computer Skills, and Workshop⁴⁵. In the former DWE which was in place from April 2002 through March 2014, three out of seven full-time faculty members were Inner Circle NSs. The oversight of the skills program was divided among the three, with one member being in charge of Oral Communication and Reading, another in charge of Communicative Writing and Computer Skills, and the author, in charge of Presentation and Workshop. The basic curricular components for each of these class-types were worked out mainly by the full-time professor in charge, but with a considerable amount of coordination and general agreement among the three on the essential components.

Other classes which come under the skills umbrella include several 'qualification' classes in which TOEFL or TOEIC preparation is the focus, and Internship classes which are followed up by a 3 or 5 week internship in Hawaii or Los Angeles. Content-based electives taught by Japanese faculty were not observed, with the exception of the Outline of WE class. It was felt that the electives offered by the Japanese faculty largely would not come under the domain or influence of this thesis, although as the author now serves as chairman of one of the three new majors, there is some opportunity to attempt to influence the curriculum beyond the skills program.

The basic way of arranging and conducting the observations was as follows. Teachers were contacted by e-mail or in person and asked if the author could observe a particular class of theirs. It was clearly explained that the observation was part of the author's doctoral work relating to possible application of WE-informed concepts into university English education in Japan. It was thus presented to each teacher that the author himself did not have enough firsthand knowledge of their actual classroom practice, and the main goal would be to learn at a grassroots level about the nature of our classes, in a non-threatening manner. All teachers approached were highly cooperative, since in the education field in general classroom observation is a common practice, and the author has had a long relationship with all of the teachers. But even being in charge of a component such as Presentation, and having dropped in on classes from time to time over the years, does not mean that the program leader has a clear knowledge of how the classes are conducted at the micro level.

In order to minimize self-consciousness of the instructor or students and in the desire not to have my presence impact or alter the 'normal' nature of the class, no attempt was made to videotape or record

⁴⁵ An English-medium class on a content topic, which may be considered to foster a CLIL (content and language integrated) approach.

the classes,⁴⁶ but the researcher came equipped with only one small notepad. The majority of teachers introduced the observer at the beginning of class and explained in some way that I would be observing. The researcher attempted to not become directly involved with the class, but this varied based on the desire of each teacher. One teacher in particular asked the author to specifically sit in the back corner of the room, but for most of the classes, and so made an effort to be as unobtrusive/inconspicuous as possible, but it was also helpful to be able to sit close enough to students to hear them when doing pair- or group-work, or to see the handouts or texts incorporated into the classwork in order to know how they were being used by the students. If the observer was spoken to by the teacher, or directly involved in some way by the teacher, the researcher did respond, but made a conscious effort not to become too active a part of the class. Where many skills classes by their nature tend to be interactive to varying degrees, the observer can from time to time be involved in the class, and may actually reflect the normal way of the teacher's approach. In a class such as a writing class, the students tend to be occupied at the computer screen, so certain teachers may approach the observer to explain some feature of their teaching method, and I was open to such contact, but did not seek it out directly.

The researcher would normally arrive at the class about 3 to 5 minutes early just to remind the teacher that he would be observing the class, and to inquire if the teacher had any particular instructions. Also, if time allowed, it was of value to have a few minutes after the class, to be debriefed by the teacher and for them to reflect a bit on the class. When taking notes, I also tried to be aware of the teacher, and not appear to be writing down every single thing they said. In general, the priority for note-taking was to be able to have a clear memory of the main activities and topics, the methods employed (both linguistic and logistical/classroom management-related), and to also note down aspects which either seemed Native Speakerist-informed, WE-informed, or which showed opportunities where a WE-informed perspective might be of value. These aspects form the basic structure of sections 7.2 through 7.4 of Chapter 7.

In summary, the method of the classroom observations was to get a clear baseline or grassroots idea of what teachers in the DWE skills program are doing in various class categories, and to keep in mind that the observations were part of a triangulation effort of three main forms of data, which in combination, were designed to allow the researcher to ultimately access the 'reality' of how to effectively and practically implement WE-informed ideas into the DWE curriculum, in a way that would best prepare our

⁴⁶ Although this would be helpful of course, if the purpose of the observation were different, for example as an effort of the teacher to evaluate or improve their own performance.

students for their future needs for English. While the first group of data, the graduates' questionnaires identifies the students' needs, the second group of data, questionnaires/focus groups with teachers, shows the attitudes and beliefs of the teachers, and their current knowledge and thinking about WE-related concepts. Finally, the classroom observations provides a supplement to the teachers' questionnaires, and help to reveal the extent to which the program currently meets or falls short of the type of skills education which could provide for those future needs. By combining these three sources of data, it is hoped that this study can identify the degree to which, and the most effective ways, to begin to incorporate the WE-related ideas—which the literature review and the author's own knowledge of the field have revealed—into actual classroom practice that can better deliver what the students will need in their working lives.

4.9 Method of Presenting Data

4.9.1 Data from the two questionnaires

In consultation with the advisors of this thesis, a method of presentation was devised. Since the two questionnaire instruments (for graduates and teachers) are both quite long, and each covers a group of major question areas, it was felt that a purely thematic presentation of the results and discussion might be too complex to design, and that some important thematic aspects might be overlooked by this method. As a result, it was decided to present the results of the questionnaires in a sequential manner following the questions in their original order, while at the same time drawing out recurring themes which could be referred to in later parts of the discussion, as the process went along. In this way, responses to all the questions would be discussed, and thematic trends would also be seen as they appeared and were reinforced in different parts of the questionnaire results.

Each question is thus discussed sequentially, by first noting the trends in the most common frequencies of response, based on the coding scheme, to indicate where the preponderance of thinking lay, for both the students and the teachers. For each question, the frequency data was then supplemented with excerpts from the raw data, the respondents actual responses, which lend power and a sense of voice/agency to the results, in a way which only looking at coding frequencies—insightful as they may be—cannot do alone. In this way an effort was made to create a fluid narrative for the overall results of each questionnaire.

4.9.2 Data from the classroom observations

A total of 17 classroom observations were done, and written down in the form of narrative vignettes (Norton 1997). The vignettes are included in Appendix 1. They present in straightforward terms the different pedagogical components of each class observation in a neutral manner, while at the same time trying to give the flavor of the class atmosphere in terms of the interaction between the instructor and the students, and the overall mood of the class. In addition, since the researcher has been a full-time tenured professor⁴⁷ in the DWE for 15 years, certain background information, where deemed to be pertinent to the method of instruction, is provided within the narrative. As with any classroom observation, teachers will try to be 'at their best' during that particular class, but this should not detract from the value of the observations. Still, it should be noted that to truly ascertain a teacher's method of instruction, a one-time observation is not adequate to entirely judge that teacher, but nevertheless provides a valuable series of vignettes of actual classroom practices within the DWE. In Chapter 6, section 6.7, the vignettes are discussed within a superstructure of 8 themes which emerged from the graduates' and teachers' surveys, to see how those themes may or may not have been observable in actual classes.

4.10 Conclusion

In conclusion, the methodology for this study is a combination of established facts gleaned from the literature review of existing knowledge about the Japan context for ELT and students in Japan, plus three major data components. Japan is a well-studied context for ELT. Much data exists regarding the state of English education in Japan, the goals of the larger society as expressed in *Monkasho*—The Japanese Ministry of Education, Culture, Sports, Science and Technology—goals and objectives, and the attitudes of the larger populace towards English, and its native speaker propensity (Honna & Takeshita, 1998). The literature review also reveals the great wealth of scholarship over the past 40 years since the establishment of English as an International Language (EIL) and its subsequently being subsumed into the WE paradigm as a vibrant field of inquiry, and its paving the way for the emergence of the newer pluralistic field of inquiry, English as a Lingua Franca (ELF). These three fields of study are closely related, and come under the umbrella of what Bolton calls 'The WE Enterprise.' In recent years, through the work of McKay, Sharifian and Matsuda, EIL has resurfaced as a field of study in its own right, as has ELF, both of which

⁴⁷ Assistant Professor 2001 – 2006 and Full Professor 2007 to the present.

offer more potential applications to theories and practices of English Language Education, which is a domain that is more pressing concern to scholars in the Expanding Circle, than in the Inner or Outer Circle. An important product of this renewed interest in EIL, and growing influence of ELF, is a proliferation of new books dealing with how a WE/EIL/ELF-informed pedagogy can be devised to bring a more realistic and useful way of teaching English to Expanding Circle contexts. Hence, an important part of this thesis is to draw on ideas made available through this growing body of literature, to inform the methodology of the study. In addition, the concept of world-mindedness, which comes through in the graduates data, has been explored in the work of Byram on intercultural education, and his term of ‘intercultural citizenship’ (Byram 2008).

At the same time, the research questions for this thesis are concerned first of all with the current and future needs of our own students within the DWE, and for devising methods of teaching that will improve their chances of having those needs met, and then, to explore the applicability of these methods towards the broader Japan context, and to other Expanding Circle contexts outside of Japan. The methodology for identifying these case-specific is to gather and analyze three forms of qualitatively-oriented empirical data:

1. Questionnaires of Graduates of DWE since 2006,
2. Questionnaires and interviews with NS and NNS skills teachers in the DWE and,
3. Classroom Observations of English (mainly) 4-skills classes in the DWE.

These three data groups are an effective way to triangulate in on the ‘reality’ of the type of English education needed by Japanese who have a high probability of using English in their future lives, what that education is currently like, and how to incorporate the insights of WE/EIL/ELF-related paradigms to make said education more effective. The teachers are the key stakeholders in whether the ongoing implementation of an education program matches with the ideological stance of the curriculum as designed by program administrators. By gradually achieving and demonstrating success in one microcosm (the DWE), the pedagogical practices which were mutually agreed upon by administrators and teachers, and then nurtured and continually evaluated and improved upon (as with the models of curriculum of Brown or Graves discussed in Chapter 3 of this thesis) by the stakeholders, can potentially be spread to the larger Japan community through individuals interested in the value of a WE Enterprise-aware view of English—based on the sociolinguistic reality of Japan and the world—and then in time, to the wider ELT

world. Again, this process has to be picked up by scholar/teachers in each context, who are dedicated to the same kind of ongoing interaction with their teachers, in order to make this happen. In Chapters 5 and 6, Results and Discussion, we will see the extent to which the 3 components of empirical data does in fact show the direction we need to go in, and suggest ways to get there.

Chapter 5: Results and Discussion – Graduates’ Survey

5.1 Introduction

This chapter presents an analysis of the data from the open-ended questionnaire instrument returned by 44 graduates of the Chukyo University Department of World Englishes (DWE), who graduated from the program between 2006—the first group of graduates of the new department— and 2014.⁴⁸ As described fully in Chapter 4: Methods, the responses from 44 graduates were printed, read and highlighted, and then entered into an Excel file (see attached CD), after which a coding scheme (see 3) was developed to aid in doing a systematic analysis of the response data. In this section the results are analyzed in sequential order from the first question, since questions are grouped thematically. Where raw data is quoted from directly, the graduate’s number in the file is referred to, such as G7, G24, or G42. Major themes and recurring trends are highlighted, as well as being further consolidated in the final section which identifies findings which can be drawn from the data analysis. While not every response to every question can be considered in this chapter, the full list of codes and the full excel file are included in Appendix 3 and on the attached CD, and may demonstrate some subtleties which the overall analysis may not.

5.2 Questions regarding Demographics

Following the basic information of name and year of graduation, the graduate’s gender is the next question. Of the 44 participants 11, or 25%, were male, with the remaining 75% female. This is very close to the DWE historical average of the gender distribution of students of 23% male, 77% female. The next question inquires as to the graduate’s ‘Peer Group’: the 6 groups which are formed each year, with roughly 16 members in each group, based on results of a Michigan Placement Test and a short interview. Of the respondents for this study, the allocation on the placement test is handled as follows. The groups are formed in the order seen in Table 1 below, with the leftmost Peer A⁴⁹ being the highest—who also were

⁴⁸ After its reformation from the earlier Department of English Language and Literature; the DWE has maintained a statistical ranking of its students at between 52.5 and 57.5 from its inception through the current class, with 55 being most common in recent years. The mean is 50 among all Japanese high school seniors, indicating that Chukyo DWE is slightly above average, but not among the top-ranked university programs in Japan.

⁴⁹ Letters are used here instead of numbers, to disguise actual proficiency levels, which are randomly assigned numbers from 1 through 6.

most likely to respond. Attempts were made to increase the respondents from the lowest group, F, but since in general they tend to be less forthright and studious in their years in the DWE, they also were less likely to agree to answer the open-ended instrument. As a result, for certain questions where the proficiency level at entry is considered, groups E and F are combined, to reflect the responses of the lower level students.⁵⁰

Table 5.1 Distribution of Graduates by Incoming Peer Group

Peer Group	A	B	C	D	E	F
Respondents	17	7	5	7	5	3

In terms of Hometown, the majority of students are from Aichi Prefecture, or its contiguous prefectures of Mie, Gifu, Nagano and Shizuoka from which Chukyo mainly draws, as a primarily regional university. There was also one student from Hiroshima, and two from Kyushu, the southernmost of Japan's four main islands.

Regarding Question 1 on the survey (following the demographic information section), "Did you study English earlier than junior high school⁵¹ (in school or privately)? If so, explain a bit, including the time you spent overseas?" Responses ranged from a straight "No", to G4 who responded, "Six years in Troy, Ohio", or in the case of G20, "picked up all my English in the U.S., was there from age 3 to 10, seven years." One graduate, G12, was part of a group called 'LABO International exchange' for 20 years, during which time she visited the U.S. for one month at age thirteen. 24 of 44 students had some prior study of English before entering middle school, varying from age 3 to starting at a private English 'cram' school, or *juku*, in the 5th or 6th grade, where they might study once or twice a week after school or on the weekend. Only three of the 44 participants had spent time living overseas during their primary or secondary school years, reflecting the DWE's historical rate of 6 to 7% of entering students who might be characterized as 'returnees'⁵² in the Japanese education system

⁵⁰ Due to a scheduling issue in the first year of the DWE, the students had to be divided into two halves for their oral communication classes alphabetically, so within those two halves Peers 1, 2, and 3 had class 1st period and Peers 4, 5, and 6 had class 2nd period, the original groups organized by family name alphabetically, so full 1 thru 6 levelling could not be done. By the 3rd year of the DWE, this problem was resolved and full leveling of all six groups could be done, presented here as A through F.

⁵¹ Which has now been pushed earlier: to elementary 5th grade, and will be elementary 3rd in 2020.

⁵² Having lived at least one year overseas in primary or secondary school

(Chukyo Admissions Office). The goal of this study is not to try to connect an early start in English education, to achievement later in life, but where applicable, insights may be drawn from this information regarding the main questions of this study, it will be addressed.

Regarding Question 2, “Was your junior high school and high school learning what you would call ‘typical’, or did your school have any special English program(s)?” The responses to this question were not coded, since the data was mostly in the form of ‘yes’ or ‘no’, with some short explanation added. 9 of 44 respondents answered ‘No’, with some further explanation. The majority had the quite usual experience in grades 7 through 12, where English is a required subject, usually two to three 50-minute periods per week. G11 responded, “Typical. Reading textbooks, repeating after teacher, I felt bored.” G14 wrote, “Typical - Jr. Hi teachers used American accent like CDs, in HS one old teacher used Japanese English, I was surprised he was even a teacher!” G18 wrote, “Typical, but sometimes we had a Native American English teacher.” Considering these responses, the DWE can be considered a program containing rather typical Japanese high school graduates, who are good at English, or like English, but are not being drawn from the elite more intensive English programs at the secondary level.

It may also be worth noting as background here, that Japanese universities have a complex admissions process, whereby high school students may enter from a variety of options. These include the affiliated Chukyo High School, from which DWE commits to accepting 8 students, and other ‘*shitei ko*’ (‘reservation’) high schools with whom DWE has agreed to accept one or two students. These may total up to 6 students. The level of these students is usually in the lower half in terms of proficiency, for any given year. Chukyo High School formed a ‘World Englishes’ (WE) cohort in 2009 of approximately 30 students in the 2nd and 3rd years (high school is 3 years in Japan), and the 3 or 4 students we accept each year from that cohort can rank even in the highest group, Peer 6. The point to keep in mind is that due to this system of various entry paths, the scores on the 100-point Michigan Placement Test given on orientation day typically range from a high of 89 to 93, to a low of 38 to 42 for any given year—a 50 point gap. The remainder shows a quite normal distribution. As a result, it should be noted that the incoming proficiency rate of DWE freshman is consistently quite wide. An additional reason for this is that the statistical rating of each year, or *hensachi*, is based only on the ratings (decided by tests given at Japanese cram schools which most 3rd year high school students attend) of those who are accepted for our program on the main entrance exams, *ippan nyuushi*, given

on the first two days of testing, which students sit for at Chukyo⁵³. Other forms of test, which students also must either physically take at Chukyo (*ippan suisen*), or in a local testing center in the case of the 'Center Test', do not figure into the official statistical rating for our program. As a result, there is a tendency to limit the intake on the main *ippan nyuushi* entrance exam to students with high proficiency scores, in order to somewhat artificially push up the *hensachi* of a program. This leads to a systemic problem in Japan, where in general, students of a more consistently high level, based on the main entrance exam, could be accepted, but are not, since following such a practice would lead to a truer or more representative, yet lower, *hensachi* rating.

5.2.1 Summary of Demographic Questions

The limited demographic data presented here shows that graduates who responded to the questionnaire represent the historical make-up of the student body of the DWE since its inception in 2002 in terms of gender, and come from all six proficiency groups, although the participants are somewhat skewed towards the higher end. Their experiences with English prior to entering the DWE also vary, but in general, the number of students with exposure to English greater than the Japanese mandatory 6 years of English in junior and senior high school are few, although many of them did at least have some chance to attend English lessons once a week for one or more years prior to junior high school. The number of 'returnee' students is only 3 in the sample data.

5.3 Questions related to prior to entering the Department of World Englishes

Question 3 of the survey begins the more open-ended questions. The question reads, "What was your reason for choosing to come to Chukyo Kokusai Eigo⁵⁴? Was it your first choice?" The coding scheme outlined in the Methodology chapter is very helpful in analyzing these responses. The full coding scheme with Clusters can be referred to in Appendix 3. The responses were coded into 5 Clusters: Cluster 1 – Chances to study overseas, Cluster 2 – Particular other features of Chukyo DWE

⁵³ Based on general English tests written each year by Chukyo professors. Japan has a rather unique system in which each university writes its own admissions tests for English, mathematics and Japanese language. Professors write a total of 7 unique but similar English tests every year, for different testing dates, administered on-site mainly in the first week of February, with one final date in early March, for those who did not get into a university of their choice, and wish to try once more.

⁵⁴ *Kokusai Eigo* is the Japanese name for the DWE, although its literal meaning is 'International English', since translating 'WE' requires a longer term in Japanese, such as *Sekai no sama-zama na Eigo*: Various Englishes of the World.

program, Cluster 3 – The drive to learn English, Cluster 4 – Cultural Exchange/Interaction, world mindedness, and Cluster 5 – Other/Practicality.

Among the 44 respondents, the DWE was the first choice for only 21 of the graduates, with others expressing their desire to have gone to the best private university in the Nagoya area, or one of the public universities. Among those who did express a reason why they chose the DWE, the most common response was that the “WE” department name or concept attracted students to Chukyo. 13 student responses fell into this code, 2.4. In the early years of the program, beginning with the 2002 inception, the concept was new, appealing and revolutionary to high school students, and the admissions office promoted it quite aggressively to area high schools through visits and colorful pamphlets/catalogs. G6 responded, “Yes. First year of program. I was really interested we could go to some study abroad programs like Singapore, and Australia.” G8 replied, “When I attended University Information session at my H.S., presentation of Chukyo is most interesting, He said, Kokusai Eigo Gakka focus on speaking.” In subsequent years, Chukyo DWE gained a significant ‘brand image’ according to the admissions office, and overtook psychology as the department with the highest statistical average, of 57.5 (based on standardized test scores given by the cram schools to high school seniors, usually in the 25.0 to 75.0 range—2.5 standard deviations above and below 50.0). In the past several years, numerous universities have begun to emulate the concept, which has weakened the brand image. In all, 28 of 44 respondents mentioned that the curriculum or other unique features of the DWE (e.g. the Learning Support Wing, the Peer Support system), were their reason for deciding to attend Chukyo.

The second most common response to Question 3 involved the requirement of the DWE that all students go on 2 short overseas study tours: in the freshman year, students go to Singapore for 3 weeks, and another 3-week program in the 2nd year takes students to Australia, Hawaii, or Boston. If the frequency of this response, combined with responses related to other overseas study opportunities (such as those which mentioned Singapore alone, or those who referred to the semester/one-year overseas exchange programs), the coding Cluster related to Overseas Study was mentioned by 21 of 44 respondents. G8 wrote, “It was my 2nd choice, curriculum was attractive, especially Singapore/Boston, based on interactive English not only lectures.” The third most common Cluster of responses related to the overall drive to learn English, with 17 occurrences. This reflects the fact that the DWE in its program and advertising literature, stresses the actual, real-life

communicative use of English, compared with the more grammar/translation, abstract approach to English which is common in Japanese secondary education. G27 replied, “Definitely 1st, for 2 reasons. I thought Chukyo has much practical programs comparing to other universities. Since I realized 'typical' English Education did not help me to communicate with others in Australia, I was eager to study practically. 2nd overseas study programs which are REQUIRED were attractive. Chukyo was the only one that has this.” This seems to have struck a chord among applicants, as Japan is in Kachru’s expanding circle, where the range for English to be used in internal domains is quite limited, and there is little opportunity to interact in English inside the country. An additional four respondents also specifically mentioned the desire for interaction with other cultures, which while in the ‘other’ Cluster, can be considered quite related to the drive to learn English.

5.3.1 Summary Questions related to prior to entering the Department

Responses to the question regarding the reasons for deciding to join the DWE indicate that while it was the first choice for slightly less than half the students, the name attraction of the DWE, and well as the novel concept of having two required 3-week study tours as part of the tuition, were very attractive to these students, as well as the belief that the DWE offered a more practical education in learning and using ‘real’ communicative English. This reason may be part of a certain self-selection on the part of the incoming students, to those who are oriented towards using English in practical ways in their future lives, and who are open to a concept such as WE.

5.4 Questions related to attitudes upon entering, and the DWE curriculum

Question 4a asked, “Try to remember, what were your future goals regarding English, just as you started in the ‘Kokusai Eigo Gakka’?” The responses were coded into 7⁵⁵ clusters: Cluster 1 – Global/World Connectivity, Cluster 2 – Specific Business/Career Goals including Teaching, Cluster 3 – Integrative motivational Reasoning, Cluster 4 – General Language Proficiency Motivations, Cluster 5 – Air travel related, Cluster 6 – Intellectual Betterment, and Cluster 7 – Apathy toward study in general.

⁵⁵ For chapters 5 and 6, since there are so many occurrences of single-digit numbers when reporting code/cluster data, the normal convention of typing out single-digit numbers is not observed in order to view differences in frequency more easily, such as 5 versus 11.

The responses on this important question—which gives insights into students’ needs—are well-distributed, but also show some clear trends. The code Cluster 1, entitled “Global/World Connectivity” was most frequent, with 25 occurrences.⁵⁶ Of these 21 related to wanting to relate with other cultures, wanting to help or work with ‘foreigners’—a term which is very common among Japanese students since the country is still highly mono-cultural and mono-ethnic, or wanting to assist with global/world issues or be involved more in the large world. G6 wrote, “I just wanted to communicate with some people from oversea in English.” G13 responded, “Knowing many things or thoughts in the world, compare to Japan, and speaking fluently.” For G19, “My future goals were communicating with foreigners in English & making use of English skill at working place.” Less common was the actual desire to work abroad. Responses in code Cluster 2, regarding specific business/career goals including teaching, were also a prominent motivation among the incoming students. Of 23 responses which fell into this Cluster, 18 dealt with wanting to learn business English, or wanting an English-using job. Four responses expressed an interest to become a translator or interpreter. The third most common cluster related to general language proficiency motives such as having high proficiency, becoming very fluent in ‘real’ English, as well as the desire to attain native-like proficiency (three cases). T33 responded, “To be a perfect English speaker.” Air travel-related work, which is often a goal of students once in the program, was only expressed by four of the 44 participants. G42 was attracted to this, and also shows that young people in the Expanding Circle see the airport as one of the most tangible locations to interact with those from other cultures, and may not be aware of the banks and trading firms which also must have English-proficient staff: “Working at the airport. I wanted to see a lot of people and know about the gap of thinking and culture around the world, and find the way of internationalization in Japan.” Six of the participants did not identify any specific goals for their English, upon entering. This is not surprising when one considers that close to 50% of Japanese high-school graduates go on to higher education, simply viewing it as a necessary step in their general education, and English is considered a useful skill. G11 responded, “Actually, I had no idea about that (a goal), I think” and G40 answered, “I didn't really have clear future goals, I was optimistic that I would be gradually able to find what I would like to achieve in the future.” These responses may also be symptomatic of an affluent society, where young adults are not ‘hungry’ as they might have been

⁵⁶ Multiple codes are often assigned to each response, since the graduates did often cover several points in their open-ended responses.

in Japan in the early 1960s when so many young people wanted to work in electronics or the I.T. industry in India and China today.

Question 4b more specifically asks, “As a freshman, did you have any clear idea of the type of job you wanted to do?” The responses were coded into 6 clusters: Cluster 1 – Air Travel related, Cluster 2 – Specific Job type/Industry, Cluster 3 – Helping people, and Global involvement, Cluster 4 – General language proficiency or Integrative target, Cluster 5 – Education/Language, and Cluster 6 – Other.

Of the 44 respondents, 17 had some specific job type in a particular industry in mind: 11 were interested in working in education, 5 were interested in airline/airport related work, and 4 expressed an interest in helping people around the world or another form of global involvement: a recurring theme in this study which will be termed “Global/world mindedness.” Significantly, 23 former students expressed having no real job type in mind upon entering, even among those who mentioned another possible field of interest. While this may not be so rare in any country, among entering 1st year students, DWE students rarely express concrete career goals, even when first starting the job-hunting process towards the end of their 3rd year (McVeigh 2002, Tanaka 2010). G8 replied, “Not entirely clear, job related to tourism.” Among those who did express a particular industry, these were coded into Cluster 2 – Freshman Job Target – Specific Job type/Industry. The sectors which were mentioned include fashion, real estate, sports, trading, tourism and train motorman. Examples include G5, “Airport Ground staff, made my dream come true”, G19, “I wanted to be an airplane cabin crew”, G37, “I had a dream to be flight attendant”, G31 “Yes, I really wanted to work at Tokyo Disney Resort as a behind the scenes worker”, and G1, “Sports business, particularly baseball business”. Other students expressed being interested in humanitarian or education related work. G7 responded, “Yes, I wanted to be a NGO staff”, and G14, “Wanted to be English teacher.” The results also include some unexpected responses, such as G22, “Yes, to work in real estate in the USA.”

Question 4c, “What motivated you the most with regard to your English learning in your 1st, 2nd, and 3rd years at Chukyo? Please refer to your motivation for learning English for each year spent at Chukyo,” elicited a wide range of responses, also somewhat longer than responses to other questions. Graduate responses were coded into 6 Clusters, with the widest range of responses for the whole survey, indicating how difficult it can be to target a curriculum that suits all tastes. The clusters are: Cluster 1 – Motivations that relate to the Teaching Approach experienced, Cluster 2 – Motivations

related to the Culture of Learning of participants, Cluster 3 – Motivations related to the Individual drive to learn English, Cluster 4 – Motivations related to Instrumental drive to learn English, Cluster 5 – Motivations related to the Role of English in the World, drive to learn English, and world mindedness.

Cluster 5, “Motivated re: role of English in the world, drive to learn English, world mindedness” contained the most responses. Notably, code 5.3 “Exchange” was by far the most common, mentioned 22 times. G16 sums this up in a concise way, “1st year: Singapore Seminar trip, 2nd year: Australia seminar trip, 3rd year: Preparation for one-year exchange program in Finland.” G18 expresses similarly, “I studied hard gradually because I wanted to study abroad with ISEP for one year; in addition, I met many exchange students at Chukyo and had good experiences to share time with them.” The data⁵⁷ demonstrates the strong desire of Japanese students in the department to be exposed to other cultures, and that they realize the relative isolation and lack of diversity of their island home. As mentioned earlier, a key selling point of the DWE has been the two required 3-week overseas study programs, with Singapore as destination in the first year. We have traditionally sent 3 separate cohorts of 1st year students to Singapore, one during August, one in February, and one in March, to study at the Regional Language Center (RELC), a language study and teacher training center for ASEAN’s SEAMEO (Southeast Asia Ministers of Education) body, which was opened in 1972 by Lee Kuan Yew. From the viewpoint of WE, it is very meaningful that ASEAN chose to situate such a center in Singapore, rather than sending their teachers and ministers to study in Australia or another inner circle context. From the results of question 4c, it is clear that for the young Japanese entering DWE, the opportunity to study abroad is a major part of their motivation.

In addition to the 2 required short-study tours, a student may substitute either a one-semester or one-year overseas study program for the 2nd year required 3-week study tour. The one-year program is especially attractive. If a student can achieve a score of at least 500 on the paper-based TOEFL test, they can qualify for the ISEP (International Student Exchange Program), of which Chukyo was the first participating Japanese university, and they only need to pay the normal Chukyo tuition of roughly \$11,000 US, which is much cheaper than many of the overseas colleges they attend. While the exchange universities were mainly in the USA for the first 8 or 9 years of the DWE, recently locations have been added in Finland, France, Austria, Korea, Germany and even Italy—demonstrating the

⁵⁷ ‘Data’ is referred to in this thesis in the singular, as in a body of data.

spread of global English-based higher education, although some are not interested in going to Korea to study content in English, but those who do go, find it very rewarding. For those who do not expect to be able to reach the TOEFL threshold, the semester-abroad program—arranged for any department of Chukyo by its ‘International Center’— involves agreements with a series of US, Canadian and Australian universities, and the qualification level is 520 on the TOEIC test (roughly equivalent to 470 on the TOEFL)⁵⁸, which is more easily achievable. Whereas originally there were only three options for semester overseas study, the list has grown to 17 in the past several years, offering more opportunities to the DWE’s current students than were available during much of the time of this study. One essential difference is that for the one-year program, students are mixed in with regular students at the home institution in coursework in various disciplines, whereas the semester program is largely limited to English as a second language- (ESL) like programs in the 4 skills. The students who go on the one-year exchange program come back with a much more intellectual approach to their study, and understand much better how to write properly-referenced research papers, and how to look at academic theories. Their graduation theses are also much more sophisticated for those who were in the author’s seminar, although ironically, many of those who go on one-year exchange choose a Japanese professor for their thesis class, and write the thesis in Japanese. This may be due to pressures of the Japanese job market, and the students’ need to be able to write proper formal Japanese in their future company. In terms of performance on standardized proficiency tests such as TOEIC or TOEFL, the relative performance upon return of semester versus one-year exchange students has not been studied, but would be informative to investigate.

The second most frequently addressed theme is Cluster 1, “Motivations that relate to the teaching approach experienced.” For DWE students, the department represents a major change from the way they studied English in junior and senior high school. The DWE offers a highly intensive program, of 27 1-credit required English skills classes (content-based lecture classes are 2-credits) over the first 3-years (see figure x, curriculum chart). In the first year, they will be taking Oral Communication, Presentation, Reading, Communicative Writing, Computer Skills, Workshop mainly taught by non-Japanese faculty (all NSs with a few exceptions)⁵⁹, primarily taught in English. A large part of the

⁵⁸ See Online Learning in the references.

⁵⁹ Rather ironic for a WE based program, but it is very difficult to find qualified outer or expanding circle practitioners in Japan, also since Japanese universities rely so much on part-time adjunct teachers for whom DWE

former students' motivation at that time thus dealt with their desire to be able to understand the often "English Only" discourse of the classroom, and to be able to communicate with their NS teachers. They expressed excitement about being in such an environment, although for some higher level students the content was too easy and repetitive of what they learned in high school, whereas for some lower level students, the use of English for instruction was intimidating and hard to follow. G21 responded, "Classmates, teachers & program was great! It was so much different from class in Jr. and Sr. High School and was new for me: Presentation, Computer class, Seminar, etc." G43 replied, "Classes at DWE kept my motivation. Everything was new for me, so I enjoyed the class."

Graduates also expressed that the competition among their friends/classmates within the DWE culture of learning was an important source of motivation, as they noticed others who were more fluent or proficient than themselves. This also may be a form of instrumental motivation, as one of the most frequent responses expressed the desire to achieve a qualification level on TOEFL or TOEIC, either to be attractive to Japanese companies, or to be able to study overseas. G41 responded, "When first started in Peer 6 their English skills were much higher than mine and they were already good at English especially speaking. I strongly felt I was left behind, that motivated me most. So I started thinking about going abroad since studying in Japan was not enough. So I applied for ISEP and went in my 2nd year." G6 echoes this sentiment, "In the first year, it was to keep up with my peers." Many students also expressed the idea of world mindedness and transnational attraction. G40 said, "As the globalization is spreading worldwide so rapidly, I as Japanese had sensitivity toward risk of being unable to communicate in English whereas there are countless number of people who have already acquired English proficiency at early stage. That sensitivity motivated me."

Continuing in assessment of the DWE curriculum, Question 5 asks, "Before graduating from Chukyo, what aspects of our program did you feel were most useful? Please explain." Students in the DWE are required to earn 128 credits in order to graduate, with lecture classes being 2 credits, and most skills classes being one credit (an exception would be the 2nd year seminar class, which is taught in English, but receives 2 credits since it is more content-oriented). Of the total of 128 credits, 84 must be earned within the DWE curriculum, and 44 from the College of Liberal Arts—which include other languages (Chinese, German, French, and Russian), athletics, some hard sciences, and a wide range

cannot be the main employer, so hiring someone to come from Singapore or India is difficult, although the DWE has had 3 outer circle visiting professors for a total of four years between 2002 and 2010.

of classes in the humanities: Psychology, Sociology, Economics, Gender Studies, Law, Peace Studies, etc. This question asks about their opinion regarding those 84 credits taken with the DWE program itself. The respondents' most frequent responses involved the 4-skills classes (30 instances). The responses were coded into 6 clusters: Cluster 1 – Useful classes related to 4-skills program, Cluster 2 – useful Program related things, features, or activities in the Department, Cluster 3 – Useful classes related to Overseas (Global/World-Minded) Exchange, Cluster 4 – Useful classes related to Academics: Seminars, etc., Cluster 5 – Useful classes specific to WE, and Cluster 6 – Useful Specific mention of NS or Non-Japanese teachers.

Presentation classes were the leader among the most useful aspects of the program, with 12 responses. "Discussion/Debate" was also mentioned in two cases. Debates and a U.N. simulated discussion occur in 2nd year presentation classes, so if we add these, Presentation type classes elicited 14 responses. Many of the students mentioned that even if they have not used English in their jobs so far, what they learned in the English presentation classes, gave them skills and confidence to give presentations in Japanese as well, more than their co-workers from other universities. G12 mentioned, "Many chances to make presentations in front of several kinds of people, classmates and guests from companies (the convention event) gave me confidence" and G28 explained, "Training for making Presentations or having discussions, because I believe nobody can get enough Speaking skills and confident from Japanese 'typical' English education. They are so much afraid of making mistakes. Through doing presentations I realized being afraid takes away a lot of chances to improve ourselves."

The second most valuable class was Oral Communication, as students expressed that the 5 semesters of speaking class helped them be at ease when called upon to interact in English. G19 replied, "Presentation, OC, any class which you have to participate in," and G10 adds, "OC class was useful, my goal was to learn many ways to express my notion." Some students did however feel these classes were perhaps too skill-oriented and divorced from deeper topics as with G4 who stated, "I wanted more class to discuss, with a clear theme...no need to use a textbook and read aloud." Several former students expressed that writing and computer skills classes were valuable to them now, although they may not have perceived their value at the time. G31 says, "Computer Skills, I frequently use word/excel at work." G17 replied, "I was not a big fan of computer skills because I didn't understand the import of using EXCEL at that time (NOW I DO!)" The second most mentioned

responses related to Cluster 2 – Useful Program-related things, features, or activities of the Department, with 16 references. G1 explains, “Most useful was Overseas Exchange Program, trip to Boston changed my life,” and G20 expressed, “The only thing I liked was long term excursion to Singapore. I was able to look at this country firsthand and able to see a different world.” The “English Only” policy in the DWE’s Learning Support Wing (LS Wing hereafter) was mentioned as useful by four participants. G15 replied, “All teachers were native speaker and we had to talk in English all the time.” The “English only” policy is insisted upon by one specific colleague in the team. While this approach may theoretically not be consistent with the thinking of WE regarding code-mixing, code-switching and the importance of the L1, as Dr. Ahmar Mahboob mentioned (personal communication), in an expanding circle setting where there is little opportunity to interact in English in normal domains, such a center offers an opportunity to use English extensively. Former students also found the DWE’s various formal events, major presentation events in the 1st and 2nd year given to a large audience of peers, teachers and parents by students wearing business suits, and a 3rd year event, the Company Convention, in which 3 or 4 groups of the best presenters in a year-long competition give their presentations to a group of 25 company representatives, followed by an exchange meeting with hors d’oeuvres and soft drinks, to have been very valuable. They learn how to present under stress, and also, the valuable team-work experienced in preparing for and participating in such events helps to give the students organizational and leadership skills. Cluster 3, classes related to Overseas/World-minded Exchange, was the next most frequently mentioned, in 13 instances. “Academic Classes” were mentioned only 6 times, with no single category mentioned more than once. These included Cross-Cultural Studies, Teacher Training, Classes taught by a business professional, and the 4th year graduation thesis class. A final relevant point is that the required freshman 2-semester class entitled Outline of WE was mentioned in six cases as having been useful, although a later question demonstrates that for many students, this class was not positively evaluated. G32 mentioned, “The concept of “World English” is useful to me.”

Question 6 asks, “Before graduating from Chukyo, what aspects of our program did you feel were least useful? Please explain.” The responses were divided into 5 clusters: Cluster 1 – Elective or University-Wide Liberal credit classes, Cluster 2 – Specific Activities within the 4-skills program, Cluster 3 – Classes related to the 4-skills program, Cluster 4 – Other, and Cluster 5 – Classes related to Overseas Study.

The most frequent responses are categorized as Cluster 4 – Other. Most frequent was the comment that “All classes were useful” or “Nothing was least useful.” This may demonstrate to some extent the general satisfaction of the DWE graduates with the curriculum, but Japanese respondents to surveys are also known to avoid negative comments or to question authority figures (Reischauer 1998: 154). For example, research has indicated that for 5-point Likert scale questions, Japanese are likely to often circle the neutral choice “3”, so many social scientists in Japan prefer to use a 6-point scale (Okumura, personal communication), which forces the respondent to lean towards either a positive or negative direction. Still, it may be significant that 24 of the graduates were able to identify some component which was less than ideal. The Phonetics class was identified in three cases. The teacher who taught that class for many years is known to prefer a British R.P. accent⁶⁰ and several ‘returnee’ respondents wrote that he was critical of their American accents, TOIEC/TOEFL qualification classes were mentioned twice, and Outline of WE. G19 commented, “*Kokusai Eigo Gairon* (Outline of WE). Nobody was listening and Students didn't have to participate in a class.” Physical Education and Electives in general also were mentioned. Ironically, several respondents specifically mentioned not liking the class taught by a visiting Outer Circle teacher, which raises the important point that in many cases, simply hiring a teacher from the Outer or Expanding Circle, does not guarantee that the teacher will help change attitudes among students, or even that said teacher may be theoretically “WE-aware” themselves. Students referred to the teacher’s one-way manner of teaching, lack of using small groups, and difficult pronunciation. This also reveals that to succeed in Japan, requires time to adjust to student reticence, and to discover what approaches work best. At the same time, it shows that students need to be more open to trying to understand various accents.

Skills classes were also mentioned in some responses. Notably, several respondents mentioned that the Reading classes were not difficult enough, especially in preparing them for the one-year overseas study program which is content based EMI (English as a medium of instruction). G10 wrote, “Reading class was boring to me. I think I've never used expressions which written in Graded Reader.” The DWE faculty member in charge of the reading program is a champion of ‘Extensive Reading’, which we will see in Chapter 6, has broad support among tertiary level NS teachers in Japan. A basic tenet of Extensive Reading (Waring 2000) is that a student should read enjoyable material at his/her

⁶⁰ This demonstrates that regarding hiring it is not always a ‘WE-aware’ faculty member who is in a position to make decisions.

own level, primarily using graded readers usually based on adapted classic novels (produced in great numbers by Oxford, Cambridge, Heinemann, Longman, etc.), and that a student should know 98% of the words on a page (Waring 2000). They can guess from context, and do not need to use a dictionary. Extensive reading also prioritizes that students read at least one graded reader per week, ideally more. While the DWE reading program does also ask teachers to supplement this with non-fiction reading, the preponderance of our reading programs through the third year are based on use of these graded readers. Respondents who studied overseas one year expressed that they were poorly prepared for the type of academic reading they needed to do as homework in their overseas institution, often 20 pages or more per class, for several classes each evening. This data indicates that within the DWE program, it may be necessary to make an early identification of those with the desire and potential to study in such an EMI setting, and create an honors or other accelerated program, to prepare them accordingly. But this would not be possible or suitable for roughly two-thirds of the DWE students. Another interesting point revealed by Question 6 was that three respondents expressed dissatisfaction with our two 3-week required overseas study programs, indicating that they were too easy, or did not offer enough opportunity for real interaction with local people. G33 mentioned, "About overseas study, I was kind of disappointed with classes in Sing & Australia. Just spending time overseas would improve Students, but classes were not useful," indicating that when all DWE students are together in an English class overseas, it is not much different from being in Japan. A final observation which should be noted, is that for some of the questions, including Question 6 there were one or two graduates who misinterpreted the question, indicating that some graduates, usually lower level but not in every case, do not have the English skills to recognize the phrasing patterns of the survey. In the case of a follow up to this study, where possible, conducting two-way interviews might be a more effective method of inquiry.

5.4.1 Summary of Attitudes upon entering and the DWE Curriculum

Questions relating to attitudes upon first starting to study at the DWE ask graduates to reflect back on their goals, desired job types, and most and least useful classes while they were actually enrolled in the DWE. Regarding their future goal for English, the students expressed a strong desire to develop their English so that they might interact with 'people from all over the world.' They use the term 'foreigner' often, which exhibits the still quite mono-ethnic composition of Japan's population, and their feeling of being an island nation separated with no contiguous borders to any other country. This may not at first seem objectionable, but when one proofreads a large number of student

statements of purpose, and finds the word 'foreigner' as many as a dozen times in a two-page essay, it draws attention to the Japanese preoccupation with in-group and out-group, and the term '*gaijin*' (outside person) to refer to non-Japanese. The desire to interact with non-Japanese, especially Westerners, is very strong among these students, but demonstrates a naïve (yet culturally deeply inculcated) 'othering' of the non-Japanese. One rarely finds use of terms such as 'various kinds of people' or 'people from different countries', and everyone is lumped into the category of 'foreigner.' They also express a desire to help people around the world, and to exchange opinions and ideas with them, to broaden their own exposure and thinking. The DWE students do mention plans to work in business, but at the same time, never express a desire to gain wealth or position, but refer to quite humanitarian goals of helping to promote cultural communication or to work for an NGO, or teach. In their university days they wished to raise their English proficiency enough to gain access to various global opportunities. There are also a fair number of students who express a desire to work in air travel or other tourism related fields, since these were the sectors which seemed the most international to them at the time. In terms of other lines of work, as undergraduates, they also held dreams of working in fashion, sports, translation, and trading. A large number of the students however, had very little idea of what they would like to do in the future.

In terms of motivation, they desired to improve their English as much as possible, and also felt a healthy sense of competitiveness with their peers. The DWE policy of placing the students into 6 levels, and then re-placing them in the 2nd and 3rd year, contributed to this desire to maintain or move up to a new level. The programs, presentation events, and facilities such as the English-Only Learning Support Wing, also provided opportunities to use English often, and created a strong bond among the students who took advantage of these, making for an enjoyable undergraduate experience. Students were also very motivated to improve their test scores to qualify for semester or one-year overseas exchange, which dominated the 2nd or first part of 3rd year for many. Still, not all students felt this way, and some transferred out, or were not highly motivated while in the DWE.

Regarding attitudes about what classes were most useful while still enrolled, many graduates expressed that Presentation class was useful, and that skills classes in general were intensive and useful. Students also felt the classes related to overseas travel were very useful in preparing them to go overseas, and that it was helpful to have teachers from many different countries. Other classes perceived as being useful were those that would prepare them for their short-term goals at them time, such as cross-cultural studies, academic writing (for those planning to study abroad), and

teacher training classes for those planning to work in the teaching field. Classes which were perceived to be less useful at that time were non-departmental required classes, in some cases the Phonetics class (depending on the teacher), Computer Skills and typing, and the Outline of WE class. There were also certain components of skills classes which students expressed as not useful, such as too much homework in skills class, recording paired conversations, and in some cases, the 'English Only' and other rules in the LS Wing. A few mentioned that the short-term study programs (Singapore, Australia) did not allow enough opportunity for interaction with local people. Many students expressed that 'none of the classes were least useful' or 'all classes were useful.'

The goals expressed by the students, especially those related to their strong desire to interact with people from all over the world, and to go on longer study abroad programs, help partially to answer the research questions for this study. From a WE perspective, classroom practices could incorporate chances to be more familiar with the varieties of English they will encounter, and the cultural awareness aspects stressed in English as an international language/English as a lingua franca (EIL/ELF) should be enhanced, and taking content classes in various contexts overseas could be easier if the DWE curriculum focuses on developing a WE-like 'Educated Japanese English' as an outcome, at least for higher level students. The implications of the graduates' data to answer the research questions will be discussed more specifically at the end of this chapter.

5.5 Questions related to student attitudes towards World Englishes

Question 7 inquires, "What is the meaning of 'World Englishes' in your opinion? Which parts of *Kokusai Eigo's* curriculum have you some understanding of the meaning of the concept 'World Englishes'?" The responses were divided into 5 clusters: Cluster 1 – Try to provide an actual definition of WE, Cluster 2 – Got meaning of WE from one of the Study Tours, Cluster 3 – Got meaning of WE from Introduction to WE or another class at Chukyo, Cluster 4 – Got meaning of WE from variety of Teachers' nationalities.

The preponderance of responses is grouped into Cluster 1, in which the graduates "Try to provide an actual definition of WE." Of 69 WE concepts which were elucidated, 22 of the respondents, exactly half, in some way or other specifically mentioned that WE involves the existence and recognition of different varieties of English around the world. G15 wrote, "WE means there are tons of types of

English in the world, not only from people who use as a mother language. Since English is common language & most spoken in the world, we need to understand that it has variety of accent, pronunciation and writing style.” G19 shows an understanding of this variation, albeit with referring to ‘correct’ pronunciation rather than intelligibility, “I think WE means diversity. English is not only American or British English, there are Singlish, Indian English, Japanese English I understand by I am not an English NS so I don't have to speak English like Americans, but of course I think I have to pronounce correctly otherwise nobody understand my English.”

10 responses had some mention of WE dealing with intercultural communication. For example, G8 mentioned its implications for communication with people ‘All over the world’ (a common phrase which often recurs among graduates on several of the questions), 6 participants mentioned that it implies there is no one standard English, and another 6 that WE implies that English is primarily a ‘tool of communication.’ Nine graduates mentioned that WE implies that English is for practical communication, and that they should be open to creativity, less concerned about errors, and be comfortable with using their own individual Japanese English, which indicates an ELF-like view of English. G32 mentioned, “I thought English was American English before I went to DWE. Now I think, even if person has thick accent, even if it has grammatical mistake, if person want to extend their feeling with English, it's English.”

The replies do not show a deep or sophisticated understanding of WE theory, but at the same time, do show a basic understanding has been realized in most of the graduates, and that they also seem to understand the concept in terms of what it may mean to Expanding Circle users such as themselves, in some ways hinting at concepts closer to related pluralistic paradigms such as EIL or ELF. In quite a few responses, the EIL and ELF frameworks are more closely aligned with the students’ notions, and how their views depart from the thinking behind the WE conceptualization of the Expanding Circle. G5 makes the short but powerful comment, “WE means no border in the world and in our heart.” G4 responded, “Now English Is the most language people can communicate all over the world other than just native speakers. (It is) important to understand how people who have different way of talk and different culture think.” The common Japanese apprehension toward using English due to affective factors is well-documented, and the graduates indicate that their education in the DWE curriculum has helped them to look beyond the native-speakerist view of English which

is still very prevalent in Japan. G17 states, “The *gairon* (Outline of WE) class showed me English has its variety. No correct and incorrect English.”.

The second most common cluster (Cluster 2) of responses shows that some students derive their understanding of WE from one of the DWE study tours/programs. Singapore especially raises awareness of the reality of WE, as all their teachers at RELC are local Singaporeans (which the DWE requests, since RELC does have several United Kingdom nationals on staff), and the people they interact with around Singapore all speak some variety of Singapore English. G1 responded, “*Gairon* class for concept, and Singapore made me touch. English is not one, each country has their own way, they could make a new English words, don't need to care about pronunciation, English is just a communication tool.” G18's response shows that the study tours were important, and were supported by other parts of the curriculum, “There're many types of Englishes. I could learn it from Singapore Class, Philippine seminar⁶¹, X-sensei's cross-cultural studies classes and seminar and so on, not only classes but also talked teachers/friends.”

One of the 2nd year seminar instructors, from the Philippines, also offers her own one-month private study program in the outskirts of Manila and Cebu Island, in which students help with homebuilding and other humanitarian efforts. This trip usually draws about 15 participants, including some from another Nagoya university. The graduates who went on these programs have an even stronger understanding of WE, since they do homestays and have more meaningful local interaction than on a study tour. The trips to Boston and Australia also impacted students' views, since both are quite multicultural. A third large Cluster of responses (17) related to graduates who mentioned specific coursework which had given them an understanding of WE. The largest was 13 mentions of the Outline of WE. In some way it is surprising that this is not mentioned by more of the graduates, but the first semester mainly covered Old, Middle, and early Modern-English, and Outer Circle contexts such as India or Singapore are not considered until near the end of the second semester, it may result in students not having a clear concept of modern day WE (see classroom observation vignettes in Ch. 6). The class does, however, seem to get the fundamental idea of WE across. Finally, 7 graduates related that having teachers from various countries was what gave them some understanding of WE. G29 states, “Not sure about curriculum, but Study in Singapore is quite unique

⁶¹ The Philippine seminar would only have been taken, however, by about 12-15% of the students.

programme. Also, there were many teachers from many countries in DWE. That's the greatest meaningful point.”

A related question, number 7a, asks, “Does WE theory have an effect on your view of English now?” This question was only on the first 11 of the surveys, since as a result of correspondence with the graduates during the first month of requesting, the low initial return rate indicated to the researcher that the survey was too long, at 36 separate questions. However, among these 11 responses, 7 of the graduates expressed the view which was expressed in question 7, that WE gave the former students confidence to use their own English, since they were aware that NNSs now outnumber NSs, and they should not be held to NS-like proficiency. G31 communicated this belief clearly, “I think my pronunciation is not good, it's like Japanese English but I don't mind it. If I can communicate with foreign people even in such a case, I don't care.” While the concept of WE is not as carefully woven into the fabric of the DWE curriculum as it might be, for a number of reasons—mainly the lack of support of the overall faculty and lack of WE education and awareness among part-time instructors—DWE graduates do have a basic and useful understanding of WE. G19 adds, “Yes, it helps a lot to be confident. Now I am working for a foreign company with colleagues from all over the world. Before I learned the theory, I felt a little bit embarrassed to speak English because my English was not perfect like Native Speakers, especially we Japanese are usually perfectionists.” G35 answered, “Yes, I am not ashamed of my English, and not be shy when I speak English.” Conversely, for those in a traditional ESL context, such as one graduate who is living on a U.S. Military base, “Not in my situation since I am the only one who speak English as a second language around.”

5.5.1 Summary of Students Attitudes towards World Englishes

Students expressed a somewhat naïve but basically correct understanding of WE, at least in terms of its cultural and societal implications, if not having a deep understanding of the great variation of linguistic features (beyond phonology), or the sociolinguistic aspects of different varieties of WE within their own intranational contexts—such as the existence of Acrolectal, mesolectal and basilectal varieties.

In fact, since English is not used in many domains within Japan, the graduates' understanding leans more towards an (English as an international language) EIL or English as a lingua franca (ELF)

paradigm, in which English is used as a common language among people from a wide variety of countries or contexts, where it serves as a practical tool of communication and also a means towards achieving mutual understanding. In this sense, the graduates' responses help to directly answer Research Question 1, regarding how various WE-related paradigms could be integrated into a broader WE construct—which will be addressed further in each subsection and final summary of the chapter. The students' views on WE also provides a rather clear direction for answering Research Question 2, about how such a broadened concept of WE could be incorporated in the classroom, but the answers to this question are provided more prominently in other sections of the questionnaire.

In their answers to Questions 7 and 7a, students mention communicating with people from all over the world, working on cross-cultural communication, tolerance of variation and the implication that effective communication is more important than accuracy, which is again more aligned with the ELF paradigm. It was clear from the graduates' responses that their various study tours and longer study abroad experiences helped to mold their realization of the global sociolinguistic reality of English as used by more NNSs than NSs and the efforts made at Chukyo to bring diversity to the teaching staff helped reinforce this. Since leaving Chukyo, this impression has only been further reinforced for those who either work with English or use English on social networking systems or in their travels. Students are confident to use their Japanese English as an International Language or JEIL as Hino has defined the term (2010), and their exposure to the WE paradigm in the DWE provided the fundamental foundation for this view.

5.6 Questions related to English and the graduates' jobs and lifestyle after DWE

In order to assess the current curriculum of the DWE, and suggest changes and improvements as part of this study, a majority of the questions on this survey instrument relate to the graduates' use of and needs for English since graduating, in their current lives.

Prior to looking at the students' experiences after graduation, there is one question which asks about their attitudes towards the end of their 4 years of study in the DWE. Question 8 asks, "By the time you began job-hunting, had your expectations for using English in your future changed, as compared with when you were a freshman?" The responses were divided into 3 clusters. Cluster 1 – My expectations of use English had not changed, Cluster 2 – My Expectations had increased, Cluster 3 – My Expectations had decreased, and Cluster 4 – Other.

The largest Cluster of responses, with 16 occurrences, is Cluster 2 – my Expectations had increased. This was not limited to the higher incoming proficiency students, but was less common with the lower incoming proficiency students (from peers 4 and 5). The sample is too small to make claims about the relationship between incoming proficiency and chance of using English in a future job. It should be noted, however, that there is a great deal of movement among the peers in the 2nd and 3rd years, with roughly a third to half of students changing their peer group each year. It is not uncommon for students to make a 2-step jump, either upwards or downwards. The DWE has not analyzed the number of students who make a large jump, but the data would be worthwhile to analyze and seek to explain the reasons in depth. For those who expressed higher expectations, they not only were more optimistic about getting a job using English, but their sense of ‘world-mindedness’ had increased. They had developed a desire to go out and be a global person, and even to “educate people about World Englishes.” G6 stated, “Yes, I thought I wanted to challenge myself to more ‘world person’ using my English when I graduated.” G14 replied, “Yes, my expectations were totally changed. Wanted to teach in 1st yr. but it changed to that I wanted to see how much it is used in the society here in Japan, wanted to teach students the necessity of learning job English, so wanted to find any job using English or related to people from over the world.” G24 changed from an original plan to be a teacher in Japan, “Yes, I had been wanting to use English at work the whole life in Chukyo. Studying English at Chukyo made me start to look for other fields of jobs such as working for a Trading company, other than teaching.”

Twelve of the graduates expressed that their expectations had not changed. Nine of them still wished to work in the Air Travel or Tourism sector, while the remaining three did not specify. G37 responded, “N, it didn't change, I still wanted to be air cabin crew.” Seven graduates expressed the view that their expectations had become lower, and 3 expressed that they had found a new concrete goal, independent of whether they used English or not. G31 wrote, “Yes, sometimes I interested in work that is not use English.” G15 replied, “Yes, to work in the domestic company, companies are not really focus on English skill I felt.” The following questions give a clearer image of the type of industries they have worked in, and the needs for English in those roles.

Question 9 is, “What is the current industry (*gyokai*) in which you work? Please tell me something about the size of your company (number of employees, local vs. national, etc.), and what type of international business you may have.” The response were divided into 6 clusters: Cluster 1 – Currently working in industry, High Tech, or Logistics, Cluster 2 – Currently working in Human Services, Cluster 3 – currently

working in Retail or Media, Cluster 4 – currently in Air or other Travel Industry, Cluster 5 – Currently working in English Teaching, education, and Cluster 6 – Not currently working at a company.

22 of the graduates were or are currently employed in industry, high tech, or logistics. These include aircraft manufacturing, auto/auto-parts manufacture or sales, food, I.T., other manufacturing, pharmaceuticals and trade/logistics. Japan is a manufacturing and high tech powerhouse, with Nagoya as its third largest city with a major port and home to the Toyota Motor Corporation, so these are often the industries which are hiring, not only for engineering and business majors but also across the humanities. G4 wrote, "Aircraft manufacturer, 3000 employees local, 20 national. International business: supply-chain management, sales, etc." G11 replied, "Port transport business, 829 employees. 18 business sites in Japan, 20 sites in countries like America, India, Belgium, Germany and China." G23 responded, "Pharmaceutical wholesale company, 1600 employees, translating industry magazines is main business." G26 answered, "Food maker. Employees are about 100. We export products, import materials & have group company in US, Canada, China." G35 write, "I am current working at forwarding company (trading). In Japan, 30 people, President from Malaysia. My duty is now exporting to Taiwan, HK, Singapore, Europe and Africa."

No other employment sector had more than 6 responses, which demonstrates the wide range of fields that the DWE graduates enter. This is one reason also why it is not easy, and perhaps even risky, to tailor a curriculum too closely towards any specific specialty, which will be addressed further at the end of this section. Many in Japan today realize that just being an English major is not enough, that one must have 'English plus'. But identifying what that 'plus' should be is difficult. For the most competitive universities, there might be enough applicants and demand to offer a narrow specialty, such as International Management in English, but for a university that is just slightly above the average, this might limit applicants too much. Among the other graduates who responded, 6 work in Human Services (bridal, real estate, sports/health, welfare NGO), 4 work in retail or media (advertising, fashion/apparel, mass media, furniture/department stores), 4 in Air or Travel (cabin crew, ground staff, travel agency), 6 are involved with English education, and 4 are housewives or currently not working. In these sectors there are also opportunities to use English. G27 replied, "Retail furniture store, *Nittori*. Have stores in Taiwan and US. 2 stores opened in US 19 Oct 2013. Various factories in SE Asian countries (India & Vietnam) 300 stores in Japan but by 2032 we want to open 3000 more stores, 2500 of those overseas." Another graduate who works in Tokyo, G15, wrote, "Dunhill. Global retail in luxury goods in jewelry, watches, and fashion. Capital 2.5 billion yen, 1600 employees locally, my boss is from Italy."

The oldest graduates in this study are currently age 32, so it remains to be seen if the largely female graduates will continue in their careers after child raising (BBC 2013), as it is still not common among Japanese women to be a 'career woman' who returns to work within six months to one year after having their first child. According to a BBC report, "...by far the biggest reason why Japanese women quit their jobs after childbirth is that Japanese working hours make child care unfeasible." The report elsewhere states, "Japan's working culture can be brutal. It's one of the reasons why 70% of Japanese women still give up work as soon as they have their first child" (BBC 2013).

Across these various sectors of the economy, 25 of the graduates indicated that their companies currently have some degree of international business. Chukyo graduates (from the DWE and in general) on occasion qualify for one of the largest industrial groups in Japan, such as Mitsubishi Heavy Industries, but this is the exception. Most of those jobs are filled by the elite universities. Yet the fact that over half of the respondents work in a company with some form of international operations, shows the reach of globalization and also the importance of international trade to the Japanese economy.

Question 10a inquires, "Do you work in the international section? If so, was it from the start? Is TOEIC required by your company?" The Clusters here were rather simple, basically broken down into 2 main clusters, 'Yes', and 'No', with codes below them to indicate, in the case of 'Yes', if they had started in the international section from the beginning or later, and in the case of 'No', if they were hoping to eventually transfer to a section of their company that does have an international section, or possibly transfer to another company. Of the graduates, 21 do or have worked in the international section from the start of their employment. 3 joined the international section at a later point, and 2 are now stationed overseas. 10 do not work in the international section, 4 do not have an international section, and 4 others are trying to move into their company's international section. It is indicative of our graduates that they continue to try to take advantage of their English skills. G2 replied, "No, Not international section, but when possibility to go overseas that need to use English comes, I have more possibility to join that project than others." And G1 has not given up: "No, Not yet, trying to get involved."

Regarding question 10b, whether TOEIC is required by the company or not, and if any specific levels are specified, the most common response, by 20 graduates, is that it is not. 20 graduates did respond that their company required TOEIC, but specific levels were specified by only 13 companies. Among universities in Japan, there is a perception that the corporate world relies heavily on TOEIC, and more and more TOEIC preparation courses are being offered, but one professor from Tokyo indicated to the author that he has

begun a pilot study of asking directly to many companies about their attitudes towards TOEIC, and the majority said TOEIC was not a key determiner in employment decisions (Oda 2014, personal communication).

Question 11 attempts to get a wider impression of overall English use by the graduates, to ascertain the range of English use, asking “Do you use English in your personal/social life; How often and in what situations?” The responses were divided into 5 clusters: Cluster 1 – Yes, In work or after work real situations, part of life, Cluster 2 – No, Don’t use English in Personal/Social Life, Cluster 3 – Yes, for Transnational or World-Minded Online situations by not face-to-face, Cluster 4 – Only use rarely, as performance variety, and Cluster 5 – Only as a study activity.

Of the 44 graduates, only 8 responded ‘No’, with one of those (G40) responding “I hope to.” The graduates in many cases described different situations in which they use English in their personal life. There were 41 occurrences of using English with work friends or after work or as a normal part of their life. G4 replied, “With Consultant from Boeing support, company drinking party.” G13 mentioned, “Speak English with my husband who is from non-English speaking country, and communicate with his friend.” T22 responded, “Everyday, living/working in California.” G16 replied, “Living in Singapore therefore I speak English most of the time.” G25 mentioned, “Hang out with co-workers, some American/Australian Friends about once every 2 weeks,” and G28 wrote, “I’ve been working with foreign teachers, so sometimes go drinking/karaoke with them once a week; and of course, using English to communicate with foreign friends from Boston and Singapore on FB.”

12 mentioned using English with friends, 10 used it due to living overseas, 7 used English after work, 6 used it with a spouse or partner, and 5 used it but only at work. While the interlocutors may be mainly non-Japanese, the results indicate that there is considerable use of English within Japan as well, due to the presence of foreign-affiliated companies or non-Japanese staff at Japanese companies. 17 responses indicated that graduates regularly interact in English in Social Networking Services (SNSs) such as Facebook, WhatsApp, Line, or via Skype. G21 replied, “Yes, almost every day I use English through Face Book.” G33 similarly replied, “Yes, mainly on FB or LINE with my international friends; almost every day.” This indicates again the growth in world mindedness among people in the expanding circle, or what Schneider, Canagarajah and others have termed ‘transnational attraction’ (Lo Bianco 2009, Schneider 2014).

The increase in crossing of borders by our graduates is part of a larger global phenomenon of the internationalization of higher education and globalization in general, making the Kachru 3-circle model of less importance in defining how people around the world use and need English, as seen in the work of Bruthiaux (2003) or Kumaravadivelu (2015). For the DWE graduates, the type of recorded data of which the ELF corpora include (VOICE in Europe, ACE for Asia), and the analysis of the negotiation strategies seen in ELF interactions, or meta-cultural competence described by Sharifian (2009) show these paradigms as being more relevant in their lives. The work of Vertovec and Wessendorf (2010) on super diversity and commonplace diversity also are relevant to the growth of transnationalism. Even among those graduates in the study who do not use English socially, 9 mentioned that they continue to study English either through the internet, films and music or reading and other forms or direct study. There were also six responses from those who use English only rarely, either through international travel, or helping foreign visitors to Japan with directions or other questions.

Question 12 directly asks “Do you use English, or have you used English in the past, for your job? If not, do you think you will have a chance to use English in the future for your job?” For this question the Clusters were divided fairly simply along ‘Yes’ and ‘No’ lines. 28 graduates responded that they do currently or did in the past use English frequently at their jobs, such as G35, “I have to use English every day for work, it is normal for me in my life” or for G5, “Yes, almost all jobs I've done. Airport of course, COACH handbag part of visual merchandising section, American head of company, English teacher pair with foreigner, boss is foreigner.” 5 graduates use it at work infrequently, and another 5 use it for limited purposes such as for signs/decorative purposes, with documents or occasional translation or for periodic e-mail. An illustrative example is provided by G13, “Use English as decoration in designing advertisements, but don't really use for job, going to US in few months following my husband, hope to work part-time.”

The finding that 38 of 44 graduates use English at their jobs, in some way, is impressive. The responses to whether the graduates see themselves using English in the future showed a slight decline from 38 total to 32, possibly indicating that if some of the female respondents discontinue their working career (of the reduction of 6, 5 were female respondents), they may no longer use English for work. Question 13 asks those former students who do or have used English at the workplace, if it is both spoken and written, or both? Those who used it mostly for speaking were 8, for both speaking and writing 15 as with G22: “Both Written and Spoken in all aspects of business conduction.” For 16 graduates, English was used mainly for reading and/or writing, such as for G11, “Only Written at my section. Use invoice, packing list, bill of lading

and arrival notice because I was in charge of import clearance.” This shows that a balance of the skills is called for, slightly favoring the written form, which supports the claim that being competent at reading documents and writing e-mails and other genres is at least as important as developing speaking skills. Hence curriculum should not favor speaking over text.

Question 14 asks, “Who are the people with whom you use English for your job? From which countries?” The results were divided into two main Clusters, with the first by region, the second by type of person. A third Cluster was for family/children which some respondents mentioned.

The most common reply, with 15 occurrences, was coded as ‘various countries’, since many graduates answered with as many as seven or eight different countries on different continents. G11 (in Port Transport business) responded with an impressive list, “China, Indonesia, Thailand, USA, Mexico, Russia, Belgium, Germany, Singapore, Malaysia, India and so on.” G16 wrote, “Use English with Local employees from all over the world, but mainly Asian countries: Singapore, Malaysia, China, Korea, and India.” G20 responded, “So many: Australia, America, England, India, China, Korea, Malaysia, Philipp., Canada, European countries, Sri Lanka, Brunei, etc., etc.”

Next there was a tie between Asia and North America, each with 12 occurrences, followed by Europe with 8 instances. Foreigners visiting Japan, South America and Oceania followed with a total of 5 instances. The range of countries they interact with was remarkable, and strongly supports the notion that an EIL- or ELF-aware sense of English use is the reality for Japanese today. Learning English as a tool to communicate with Americans is truly no longer the only reality, and ELT education must reflect this. Even for those based in America, as G22 replied, the majority of interlocutors may not be NSs: “Live in US, but speakers of All Englishes, very diverse.” For responses related to type of work person, 7 referred to co-workers, 4 to international customers, and 3 to local customers. Several left this column blank, as in the case of a translator, who replied that he mainly “reads I.T. stuff.” This data also reflects the multinational nature of Japanese corporations today, where co-workers also may not be Japanese. A few graduates mentioned more family related use for this question, such as G12, “Speak English to my daughter, who is Japanese” G13, “Use English with my Korean husband.”

Question 15 asks about what type of work is transacted in English, including face to face, telephone, e-mail communication, etc. Some graduates did not understand the word ‘transacted’. Also, when sample possible answers are given, there was a tendency of respondents to choose mainly from those. The

responses were divided in 4 clusters: Cluster 1 – Interprets to mean Medium of work, Cluster 2 – Correctly Interprets by type of work, Cluster 3 – Teaching/ELT, and Cluster 4 – Misinterprets.

For those answers that focused on the medium through which the work was conducted, face to face was mentioned 13 times, telephone 9 times, written work 6 times, documents and e-mail 5 times each, and Skype twice, showing a balance between spoken and written use of English. For those responses which also mentioned the type of business which was transacted, 11 mentioned translation, 7 mentioned all forms of business, 4 mentioned sales purposes, 2 mentioned dealing with import customs, contracts and bills, and 1 interpreting. This data also supports that a variety of skills will be called upon in the workplace. G8, simply commented in all capitals, “EVERYTHING!” Finally, three responses were for English language teaching, and 12 responses were either blank or showed a misunderstanding of the question, such as G10 who interpreted the question to mean the type of work needing English in the wider society: “A trading company, a company like Rakuten Online”, or G12 with a teaching background, “Sorry, I don’t understand the question.”

Question 16 asks the graduates to, “Describe your successes with using English at work.” The responses were divided into 6 clusters: Cluster 1 – Successes with type of work, Cluster 2 – Successes by interlocutor type (Creating Relationships), Cluster 3 – Success on a limited performance basis, Cluster 4 – ELT field, Cluster 5 – Misinterprets, and Cluster 6 – Not Satisfied.

The largest Cluster of responses included those related to type of work. Perhaps due to Japanese modesty in describing one’s own successes, the most common response, rather than mentioning some success, was that the graduate was “generally able to do his/her work effectively” with 10 instances, as in the case of G7 who responded, “Nothing special, but can do most work OK,” or G32, “I don’t have big success story, it’s my daily business.” Three mentioned that they were successful at translating, and a range of other skills were each mentioned once (e-mail, interviews, written documents, meetings, customer support, and being promoted to a higher position). A second group of responses was clustered by the nature or context of the interaction. Most frequently mentioned was what was coded as ‘WE Outlook’, with the common element being that the graduate did not worry or hesitate about perfect English, but could communicate effectively with anyone. In this sense, they have internalized the WE message, and through real life use of English with a wide variety of partners, have come to see the reality of using English as Lingua Franca, often among fellow NNSs. G9 in a matter of fact style wrote, “Even though some problems happen to me in foreign countries, I can manage to solve the problems with

English,” and G14 commented, “I had no problem with non-Natives compared to my coworkers used to only American accent.”

Those who work at an airport (G7) expressed “success at helping others via bilingual communication”, office workers mentioned (G1) serving as an “effective bridge for their company with the world.” Others succeed in communicating daily with their co-workers, several were posted overseas thanks to their facility with English, and one graduate mentioned that her Japanese kindness/heart and hospitality was appreciated by the son of her company President in a training program she took part in. Others expressed their success in helping tourists effectively in Japan, or in being an effective English teacher for their local students. True to a Japanese sense of perfection (Reischauer 1998, Womack 2007) as seen in the myriad texts in bookstores on how to ‘master’ this or that discipline or craft, there were 7 responses which indicated that graduates still felt dissatisfied with their English, such as G25, “Cannot fully express myself: lack of Vocabulary,” or G15, “Using English is crucial for me so I have never felt I have succeeded.”

Question 17 asks, “What if any problems have you had using English at work?” The responses were divided into 4 clusters: Cluster 1 – Problems related to Technical Terms, Lexis, Written Language, Cluster 2 – Problems related to Phonology, Cluster 3 – Problems related to spoken language, idiom, and Cluster 4 – No problems with using English.

By far the most commonly identified problem related to lack of business vocabulary and technical terms associated with each graduate’s field, with 14 occurrences. This will connect with one of the later questions, regarding which elective courses in our department were found to be most useful (business English). As G26 mentioned, “It was hard to understand technical term about trading.” G35 and G36 mentioned respectively, “I don’t have enough vocabularies for trading. I need to learn more” and “I still don’t know so many words of English”—also potentially indicating a lack of academic reading while in the DWE. While it may be hard to introduce a course on technical terms due to the variety of fields in which our graduates find work, it would be relatively simple to add supplemental courses in business English, and even possibly to introduce coursework in common technical terms related to manufacturing or logistics.

The results indicate that for our students deeper intellectual classwork such as the more difficult electives on Ancient History, English poetry, or Syntax and Morphology, while interesting for the professors, may not be what students really need—although those could build up academic vocabulary,

the students express a need for vocabulary more related to business and trading. Students also identified problems with pronunciation (either their own, or that of their interlocutors) in 6 instances, indicating that exposure to varieties, and creating opportunities for interaction with students from a wide range of Englishes, would be advantageous, such as the SKYPE exchange program initiated by ELF scholars Nicos Safakis of Greece, Yasemin Bayyurt of Turkey, and Enric Llorca of Spain, which the researcher has begun discussions to join in. Other problems identified by the graduates mention that speaking is OK, but reading/writing is a problem as expressed by G7, "I can communicate In English but very difficult to write and read documents." Also, explaining culture is difficult, negotiating intercultural problems and meaning is difficult, telephone skills are inadequate, non-native speakers' pronunciation is difficult, humor is not easy to follow, they cannot use 'proper' English, translating and interpreting is difficult, and for teachers, their students are not able to use English to communicate.

In almost every case here, viewing English from a 'WE Enterprise' perspective as in Bolton's umbrella term to include WE, EIL and ELF (D'Angelo 2012c: 145), could be the solution, for WE values 'educated' rather than 'proper' or 'Native-like' English, and EIL and ELF stress being able to deal with meta-culture and to use negotiation strategies to accommodate and repair, and exposure to variation can overcome problems with pronunciation. Larry Smith expressed that being good at using EIL is hard to accomplish in the classroom, which is why he created the 'Living World Englishes' program from Chukyo DWE in Hawaii (D'Angelo 2013a: 5). Enhancing our curriculum based on this feedback, and having more programs which foster meaningful learning informed by the insights of the WE Enterprise, can help overcome many of these difficulties which our graduates are attempting to overcome. As a final note, 7 respondents expressed having no major difficulties, so perhaps they have already worked through these issues on their own or with the help of their education in the DWE.

Question 18a asks more specifically, "If you have communication difficulties using English for personal or business needs, which areas cause problems: Pronunciation, Vocabulary and Grammar knowledge? Differences in Communication Style? Cultural Differences?" The responses were divided into 4 clusters: Cluster 1 – lack of PRODUCTIVE Proficiency or opportunity, Cluster 2 – Mutual 2-way difficulties, Cluster 3 – Problems with RECEPTIVE language issues, and Cluster 4 – No problems.

Here it mentions 'personal or business' so only one graduate left this item blank. In support of question 17, where vocabulary/technical terms were mentioned as most lacking, for 18a an even larger number, 27 respondents, mentioned vocabulary as causing difficulty, plus 4 instances of again mentioning technical

terms. G5 made the interesting observation which would support the ELF view of Widdowson (2014) that ELF users are remarkably good at the type of grammar which carries communicative valence even if they are not so good at articles and prepositions and other features which are less crucial to getting the message through: “Vocabulary and Grammar cause difficulty, but Grammar doesn't interfere w/communication.” G29 stated, “Definitely vocabulary problems”, and G38 added, “I think it is a vocabulary problem, because English for business needs different from one that we learned at school.”

Next most frequent was pronunciation with 15 occurrences, and grammar with 14. Cultural differences were mentioned by 7 participants. G37 mentioned, “I think cultural differences cause trouble: they insist on their request strongly.” G40 wrote, “My lack of vocabulary & little experience in interacting w/people from other diverse countries.” Vocabulary clearly seems the most common problem, which may be a reflection of how broad of a vocabulary one needs to be effective in a language, but also may indicate, as we will see in later comments about the Reading program in the DWE, that elevating the amount of academic or business level reading in the department is necessary.

Question 18b inquires, “How do you overcome such difficulties?” The responses were divided into 3 clusters: Cluster 1 – Overcome via Negotiation, Attitude, Communication Strategies, Accommodation (ELF), Cluster 2 – Overcome through study, and Cluster 3 – no action.

The vast majority of responses involve Cluster 1, “Overcome via Negotiation, Attitude, Communication Strategies, Accommodation,” indicating—similar to work on EIL and ELF—they understand that communication is a two-way process in which meaning is co-constructed by the participants, rather than a one-way matter of intelligibility or of proficiency as measured by a standardized test. There were 46 responses in this Cluster, whereas Cluster 2, “Overcome through study” was mentioned in just 12 instances. The most common responses involved rephrasing, having more interaction, asking someone for clarification or to repeat, getting help and observing how others interact, using body or other non-verbal language, having a flexible mind and trying to understand unclear points, asking an interlocutor to simplify or say again in easier words, using strategies such as saying “excuse me” or “could you please repeat that”, having no fear of making errors, and even drawing a map or making a picture. G42 replied, “Body language or said 'Pardon me, please'”, and G37, who works for a major manufacturer who stated in response to question 9: “Our main commodity is engine parts for automobile, called Spark Plug, have world share no. 1 with 6000 employees, branch office all over the world, 30 locations. We have great ceramics technology,” advised on how to overcome difficulty: “Have a flexible mind. Do not hesitate to

ask repeat or confirm if I couldn't understand what they say." This graduate also replied, "Germany and French English are difficult. They are really talkative, so sometimes I cannot say my opinion."

For those who mentioned studying, it was common to refer to listening to CDs or internet site/YouTube listening. This question demonstrates that augmenting the curriculum to increase students' ability to implement conversation and negotiation of meaning strategies during their time in the DWE would be helpful in their future endeavors: something which is often stressed in ELF and EIL research, but which is also part of more mainstream Communicative Language Teaching (CLT). In question 26, regarding how graduates currently study English, qualification tests such as TOEIC are mentioned, but it is informative that here, regarding effective communication, it was never mentioned.

Question 19 asks, "If you use English, is it mainly in Japan, or overseas? Please explain. The responses were divided into 4 clusters: Cluster 1 – Mainly Overseas, Cluster 2 – Mainly in Japan, Cluster 3 – Both Overseas and in Japan, and Cluster 4 – Unclear Response.

Of the total responses, 30 fell into Cluster 2, "Mainly in Japan," 14 fell into Cluster 1, "Mainly Overseas," and 6 into Cluster 3, "Both overseas and in Japan." Of the 30 that were in Japan, only 5 were limited to e-mail, Skype, or SNSs, indicating that while Japan is in Kachru's expanding circle, a good number of our graduates are using English in Japan for face to face interaction. G4 and G15 mentioned, "In Japan, in my company" and G5 also stated, "In Japan, for work." In contrast, G20 responded, "Definitely not in Japan," and G19 stated, "Overseas, (I have never used E in Japan)."

Of the 14 respondents who use English mainly overseas, 3 mentioned that they are currently living overseas, while for the others, it is either on business trips abroad, or when contacting overseas business associates. For those in Cluster 3 who use English both in Japan and overseas, two replied that it was "at home with a foreign spouse." G34 added, "Both overseas and in Japan, since my husband is American and doesn't talk almost any Japanese." The previous comment is interesting in that it exhibits that for someone who speaks almost no Japanese, the Japanese in general are able to get along well enough in English to allow some non-Japanese to survive in the country only using English.

5.6.1 Summary of English and graduates' jobs and lifestyle after the DWE

This section covered a wide range of questions (Q8 thru Q19) related to graduates' life and use of English since nearing the end of their studies in the DWE and the advent of the job-hunting process, until the present. Once starting job hunting, although many students still did not have a clear vision

of the type of field they would like to work in, those who did in general held the same expectations as they had upon entering, or in many cases raised their expectations thanks to having a broader view of the type of fields in which English would be needed. In some cases, students had lowered their expectations due to the limited number of positions which require English or their lack of proficiency improvement.

The students enter a very wide range of fields upon graduating, as outlined above when discussing results of question 9, which has important implications regarding the extent to which it is feasible to load the curriculum with discipline-specific content. Although many graduates have gone into business, there are many others who work for humanitarian and service organizations, or have become teachers. Although many express the need for further technical vocabulary, it would be hard to narrow down the type of technical vocabulary which could be taught, although in chapter 7 a recommendation will be made in this direction.

More than half of the students currently or in the past have used English in their jobs, or are still looking for the opportunity to do so in the future. The use of English is quite evenly divided between spoken language and written language, and shows that all 4 skills are heavily drawn upon and that written correspondence is as much if not more important than spoken. Graduates truly do use English with people from all over the world, from East/Southeast Asia, Oceania, and South Asia, to all across Europe and Eastern Europe, as well as North and South America. They use English with bosses and co-workers, customers and friends, as well as foreign spouses and their children. The WE awareness has helped graduates to succeed in all these contexts, with all these interlocutors, but they do still feel the need to improve in their vocabulary, listening and production skills, and ability to negotiate cultural boundaries as an ongoing process of becoming more effective communicators. These responses also indicate answers to this thesis' research questions which we be addressed in the final section of this chapter.

5.7 Questions regarding post-graduation assessment of the curriculum

Question 20a asks, "If you use English for your personal or work life, what parts of the Chukyo curriculum were useful for you? Mentioning specific classes would be helpful because it would assist us to know which parts of the curriculum are useful." The responses were divided into 5 clusters: Cluster 1 – Specific 4-skills classes were useful for job, Cluster 2 – Specific Components within 4-skills classes, Cluster 3 – Non

4-skills Language classes, or academic classes, Cluster 4 – Overseas Study Opportunity, and Cluster 5 – Other, Don't remember.

The responses fall overwhelmingly—56 instances—into Cluster 1 – Specific 4-skills classes where useful for job. As with question 5 regarding their views while still enrolled, Presentation classes are felt to have been the most useful, with 24 references. G23 made the connection to how useful it was in business, “Presentation, the method could be used in the job,” and G25 explained, “Presentation class: I learned how to attract an audience. I give a presentation in front of University students who are willing to work for our company. I make use of those skills. Thanks to this, my boss asks me to give such a presentation every year.” G6 expressed, “Presentation; learned to speak out in front of people and share my opinions, also at Chukyo had big Presentation Event for company, the process was really meaningful to work as teammate for success.”

The next most common was Oral Communication, mentioned by 12 graduates. Whereas Presentation was mentioned by quite a few graduates on its own, Oral Communication was mainly mentioned in combination with other types of classes, as in the response of G35: “Oral Communication and Writing. Especially, I need to send hundreds or dozens of mail messages every day. Oral Communication helped me speak English more naturally.”

The three codes for Reading, Academic Reading, and Writing, total 12 responses, also indicating the usefulness of classes dealing with written English. Indicating that whether the reading program was somewhat easy as expressed earlier, since students still do end up taking 6 semesters of reading, G32 still wrote, “Reading class, I have to read and translate lots of documents,” and G24 replied, “Ms. Q's (2nd year) reading class⁶², high level and lots of work to do, but fun. I loved reading because of her class. And it gave me DEEP reading skills.” G27 wrote, “ISEP year abroad (have to think in English), overseas seminars, presentation, oral communication, writing (gave time to review my errors),” indicating that students also do appreciate some error correction that a writing class can offer. For Cluster 2, regarding “Specific components within 4-skills classes,” LS Wing Conversation was mentioned in 3 cases, indicating the value of having such a center where students can use English and interact with teachers. Cluster 3, “Non 4-skills language classes or academic classes” drew only 6 total responses, again indicating that for the DWE students, their main purpose for joining the department, or at least their main recollections, are with

⁶² Pseudonym used. This was a class for the highest level of 2nd year students in the DWE, so involved more intensive reading, along with extensive reading of graded readers at a higher level.

regard to their 4-skills classes, and the drive to improve their English, or to gain employment, as G4 replied “I do not remember so much, but curriculum such as directly useful in finding employment was effective.” Cluster 4, “Overseas Study Opportunity”, was mentioned in 4 cases. G2 answered, “ISEP one-year exchange program. I think we need to be exposed the situation as close as possible to real living experience with English.” This comment may shed light on why students tend not to remember their academically oriented lectures in Japan, but then when mixed in with various international and local students, and struggling to keep their heads above water in a true EMI setting overseas (not necessarily situated in an Inner Circle), students feel to be truly useful, and they can measure themselves against the global competition.

For Cluster 5, “Other”, 2 graduates mentioned that “all classes were useful” (again perhaps the Japanese sense of not being critical/preserving harmony), and 3 answered that they had no memory, or as with G9, “completely forgot, sorry.”

Question 20b asks, “Which parts of the curriculum could have been changed or improved to help you with your English needs (for personal or work life)? You can include classroom topics and also overseas study experiences.” This is an important question in which graduates were able to give concrete constructive input, and needs to be discussed in some detail. Responses were divided into 5 clusters: Cluster 1 – Specific 4-skills classes or required core classes should change, Cluster 2 – More Student-centered, interactive needed, structural change of Japanese universities, Cluster 3 – Specific non 4-skills classes should change, Cluster 4 – Needed more vocabulary for business or grammar development (for Job), and Cluster 5 – Other/Don’t remember.

The responses were quite evenly spread across 5 Clusters. For Cluster 1 entitled “Specific 4-skills classes or other required core classes should change”, there were 15 total references to 6 types of class. The most salient reference was to the Reading classes with 6 instances. Without exception, these mention that the reading classes were not difficult enough and did not prepare the graduates for the reading they would need to do in the future. G10 wrote, “Reading class should be changed. I couldn't enjoy that class. Its curriculum was too complicated for me to understand. Difficult curriculum makes us feel boring. Then we can't concentrate.” G3 simply wrote, “Reading Class.” G34 replied, “Reading class should've been more strict and difficult. I got lazy,” and G37 wrote, “For me, Reading class just was made me sleepy.” G38 answered, “Reading class. It is very important to learn words but what we studies in reading class was pretty easy and what we already studies at Jr./Sr. High School. It would be nice if Students study business

words instead.” This last response triangulates well with findings of the classroom observations, reported in Chapter 6, section 6.7.1.

The short 3-week Overseas Study programs were mentioned 5 times, mainly indicating that there was not enough chance to interact with the local people. These programs tend not to be mixed during classroom time since 3 weeks is too short to integrate students with other international students (many schools run 5 or 6-week programs which do offer such integration). One major of the DWE does now offer a 5-week program at Griffith University in Brisbane/Gold Coast which does have integrated classes. The survey indicates that it would be better to do such programs, and also, to offer more programs such as the Hawaii-based ‘Living World Englishes’ class designed for DWE by the late Mr. Larry E. Smith (D’Angelo 2013a), which minimizes classroom time in favor of field work projects which get the students out into the community. Cluster 2 – More student-centered, interactive education needed, including structural change of Japanese universities, drew 14 references. The most common response reflected that students need more opportunity to interact with NNSs, which fits with ELF research into the reality of today’s global interactions. G12—who also earned an MA from the DWE, and is thus more familiar with Kachru’s 3 Circles—commented, “I think they (classes) were great, but if there were more chance to use English with people from the Outer or Expanding Circle I was able to experience the concept of WE more.” G13 expressed a similar ELF-like view, “Speaking with non-English people made me more improved, because we both don’t know English well, so I need to explain many ways to understand each other.” G19, who works for Qatar Airlines, reinforced this point, “I think we should have more interaction class with non-Japanese speakers, for example in class discuss with SKYPE with students from other universities. All of our classmates were Japanese students, so even if we have group activity we understand each other easily, but is not because we speak correct English, but we are same nationalities, from same culture.” G21 expressed the lack of interaction opportunities with local youth during the short-term study programs: “Would be nice if we can communicate with local students in Singapore and Boston, to see and learn how they study.”

Other responses recommended more chance to express opinions and have discussion or to have more meaningful realistic interaction in English (again supporting the “Living World Englishes” and the “world-mindedness” concepts), and that writing and computer skills classes needed to be improved. There were also 2 references, from graduates who had been on one-year exchange, that it would be better to take classes 2 or 3 times per week as in the USA or Finland. G33 wrote, “I want to take the same class twice or

3 times per week like United States. Since I had to take many kinds of classes in a week at DWE, I couldn't learn deeply...the problem in Japan was that student's motivation was super low." In Japan, especially in the first two years of study, DWE students may register for as many as 14 different subjects per semester⁶³, for a total of 24 credits per semester. Each class is once a week for 90 minutes. This system has been criticized (Bautista 2008) as spreading the students too thinly and making it hard to have continuity. It may be a major reason why students have trouble recalling their elective classes in the college of liberal arts, since they have so many different professors, and often cannot tell you the name of their Peace Studies, Psychology or Law professor. Cluster 3 relates to specific non-4-skills classes needing improvement. There were only 6 references, but other than one complaint about the phonetics class, the remaining 5 all indicate that "more academic content" needs to be introduced. This in some way contradicts the respondents' main focus on 4-skills classes, but demonstrates, along with the earlier references to the need for more discussion, that an EMI or CLIL approach to language classes would help to contextualize language learning within certain disciplines or fields of inquiry, and provide students with more sophisticated knowledge and vocabulary. Responses which expressed this need are in Cluster 4, "Needed more vocabulary for business, or grammar development." While several respondents who are in the English teaching field mentioned the need for more grammar study, the majority of responses in this Cluster again express a need for general and technical vocabulary, and for business English. A total of 12 respondents fell into Cluster 5, leaving the question blank, saying they "don't remember well," or "can't think of", or misunderstood the question to mean what part of the curriculum helped them to improve their English, as in the comment: "Writing and Reading made me improve."

Question 20c asks, "What motivates you now regarding English? How do you see yourself in 10 years?" The responses were divided into 5 clusters: Cluster 1 – 'L2 Self'⁶⁴ related Motivation, Pride, Globalization (EIL/ELF), Cluster 2 – Interpersonal/Friendship Motivation, Transnational Attraction, Cluster 3 – Instrumental Motivation, Cluster 4 – Integrative Motivation, and Cluster 5 – Travel-related Motivation, Performance, Hobby, world-mindedness).

⁶³ This is true in all departments and in the majority of universities in Japan, although more acute with language majors, since language skills classes are only given 1 credit, whereas lectures are 2 credits.

⁶⁴ Relates to the relatively new area of motivational research (Dornyei and Ushioda, 2009) whereby the original concept of Integrativeness of Gardner is interpreted not as wanting to integrate with people in the L2 country (i.e. Britain, America), but rather, integrating the concept of the learner as ideal second language learner and global person into his/her own identity.

The majority of responses, 62 of 74 references fall into the first three Clusters. Cluster 3 with 19 references relates mainly to Instrumental Motivation, but the first two Clusters, with 43 total references, overlap somewhat in that they relate closely to the graduates' identity. In Cluster 1, 15 of 22 responses mentioned that the graduate's motivation stemmed from his/her need for English at work every day, that "English is part of my everyday life." English use is closely intertwined with their identity. G8 explained, "Communicating with people from all over the world motivates me, it is the common language in the world today, also necessary for my daily life." G15 replied, "It is crucial for me every day and I have friends in overseas. I can see myself using English after 10 years." G19 wrote, "W/o English, I cannot survive" and G22 said, "English is a part of my life for personal & business will not change regardless of today or 10 years later." T35 added, "I feel using English is not special anymore, but normal. I see myself using English much more naturally in 10 years. It should be as usual."

Another 4 participants mentioned "It is my dream to work overseas with English", indicating that even if not currently working with English, they have a strong English "ideal L2-Self" who is a globally-minded English-using professional. G18 responded, "I don't use English than I expected after graduation even though I moved to international forwarding section. When I meet Chukyo friends who work in foreign country it motivates me to study English again." G12 expressed the idea that even if marrying, having children and stopping work, many female DWE graduates still maintain English as part of their identity, that they also wish to pass on to their children, "I like speaking English. I want to have more confidence to use it, and let my daughter enjoy using English. In 10 years I want to go abroad with my daughter."

Within Cluster 2, the theme, "to communicate well with friends abroad" is most common, with 7 of 21 total responses in this Cluster. In some cases making new friends using English, even for those who are homemakers raising children. G14 replied, "Making some mother friends from other countries, educating kids maybe not to make them bilingual, but not reluctant to use English. More foreigners will be in Tokyo for 2020 Olympics so I want to use E daily life in any ways." Five graduates expressed that they want to be able to express their opinions "with people around the world" (the recurring phrase), 4 realize they can get global opportunities thanks to English, and 3, including G29, "want to be fluent/natural, like my friends from other countries" (Schneider 2014).

For these Japanese users of English, this sense of world-mindedness is highly motivational, and English puts it within their reach. Cluster 3 had 19 references to instrumental motivation, with 8 of these from those in the ELT profession, where English proficiency is needed for their job. 4 respondents mentioned

that English was simply a tool and 3 mentioned that they need English due to relocating. In one case a graduate who has been teaching high school in Japan is taking an opportunity to go and teach in Zambia, which shows an openness to the global reach of English, and also that an Expanding Circle teacher, can be of use in an Outer Circle setting, since the penetration of English in Zambia may not have reached into the rural strata of society there. This also reinforces the point that Kachru's circles often do not determine how useful English will be in one's future life, and that where its domains of use might be limited in Japanese society, these domains are also limited in the Outer Circle when one gets beyond major urban centers and well-educated segments of society. Thus within this concept of transnational attractions and globalization, the circles are less relevant than the ultimate path a person chooses.

Cluster 4 contains 3 graduates who are motivated by having married someone from overseas, and living in that country, or in Okinawa, in the case of a graduate who married a U.S. soldier. Cluster 5 contains 9 references to graduates who have "Travel, performance, or hobby-related motivation," revealing that for slightly over 20% of the participants, English is something that they enjoy, and is attractive; they want to "keep up my English", but it is not a central part of their identity, as G10 expressed, "To go to Hawaii with my family. When we went as honeymoon, I couldn't speak English well, I really regret that."

Question 21a asks, "In your English skills classes taught by non-Japanese or Japanese teachers, what style(s) of teaching/learning did you like or not like? (for example: doing pair and group work, or working alone?)" The responses were divided into 4 Clusters: Cluster 1 – Prefer Western/Interactive SLA learning style/teachers, Cluster 2 – Enjoy Both Styles, Cluster 3 – Don't like NS style teaching. Prefer Japanese teachers or more academic content, and Cluster 4 – Other, Don't remember.

Of the total areas mentioned, 50 of 72 fell into Cluster 1, "Prefer Western/Interactive traditional SLA learning style, & teachers." Whereas the use of methods such as pair and group work are not limited to non-Japanese or native practitioners, it is the researcher's own experience after 21 years in the Japan university context, that pair and group work is a hallmark of the NS practitioner, since in a basically 'all English' classroom context, it is very difficult to get Japanese students to speak up in front of a larger group of more than 4 or 5 students. Among the 50 Cluster 1 responses, 25 mentioned that they liked pair or group work, especially pairs, since in groups "at least one student didn't join" (G29), or, according to G27, "Group work was not so good, spoke Japanese to each other, no one corrected our mistakes. We never know our English is correct or not," demonstrating that even in a CLT-based class, some Japanese students are still concerned with accuracy, although it is not clear whether the comment refers purely to

grammatical accuracy, or more pragmatic and discourse accuracy. On the other hand, some students felt their group members would often know more English than they did, “I like to talk with English teacher & classmates. Because they know several expressions I don't know. My classmates were my English teachers too.”

Five graduates expressed that they liked talking with members of their peer group, sharing opinions, and getting other people's creative ideas, as with G38, “I liked group work because I did acquire other people's idea/opinions and it cultivated my knowledge.” G40 similarly expressed, “I liked group work the most. The more people we have in a group, the more creative ideas we can come up with.” Another 5 expressed liking debate and other interactive activities. A total of 10 responses addressed liking the “free style” of non-Japanese teachers (a style they had not experienced before), that non-Japanese teachers were more effective, somehow giving more chance to communicate in English, get feedback and “grow up,” and they could “learn the culture of non-Japanese teachers”. Four students expressed that they liked an environment where Japanese was not allowed or the main language of the classroom was English, since it forced them to improve, since they are aware such contexts are rare in Japan. 3 graduates mentioned that they like both Japanese and non-Japanese English teachers, such as G1 who replied, “I like both styles. Mr. Higashi⁶⁵ helped me understand In Japanese what I couldn't see, deeply.” 15 graduates responded that they prefer working alone, do not like pair/group work, or prefer a Japanese teacher, indicating that one style never fits all students. They mentioned that in a pair or group, students tend to revert to using Japanese, that it was sometimes “a waste of time if teachers asked us to draw a picture, etc.”, and the “teacher did not correct our mistakes.” There are also those graduates who simply mentioned they prefer to work alone, or that for writing classes, it is better to work alone. Several students also expressed that, “There should be more classes teaching history or philosophy.” It is hard to please every type of student, so flexibility is called for on the part of practitioners. Richard Felder (Felder and Silverman 1988) has done work on ‘style stretching’ and the idea that it is good to challenge students to work outside their preferred learning style, so this comment reveals that there are also students in the DWE who are interested in a more well-rounded liberal arts education, and that the DWE may need to nurture this type of appreciation for a deeper education, and not cater only to those who are more professionally minded. In general, however, the data indicates that the majority of students do enjoy interactive education, like both Japanese and non-Japanese instructors but prefer for the language of the

⁶⁵ Pseudonym.

classroom to be English (which is sometimes hard to maintain for Japanese practitioners, since they share the same L1 with students), and may prefer if the content is more academic than the usual ‘eikaiwa’ (English conversation) model which is employed by many NS practitioners in Japan, and is common in the many private language schools in Japan which hire mainly NSs.

Question 21b asks, “What are the advantages and disadvantages, if your 3rd/4th year seminar was taught in Japanese?” The DWE for the time period represented in this study had 4 Japanese and 3 American full-time professors. Students select from these 7 professors for their 3rd year seminar, which is essentially a content class, and continues with the same professor for two years. Since the survey instrument was considered to be somewhat too long by the researcher as mentioned earlier, only 23 of the respondents replied to this question, which was later removed due to the length of the survey. Of those who replied, 9 expressed that if their seminar professor was Japanese, they could understand the content of the class, focus more deeply on the area, and share opinions more easily with classmates. G25 responded, “We could learn more @ topics/concepts,” and G33 said, “Students could share what they think or feel specifically.” It was also easier to write the graduation thesis, which is written in Japanese for all of the Japanese professors. 3 graduates did express that they tended to “over-rely on Japanese” or that their test was “just memorizing.” G37 expressed, “If the topic is difficult, Japanese is better to understand deeply, but our major is English.” 8 graduates responded that their seminar teacher had been non-Japanese, 2 that there was “no advantage” and one respondent said “Can’t remember well.” It seems an essential problem in many Expanding Circle contexts that students can study deeply and with sophistication in their L1, but it is a serious challenge to be able to read and discuss things deeply in the L2, and although trying to find a solution, few Japanese universities so far are succeeding at this. This may suggest that having a two-track program, honors and normal, could help resolve this dilemma.

5.7.1 Summary of assessment of core DWE curriculum and teaching style

Questions 20a through 21b address the graduates’ assessment of the usefulness of the overall DWE curriculum and their preferences regarding teaching style. Graduates express that Presentation classes were among the most useful in the DWE for their present jobs, regardless of whether they need to present in English or Japanese. They found any classes where they had to use communication skills and express themselves in a discussion format to be very useful. The Reading program was felt to be useful, but lacking in its level of difficulty, in terms of preparing them for longer overseas study or their later working lives. This will be addressed in Chapter 7. They expressed a desire for more business-related class offerings in

the DWE. Graduates also found the LS Wing, to be an excellent facility to use English and interact with peers and teachers.

A variety of improvements were suggested, including offering more chances for interaction with local people in short term study programs, offering more chances for international interaction within the Japan context, providing more general and business/technical vocabulary training, and considering to have fewer classes, but offered more times per week (as some experienced at U.S. universities). For developing English skills, the graduates' for the most part enjoyed doing communicative pair and group work where they can express themselves and hear ideas and learn language from their peers and others. They enjoy the active/communicative approach of non-Japanese teachers, but also find advantages in the added depth and structure they receive from Japanese teachers or Japanese-medium classes. Some students did express the desire that all classes had been EMI, but this tended to be the higher level students who would be more able to handle this. This points out that it would make sense for the DWE to go beyond its traditional division of classes into six peer groups, toward creating an honors and regular program—perhaps with some levelling within the regular program.

The graduates expressed that their current source of motivation for English relates to a continued desire to realize their dreams of being a global participant, who can continue to interact with people all over the world, whether this be in business or in their personal and family lives. The questions again provide answers to the research questions which will be addressed in detail in the final section.

5.8 Questions related to electives and suggested curricular improvements

Question 21c inquires, “Regarding other elective (*sentaku*) content classes such as ‘*kyotsu kamoku*’ (from the *kyoyo-bu*)⁶⁶ you took to graduate, are there some other types of classes that would have been more useful to you, or were you in general satisfied?” The responses were quite diverse, and were divided into 5 clusters: Cluster 1 – Specific English or Humanities Disciplines, Cluster 2 – Other languages, Cluster 3 – Were Boring, 1-way method, not useful, Cluster 4 – Needed more of, and Cluster 5 –Generally OK.

The most frequent responses to this question were “Satisfied generally” with 8 occurrences, and “No memory” with 6 occurrences. Participant G7, wrote, “Sorry, I completely forgot,” G28, “I’m afraid I don’t remember”, and G6 responded, “Sorry I did not remember, mainly the classes from WE were useful to

⁶⁶ The Department of International Liberal Arts.

me,” and G43 replied, “I think it did not take it”, but must have fulfilled 40 credits of such classes to graduate. The fact that the question specifically mentioned the possibility of being ‘generally satisfied’, may have influenced respondents to choose that as an easy answer. A total of 15 references (including “no memory”) were made to the classes being boring, using a “one-way method” (lecture style) which involves “only listening and taking notes, lectures are boring” (G14, G15), or not being useful. G27 was quite critical, also indicating that perhaps expectations of lecture classes are not high: “Basically satisfied. Actually I don't remember. I tended to sleep in classes. Personally I think Japanese education is just memorize and take a test, professors do not ask a lot of questions, so students just listen, then sleep. At U. of Vermont we had a lot of discussion and essays, topics were always interesting, so I just remember what I learned in the States, not at Chukyo.” The recent formation of a faculty development sub-committee on ‘active learning’ (*nodoteki kyoiku*) at Chukyo in 2015 indicates an awareness of this problem at Japanese universities. One should note, however, that McVeigh (2002) points out that this may only be a problem at Japanese universities which are 2nd-tier and below, not at the more elite institutions.

Among the type of classes which students enjoyed or felt were useful, the results are widely distributed, with no class receiving more than 3 mentions. Tied with 3 mentions were Feminism/Gender/Women’s Studies, Peace Studies: “Peace Studies, Mr. K. teacher⁶⁷. I'm interested in Peace from when I was a junior high student”, and Sociology. Economics/Accounting, Psychology, Law, and Western History each were mentioned twice. While no class was mentioned frequently, the fact that 15 different types of liberal arts classes were mentioned does indicate that some students were appreciating them. G24 wrote, “I was satisfied to be able to study feminism & social study, very useful to introduce about J life overseas.” 2 graduates mentioned liking classes “where I could learn other cultures.” T35 said, “I tended to take elective classes related to English or different cultures; if not related to cultural stuff, not that useful to me.” One student mistakenly mentioned the “Aboriginal Studies” class which was actually an elective of the DWE, rather than a general liberal arts subject. Only a few (G39) students replied, “I enjoyed a wide variety of these classes”, or (G37) “I took what I was interested in, so I was satisfied.” A total of 5 references were made to enjoying or wanting to take more of the other languages offered, including Chinese, German, and Russian, perhaps indicating awareness that English is not universally useful in this multilingual world. The respondents to this survey in general do not have clear memories of the general liberal arts classes they took, and often mention, “I just took them so I could graduate,” and one student

⁶⁷ Pseudonym.

(G20) mentioned, “A time waster if not taught in full English...if taught in English a completely different story.” This may also be a product of today’s fast-paced technological world where attention spans are shorter (Loeb 2015), and students desire more interaction and control over their lives, but also possibly a result of an overloaded and fragmented curriculum. In addition, the classes do not meet often enough to stimulate or make an impact on the students. This is reflected in current concerns among Japanese universities, where Chukyo has begun a Faculty Development program in recent years, and a special subcommittee on “active learning” has been formed in the 2015 academic year, to explore ways to get students more engaged. G41 recommends a way to make these big elective classes more rewarding: “A lot of them were lecture type, and it would have been better if classes were smaller and students were closer to professors.” Much of the skills and seminar portion of the DWE curriculum already is quite “active”, so sitting in large lecture halls may be something which the DWE students are particularly unsuited to. Interestingly, for those who study on one-year exchange, mixed in with local students, they find the humanities classes of great interest. Part of this may be that they are under duress to compete in unfamiliar surroundings, in a more intensive way with only 4 or 5 different subjects at one time. For those in the DWE not studying overseas, cultural classes and those related to business are more valued.

Question 22 asks, “What elective classes in our department (which were taught in Japanese or English) were most useful for you related to the job that you do now?” This question reveals more clearly the preferences of the sampled DWE graduates. The responses were divided into 4 Clusters: Cluster 1 – Specific classes, Cluster 2 – Mentions a non-departmental university-wide class, Cluster 3 – Mentions a required skills class, Cluster 4 – No Memory, or none were useful.

Of the 22 responses which mention specific classes, almost all are related to cross-cultural studies, business English/management or translation, overseas training, or for teachers, classes specific to teacher-training. G11 replied, “Going abroad made me feel global logistics: like I found Japanese candy in Singapore.” G8 replied, “Business English”, and G26, “Mrs. H’s Business English taught me how to read and write business documents.” G35 wrote, “It was *ibunka rikai* (cross cultural studies) for me for sure. I got idea of my graduation thesis “self-esteem” from that class. So far, I never had idea that I need to love myself...the class gave me some courage to believe in myself; also Business Translation.” This response also demonstrates a preference among graduates for classes that have some direct relation to their lives, rather than abstract academic topics.

Seven graduates mistook a 4-skills or other required class of the DWE when answering about electives, writing answers such as 'Presentation', or 'Oral Communication'. G29 answered, "Typing class really helped my job (airport check-in)", G31, "Computer Skills, typing faster in most useful", G40 "Academic writing most useful", and G19, "Any class I had to speak out. Useful to be confident, even if don't work in foreign country, Present. And PowerPoint & speaking in public are useful in any working places." 13 participants mentioned having no memory of DWE electives, or found them not to be useful in general, such as G15, "Sorry I don't remember which one was elective class in our department, or G16, "Sorry I don't remember any specific classes, since so many years went by." The responses strengthen the impression that in general, DWE graduates are eager to use English in their future lives, and appreciate classes which assist in understanding other countries' people and cultures (the 'world-mindedness' theme), or help them understand the business world they will most likely become part of. They are much less likely to want to delve into intellectual pursuits simply for the goal of having a well-rounded education or critical thinking skills, or electives which do not seem to have practical tie-ins to their immediate futures.

Question 23 asks about the DWE electives which graduates found least useful for their current jobs, and in the later surveys, was embedded in question 22. The responses were divided into 3 Clusters: Cluster 1 – Mentions specific class, Cluster 2 – Most were quite useful, and Cluster 3 – No memory, or missed point of question.

Most students expressed that all classes were in some way useful, or left this question blank. Some specific classes which were felt not to be useful were British Literature (G17: "She didn't plan the course well"), and Computer Skills class if taught in English (since the text was based on English Windows, and the computers used Japanese Windows). One student did show an appreciation of a literature class for its cultural aspects, "Cultural classes such as Australian literature not related to my job now, but I never feel those classes were useless for me." Ironically the 'Outline of WE' class was mentioned by several graduates, expressing that since it was the first period with 96 students, many were sleeping, and the one-way lecture style was rather unstimulating. It is important that this class which is so fundamental to the DWE be as informative as possible, so it is unfortunate to hear this. Through talking to students over the years, they tend to express rather diametrically opposed evaluations of the class, and the fact of many students being asleep is often mentioned. Those capable of being awake and listening to a lecture got a lot out of the class, but those who might be working part-time jobs until midnight or later (quite common in Japan), or with a lesser sense of intellectual curiosity, did not benefit from this class as they might have.

The current lecturer for this class has introduced a new approach, which focuses more on current use of English around the world, including aspects of ELF and EIL in the Expanding Circle, and it is hoped that current and future students may be more actively engaged in the class, which may have a spillover effect on their perceptions in other coursework. One positive note for change is that several groups of freshman in the past two years have chosen WE-related topics—such as explaining about English in one country from each of Kachru’s circle—for the big 1st/2nd year student presentation event, indicating that this type of effect can indeed occur. They also consulted the teacher of the Introduction to WE class on content for those presentations.

Question 24 sheds more light on the graduates’ true interests and what they find of value, asking, “Can you recommend any type of elective classes within our department that should be added to the curriculum.” The responses were divided into 5 Clusters: Cluster 1 – Business/Career-related Classes, Cluster 2 – Communication, Discussion and Cultural Exchange/Study (Relationship Building), Cluster 3 – More Academic Classes or Other Content, Cluster 4 – Japanese Classes, and Cluster 5 – No Idea or Blank.

Similar to question 23, the results are split in an extreme way. Cluster 1 – Business or Career-related classes, were mentioned 20 times, including Business English/English for after joining a company, Applied business class and career field trips, Business basics in English, Global company studies, more Management classes, and a class to learn technical terms. G1 wrote, “A class like making student think about what they can do using English”, and G5 replied, “Business English class or something more focused on after we join an international company” and G18 simply wrote “Business English.” G26 recommended, “Basic business class like economics or management in English,”⁶⁸ and G27, “Applied business class Chukyo Management Department has, students plan their project and cooperate w/real companies, students prepare original bread and sell in café.” Similar responses were offered by G36 through G38, “Business English”, “Any type of Business English related classes”, and “Global company study. McDonald’s holds owner rights no one knows. People think they make money from burgers.” Finally, G40 added, “More practical classes such as debate or project-based rather than academic. To tell the truth, I truly wonder what WE is aiming for as a department because it is mainly focused on academic Content. I doubt whether the current curriculum will fit what is required for society as the globalization is ongoing

⁶⁸ Such a class has been offered in the past in English, but a problem is that not all students in the DWE have enough English proficiency, or motivation, to do the reading of a short newspaper-based business article and follow the lecture mainly in English.

rapidly. This may sound too harsh but that is the problem what current WE is facing now. Only focusing communication is old fashioned or outdated which is my honest opinion.”

Classes related to communication, discussion and cultural exchange/study were mentioned 11 times, demonstrating again the world-mindedness of DWE graduates. Beyond intercultural communication and project-based classes, mention was made of having more varied overseas choices, and offering other languages such as Spanish or Korean. It is interesting that after graduating, students become interested in Korea due to business contacts, but several current DWE students have turned down their acceptance to do their one-year exchange at a well-known Korean University which offers EMI programs, in favor of a semester-long skills-based program in the USA, demonstrating that with undergraduates, in spite of classes in WE theory, there is still a strong NS propensity—which seems to change after students are exposed to the working world. Yet as one year exchange programs now exist in Finland, Korea (with positive evaluation by the few students who have experienced the program), Germany, Austria and Italy, one can hope that in coming years, DWE students will be more open to the fact that English-medium higher education is now offered in an increasing number of countries, all over the world. 19 graduates left this question blank, missed the point of the question, or said they had no idea of possible elective classes to add.

Question 25 asks, “In general, do you feel that the balance between English classes and Japanese classes was good at Chukyo, or do you recommend some change? Please explain your answer a bit.” This question was also removed from a later version of the survey, due to length of the survey possibly affecting the response rate, being answered by only 18 of the graduates. 11 of these expressed that the balance was good or “OK”, with several mentioning that there was “a big difference in teaching style between the Native and Japanese instructors.” Seven graduates responded that more English-medium instruction would have been better, with the amount of English increasing as students move from freshman to third year. In actuality, the opposite is true, as there are less required English classes in the 3rd year, and there are few elective classes taught with English as the medium of instruction (EMI), such as an elective in International Business Theory. The graduate who was so adamant about her experiences at the University of Vermont, simply stated, “All classes should be taught in ENGLISH ONLY”, but this may only be feasible for the most motivated students. One graduate (G2) recommends increasing practical chances to use English in class, but also admits, “Difficult to learn English without study abroad for a long period but really important to make fundamental base, therefore I recommend increase the situation and

occasion of using English Practically in the class. Through my study abroad I learned not only English but how to communicate with the people from foreigners that helps my work.” G38 mentioned that the DWE language balance was good, “yes, but considering other departments no: they should have more English classes and give students a chance to at least EXPERIENCE English.” Other departments at Chukyo do offer one-year of Basic English Communication. Several departments do in fact offer a few such EMI classes, in order to provide classes for the exchange students who come to Chukyo from the USA, Australia, Finland, Korea, France and Italy, but in the case of such classes taught in the Department of Management, their own majors—in spite of an intensive English program they instituted several years ago for select students—have been unable to keep up in these classes and the classes thus end up being all composed of exchange students. One very bright and outspoken student (G22), who left the DWE after one year to finish his studies in Australia, rendered a quite sophisticated response, “It depends what the academia wants to achieve. The importance of education are the content, purpose & passion of the professors that satisfies, derives, and awakens the students’ enthusiasm and broaden their horizon, not the intermediary (medium) of instruction.”

Question 26 asks, “Do you continue to study English or improve your English? If so, how do you do this and why?” The responses were divided into 5 Clusters: Cluster 1 – Yes, Business-related or Teacher, Cluster 2 – Yes, World-Minded Integrativeness, Cluster 3 – Yes, Self-improvement, Cluster 4 – Yes, Family Related, and Cluster 5 – No. Rich data of 81 total responses were elicited by this question. 16 fall into the Cluster 1, 23 into the Cluster 2, 27 into the Cluster 3, and finally, 10 responses fell into the Cluster 4. Only 5 of 44 respondents left this question blank.

In Cluster 1, nine graduates mentioned “in order to get a better job”, “I need to for my work”, or “in order to better read documents for work.” G16 wrote, “Yes, I’ll improve my English through my work and private life in order to get better job and to be able to talk about broad topic.” G33, a teacher, responded, “Yes, I’m interested in English Grammar so I often read a thick grammar book (finally I learned why it’s important!).” G37 replied, “Yes, English is necessary my job and I like to go abroad. Once a year I’m taking TOEIC to know my level and brush up my skills,” also showing the Japanese tendency to enjoy having official qualifications. G40 answered, “Yes I do. My current job requires me to establish more specialized skill including English proficiency of course.”

One graduate (G2) who lives in Paris tries to learn culture and religion by reading about them in English. She also mentions the usefulness of English in the E.U. context: “Thanks to English, I work in Paris mainly

as a (fashion) writer. Paris is a city where a lot of people (live there) who don't speak French." Several graduates study English because they are currently teachers, wish to enter graduate school, or desire to become teachers. In the world-mindedness Cluster, graduates express their desire to increase their connections with people around the world (G8): "I speak to people, the best way to improve myself, and see different points of view", or for G11, who has given up work to raise her family, "I want to start to study English to tell what I think. Maybe after kids become bigger." Other comments include, "I use to talk to friends in person or on the internet", "I like to trip", and for G10 whose wife and classmate also attended the DWE and was from a higher proficiency group and worked as airport ground staff: "Yes, of course. I like to talk with foreign people in English. I'll never stop studying Eng. If I'm in trouble with English I ask my wife for help!"

Other graduates, in Cluster 3, mention (G3) "I want to study English because I like English, but English is not useful in my environment/job. I can enjoy going overseas," or "I can communicate but I want to improve," "I listen to CDs, watch movies, read newspapers and books", "I want to get higher score on the TOEIC", and "I check words I don't know, and study vocabulary 15 minutes a day." Finally, there were 10 references to family-related or daily-life reasons for continuing to study. Several women mentioned, "I speak English to my children, after they grow up, I want to teach kids or maybe open my own school." Again, there are three or more graduates with non-Japanese spouses, who are living in Japan, Korea or the US, who continue to study English for more traditional ESL-type functions—interacting with in-laws and neighbors, getting a job, dealing with their children's education—which involve integrative motivation (Gardner & Lambert 1972) for meshing in and succeeding in an ENL context.

Question 27 asks in a detailed way, "Japan tends to be very 'structured' in terms of testing and getting qualifications; For example, passing the road test to get a driver's license has a certain correct way that it must be done. Do you think Japanese students expect, or feel more comfortable, with this style of learning for English as well?" This question was also removed from the survey answered by the last 20 respondents in order to save time for the participants, but the responses are still informative. 10 responses were grouped into Cluster 1, "No, not really for practical use." G25 expressed, "I don't think so. Students should feel free to COMMUNICATE in English. I don't think many people are actually able to use English even if they majored in English. People shouldn't be afraid to make mistakes. Such Structured classes just make students nervous. So classes should be both relaxing and controlled, should correct mistakes only to some extent." G19 explained, "I don't think getting qualifications helps students feel comfortable. They need

more experience talking with foreigners not just NSs (Singaporeans, Indians, Filipino), they should learn the theory of WE and then will feel more comfortable to learn English.” Also, G1 pointed out students, “want to be an English speaker, not an English scholar.” Or as G27 stated, “Japan English education needs to be improved, should just go overseas...my grammar in U.S. was terrible, but I could communicate w/friends and professors since I tried to talk, important thing is to speak up.”

Cluster 2 included 9 responses which agreed with the learning style or culture of learning expressed in the question, but mentioned that students also need to be practical. Comments include, “Yes, it suits us, but also need to add practical component” and according to G24, “We should be proud, there is a place to write qualifications on your resume form; students are not used to something unclear.” Also, “Japanese are conservation, have trouble to challenge communicative style.” G6 explained, “I think so...we had been educated by this way for a long time...we always studies at the desk.” And for G8, “They can feel more comfortable by passing test and getting qualification, but they need to know taking those test is not the goal to acquire English skills...they need to actually use it.” G28 mentioned that it may be a personal choice: “Need to find out which way is best for you, it’s up to the student.” In Cluster 3, “Yes”, some students did answer that the structured style was good, such as G33, “Probably yes, students are not used to being unclear, cannot accept something vague.” This may be one reason why many NS teachers (see classroom observations in Chapter 6, section 6.7) are very careful to always put the topics for the day’s class, and homework assignments, on the board before beginning.

The final question, number 28, asks, “Do you have any other comments you would like to make: about the English learning experience you had or your use of English in the workplace now?” The responses were divided into 5 clusters: Cluster 1 – Need more Business, Cluster 2 – WE or WE outlook was really enjoyable experience, Cluster 3 – Need more Specific or Academic Content, “English Plus”, Cluster 4 – Need more interaction, using English in real situations (world mindedness), and Cluster 5 – No comments.

This was left blank by 18 of the respondents, or some simply answered, “Sorry to be late to return this to you” or “Nothing special.” There were, however, also a range of helpful comments. Cluster 1 involved two comments that recommended either more business English and instruction in formal speaking/writing, or to give students more opportunity to (or make them) think from freshman year about what they want to do. G15 suggested, “From the level of freshman, they should start thinking what they want to do in the future with English or give them opportunities like special classes to think about it. I kind of remember we had 'career program' in junior year.” G41 wrote, “I wish we had business English classes

at Chukyo that we could study how to write emails or talk in a formal way as a business person.” G4 recommended, “There should be more on the job training (internships) to learn living English.”

In Cluster 2, 12 graduates expressed that they had really enjoyed their time at the DWE, and that the questionnaire had given them a chance to reminisce about the good times they spent in the program. They also indicate that the curriculum was offering them real chances to use English. G11 responded, “The life in Chukyo U. was nice because I could have many chances to talk with many people from other countries. After graduating, it is difficult to get the chance.” G26 has come to have a WE or ELF-like view of English, “I realized the most important thing is to tell what I think, not to use 'right' English through my work. WE idea had a big impact on my English study.” They also expressed that the WE concept had taught them (G37) that “the most important thing is to tell what I think, not just use 'right' English. WE idea had big impact in my thinking. Most important thing is not to fear mistakes and try to express what I want to tell.” Another positive comment was, G17 expressed a wish, “I REALLY WANT TO GET BACK TO CHUKYO WE AND TO LEARN MORE DEEPLY AND MY DREAM IS TO TEACH 'WE' VIEWS TO OTHERS!!!” According to G14, “We were always using English at Chukyo due to intensive curriculum, which is the same way I improve now in my work and private life!”

More constructive responses are gathered in Clusters 3 and 4. Cluster 3 is entitled, “Need more specific academic content, 'English Plus'.” 6 different former students commented, like G34, “Some of the classes contents need to be more challenging and exciting for students who are eager to learn,” and G27 who suggested, “We need to learn specific field in English”, and “Even if I can speak English, it doesn't help unless I have something to talk”, and T40 had the criticism, “English is just a tool to communicate, but DWE put too much emphasis on the communication, not the content,” indicating some tension between those who want mainly skills, and those who want content. Or, that they do like content if it can be perceived as directly related to their future working career. Finally, in Cluster 4 entitled “Need more interaction, using English in real situations”, there were 16 comments which outlined specific challenges or problems, such as for G11, “Life at Chukyo was good, but afterwards not much need for English”, “need more and more chances to interact with foreigners.” G24 advised, “I recommend students to go study abroad not only English speaking countries, but also others. My Finland experience, I could experience WE, open up new world with my Japanese English. It's not mistake, just different background, helped me not to feel embarrassed or hesitant to speak. I was always very proud to explain our department to my friends. Thank you for making it a great department which I am and will be, proud of forever!!” G13

expressed, “students need to stay overseas longer if really want to use English.” G32 expressed the regrets of youth: “If I had my university life again, I want to study harder and go abroad longer”, and even one graduate (G29) who spent a year in an EMI program in France replied, “To study language in classroom not enough, have to go to the countries, feel real culture & communication with Native Speakers.”⁶⁹ Once again, these frank comments by the graduates show a real desire to actively use English in their lives, and for a curriculum that supports such opportunities, while at the same time preparing them with specific skills for the job market. There is also a very positive strain which comes through in the student voices, which demonstrates that for the most part they value their educational experience offered by the DWE, and would like to make it even more valuable for current and future students.

5.8.1 Summary of electives and suggested curricular improvements

Graduates provided rich input regarding their experiences with the DWE curriculum, but had less strong impressions of the classes they took within the Department of Liberal Arts, where they took 22 required 2-credit classes.

Within those Department of Liberal Arts classes, many students had little recollection or strong impressions of what they had taken. The most frequently mentioned classes were those connected to cultural, social, business or global issues. Among the most commonly referred to were Peace Studies, Gender Studies, Sociology, and Media English. Graduates also enjoyed their chance to take a 3rd language such as Chinese, German or Russian. They took advantage of the one class in economics, but many expressed a desire to have more business or management offerings. Within the DWE, the most commonly mentioned elective classes were Aboriginal Studies, Cross Cultural Studies, and Management, although here many of the students had little memory. Graduates expressed a general lack of enthusiasm for their elective classes, and a desire to have more practical electives which could teach them about business, technical vocabulary and offer more opportunities to discuss current issues and to interact with students overseas. They responded that the balance between English-medium and Japanese-medium classes was in general good, but some students who had spent a year abroad recommended that all classes be conducted in English.

Many of the graduates continue to use English and work at improving their English, and it is a part of their identity. The concept of world-mindedness is inculcated into all the graduates’ thinking to at

⁶⁹ She may be confusing all Westerners with NSs.

least some degree, and for many, it is something they very closely identify with. The results indicate that improvements need to be made in the elective offerings, to make them more practical and contemporary, and students can understand how the topics studied could be of more direct use in the future lives.

5.9 Conclusion regarding Overall Findings from Graduates survey

This was a very in depth open-ended survey, which was designed to allow the graduates to express themselves openly in a type of dialogue which could help the researcher to understand their attitudes towards their experiences while they were students in the DWE, and their needs for English after graduating, and to be able to reconcile what the DWE provides with those actual needs. With such an in-depth instrument, it is difficult to get and process a large number of responses, and it was also difficult to get a perfect spectrum of the type of students the DWE enrolls. Still, the participants do represent a wide sample of our graduates, and the opinions they express have a consistency which can allow some conclusions to be drawn.

The graduates who took time to reply to this survey are from all six entering proficiency groups, with a slight leaning towards those with higher proficiency. They were initially mainly contacted via Facebook, after which correspondence was done by regular e-mail. It is a large advantage today that so many people use Facebook, whereas 10 or even five years ago, it would have been much more difficult to have access to former students.

Among the students who replied, for many Chukyo DWE was not their first choice of university, but from its inception, the DWE had a novel concept, that was well-communicated to high school students, and subsequently, the department gained a brand image which placed it as one of the more attractive English programs in the central Japan region. The stress on learning practical English, and having two required 3-week overseas study programs, including Singapore, was attractive to the majority of the students in this sample. In addition, the intensive nature of our program, stressing practical, real-life English was a great attraction. Most students found the 4-skills classes to be very useful in their later careers, especially the DWE's five-semester of Presentation classes, and five semesters of Oral Communication classes.

There was however, dissatisfaction expressed with the Reading program, as not preparing them for longer study abroad programs, or the type of reading they would need to do in their jobs. While Extensive Reading can be quite valuable as a way to improve students' general (including oral) fluency and familiarity

with fundamental grammatical relationships and common collocations, the responses from the graduates indicate that a more rigorous and intensive reading curriculum would better prepare them for global competition. This may be one area where CLT in Japan is applied too widely, and reading is viewed as part of the support system for spoken communicative competency within the Japanese “English Conversation Ideology” (Lumms 1976, Kachru 2003). Vocabulary clearly seems the most common problem, which may be a reflection of how broad of a vocabulary one needs to be effective in a language, but also, may indicate as we will see in graduates’ comments about the Reading program in the DWE, that elevating the amount of academic and technical/business reading in the department is necessary. The graduates express a consistent need for what may be termed here ‘discipline-specific support’: a form of English for Specific Purposes, as seen in the answers to Question 28, outlined in section 5.7: “We need to learn specific field in English”, and “Even if I can speak English, it doesn’t help unless I have something to talk”, and “English is just a tool to communicate, but DWE put too much emphasis on the communication, not the content.”

Most students also gained a good basic understanding of WE, and in their working lives, came to appreciate that a pluralistic, realistic view of English, was more helpful to them than a native-speakerist view of English. At the same time, their understanding of WE is more aligned to an EIL or ELF concept, where graduates feel less pressure about making errors, and to use their own Japanese English as a common language with people from all over the world, in most cases with other NNSs. They realize successful communication is a two-way process of co-constructed meaning, and gradually become familiar with different accents, ways of communicating, and cultural aspects of their international friends and business associates. This may be quite different from the way the Expanding Circle is customarily viewed within WE theory, where it is a performance variety people use in few domains, and not commonly used in writing. The graduates report that being competent at reading documents and writing e-mails and other genres is at least as important as developing speaking skills, which indicates that the DWE curriculum should not favor speaking over text. For these graduates, their Expanding Circle variety is of great use to them, even if it is not codifiable or granted the same legitimacy as Outer Circle varieties within traditional WE theory. This may reveal one of the main reasons that this thesis argues for a new, broader concept of WE, in direct relation to Research Question One.

Among their departmental or general liberal arts elective classes, students showed a clear preference for those related to cultural studies, and communication studies about human or global issues, or practical business issues. They seem much less interested in classes which they have trouble connecting to their

own lives or perceived future personal and career needs. As G40 mentioned, they want to be English speakers, not English scholars. They value overseas study opportunities, especially those that allow for extensive interaction with people from other countries, and which are long enough to allow for real improvement in their English, or extensive opportunities to get to learn about a foreign culture and its people.

Over half of the former students who replied to the survey instrument are or have in the past used English in their work. Among those who do not currently or have not in the past needed English for their work, the majority still have a desire to use it and interact with people from all over the world. The concept of transnational attraction or what is termed here “world mindedness” is very prevalent among these young adults, and seems to transcend the issue of them being from an expanding circle context. This trend has been identified by scholars such as Edgar Schneider among others, who formerly did not recognize expanding circle varieties of English, and still may not, but has been forced in his recent work to come to terms with this global expansion of English.

The types of successes and problems these graduates have experienced in their working and personal lives, indicate that the insights gained from pluralistic paradigms of English in the world today, from WE, EIL and ELF, as well as recent trends towards EMI, can be of crucial value in improving what already works well in the DWE curriculum to provide students with an even better education for their futures. Thus the graduates’ responses, as summarized here, provide concrete ideas for how to improve the DWE curriculum, and help greatly to answer Research Question Two. This will be fleshed out in detail in Chapter 7. If such a curriculum can better meet the needs expressed by future graduates, this provides a framework to answer Research Question Three as well, regarding the advantages of such a WE/EIL/ELF-informed curriculum compared to prior practices.

In Chapter 6 which follows, an open-ended survey instrument which was administered to full and part-time teachers in the DWE will be analyzed, as well as a series of 17 classroom observations within the DWE, to see the extent to which teachers’ attitudes and practices may be in line with the opportunities and needs identified by the graduates here in this chapter.

Chapter 6: Teacher Surveys and Class Observations: Results and Discussion

6.1 Introduction

As mentioned earlier in this thesis, Hayes (2013), at the Asia TEFL⁷⁰ conference in 2013, said regarding the errors made by a team he served on in Thailand to try and implement a major curriculum reform plan there, “It is as easy, and as complex, as talking to the teachers.” He explained that while it is easy to get access to teachers, in order to reach out to them and have meaningful dialogue, reach agreement with them, and finally gain their cooperation, a very large commitment of time and energy is required. With this in mind, a major focus of this thesis has been to find out the true perceptions of teachers in the Chukyo University Department of World Englishes (DWE), and to find areas where consensus can be reached, and where resistance may exist. Only then can any meaningful implementation of world Englishes/English as an international language/English as a Lingua Franca (WE/EIL/ELF)-informed curriculum be achieved.

The primary instrument of inquiry for this study was a completely qualitative open-ended survey made up of 16 questions, as described fully in Chapter 4 on Methodology. The respondents were 18 full and part-time English language teaching (ELT) instructors (12 male, 6 female,)⁷¹ who work for the DWE in Nagoya. Two of the respondents are or were full-time within the DWE, and of the remaining 16, six hold full-time positions (tenured or contractual) at other Nagoya-area universities, while 10 work solely on an adjunct basis at various universities. There are currently 22 part-time instructors in the DWE program, but several did not respond to the survey. Three never answered the initial and follow-up e-mail request, and one replied that it would be impossible to answer the survey, since questions on a teacher’s approach to speaking or reading or writing would take many more pages to answer (although that teacher did invite the researcher to observe his writing class) than the space allotted on the survey document. It should also be noted that since one former full-time colleague commented “Do you really think teachers will answer that survey honestly?” there may have been some hesitancy to respond due to the ordinary effect of hierarchies and power relations in any working team. However, the initial wording of the e-mail by which the questionnaire was disseminated made it quite clear that the answers were for the purpose of research

⁷⁰ TEFL stands for Teaching English as a Foreign Language; the abbreviation is part of the official name of the organization.

⁷¹ Seven from the U.S., four from the U.K., two Japanese, and one each from Australia, the Philippines, India, Zambia and France (12 inner circle, 3 outer circle, 3 expanding circle teachers).

and not hiring/firing related, and the relationship which the researcher maintains with these teachers is stable and professional. In general, the great length to which the teachers went in replying, and also the number of negative or very frank responses, indicate that the teachers answered the survey with a high degree of honesty—if at times being cautious.

The results from the questionnaire answered by DWE teachers will be presented here, broken down by sub-sections within the survey, which correspond to section headings of this chapter. A summary of the results will be presented to conclude each section, and a final conclusion provides an overall analysis and interpretation of the key points which can be taken away from the survey responses, in a consolidated exposition of the data. The principal mode of analysis was an extensive thematic coding system into which the responses were categorized and clustered in order to see the variety and concentration of responses in a systematic manner. As part of the presentation of results, selected abstracts from the actual raw response data will be offered, to exemplify how the codes were derived, or to allow the actual perceptions and beliefs of the teachers' voices to be heard. The 'teacher number' assigned to each teacher participant will be provided for raw data excerpts (T5, T8, T12, etc.), with the exception of very short phrases which may have been used by multiple teachers, but which are still in the words they used.

The final section of this chapter discusses a series of 17 classroom observations which were conducted with most of the teachers who responded to the survey. While observing a particular teacher's class once cannot give one a full appreciation of the complexity of that teacher's work, such observation—spread out over 17 teachers—does provide a real-life example of how the attitudes expressed in the survey may be actualized in the classroom, and also helps the researcher to identify some unexpected practices or aspects which the survey questions did not address.

6.2 Structure of the Survey and Broad Findings

The survey results are presented and discussed here in sequential order of the survey instrument, which as outlined in Chapter 4, is divided into several main sections. The survey is designed to help the researcher to answer Research Question 1 of this thesis, "How can WE-related paradigms, all part of the WE-Enterprise be incorporated into a broader WE construct?" It is also designed to help in answering Research Question 2 of this thesis, "How can such a broadened concept of WE be implemented in the curriculum and classroom practices of the Japanese University?" The survey is less concerned with Research Question 3 of the thesis, "Based on the English needs of Japanese, what are the advantages of such practices compared to prior/current practices in developing educated users of English in the

Japanese context?” This 3rd research question is partially answered by the available evidence outlined in Chapter 2 of this thesis, and will also be addressed in the curricular recommendations made in Chapter 7.

Questions 1 and 2.1 of the survey address the teachers’ general perceptions about Japanese learners, and the teachers’ broad approach to teaching in Japan. Questions 2.2 through 4.2 investigate specific 4-skills classes and teachers’ beliefs on teaching those. Questions 5.1 and 5.2 are concerned with teacher attitudes and experience using Content and language Integrated learning (CLIL) or Content-based teaching, and questions 6.1 through 7 deal directly with the concept WE awareness and attitudes towards the usefulness and potential ways to introduce WE-related concepts into ELT practices, and teacher training.

In general, the teachers were very forthcoming with their responses, and show a great commitment to the English language teaching field and to their role as teachers. They are well-informed on recent developments and trends in mainstream Teaching English to speakers of other languages (TESOL), and largely committed to certain approaches which include Communicative Language Teaching, Task-Based Teaching, helping Japanese students to overcome affective factors and begin to use English as a real or living entity, and to developing in-class activities which engage the learners in topics of their interest. Part-time teachers also show a commitment to following the main components of certain class strands such as Oral Communication, Reading, Presentation, Communicative Writing, and Computer Skills, as laid out by the full-time faculty member in charge of each strand. They are also an independently-minded group, who exercise creativity within the larger framework of the required components of the DWE program, and work at collaborating with their peers within those class-type strands. They show some awareness of WE theory, but this knowledge is uneven, and attitudes towards WE and the related paradigms of EIL and ELF varies with respect to their implications vis-à-vis a Native Speakerist view of ELT. The teachers also, in the majority, show a willingness to learn more about these paradigms, and to engage in dialogue and teacher training in working towards a way to incorporate these paradigms into their teaching. There is also some resistance and strong skepticism shown towards WE-related paradigms by a minority of the teachers, with regard to their applicability to ELT, which will be discussed in the sections below. This expression of resistance is also of value in answering Research Questions 1 and 2, and must be taken into consideration when designing curricular modifications.

6.3 General perceptions of Japanese learners and broad ELT approaches

Questions 1 and 2.1 of the survey deal with broad education issues within Japan, and are reported in this section. Question 1 asks, “What are some of the characteristic traits of Japanese students as foreign

language learners, and how do you feel these influence their success at FL learning?” The 18 teacher responses fell into a total of 45 coded categories.⁷² 23 of the responses fall into Cluster 1 – Personality Traits. Code 1.1 “Shy Passive” was mentioned 15 times, indicating almost all of the teachers, including two Japanese nationals, feel the students⁷³ to be reticent. One teacher may have summed this up best,

Fear of making mistakes which might be caused by a Zen culture of practicing *form* before producing anything of content (i.e. martial arts, tea ceremony, any sport, etc.) Also the fear of making mistakes in front of others because there is a culture of *honne* (true feelings) and *tatemae* (the face you present to the world) and “saving face”. The result of this is quiet and reticent students afraid of speaking up and making mistakes. (T5)

The next most common code from Cluster 1 was 1.2 – Error avoidance, with 5 mentions. Cluster 2 – Educational System related, and Cluster 3 – Japanese Society related, are closely related to the issue of reticence or silence (King 2013), but attribute this more to institutionalized causes. Within Cluster 2, seven comments are related to code 2.1 “Strict/Respect-based Education Culture.” One teacher (T3) mentions, “They are shy, difficult to take the initiative, have had teacher-centered learning experience.” Another teacher mentions that while it is dangerous to overgeneralize, one can attribute this to the very beginning of a child’s involvement in the educational process, as the following excerpt illustrates:

These are generalities, not absolutes: shy to speak due to educational upbringing. Worry about peer judgment. Hard-working when motivated to do so. They are dependent to an extent on teacher-led activities. This causes their FL to develop more slowly since they have a hard time being pro-active. This developed since Kindergarten. Language Learning is very proactive which is counterintuitive to the upbringing of the Japanese education system. (T4)

Elements related to Cluster 2 are also observed to be a problem at the university level:

Japanese students’ style of learning is passive. They are used to teachers lecturing while they take notes. They are evaluated solely by exam results, which test memorization of the lecture materials. There is little social interaction in the classroom in Japan, i.e. debates. They tend to study by themselves. Thus, they are not actively involved in the language learning process. They are afraid of making mistakes. However, making mistakes is a way of learning more about the language. Students are often unable to make questions, ask questions, and express their opinions. (T10)

The approach to English in Japan is also given as a cause for student reticence, in that they mainly learn via the grammar/translation method in secondary school, yet at the same time the university teachers express that the students still believe becoming like a native speaker is the goal. T17, a Japanese national,

⁷² The entire list of codes is included in Appendix 3

⁷³ Since students are the focus of much of this chapter, the abbreviation ‘Ss’ will be used repeatedly here in order to save space.

mainly teaching in the British and American Cultural Studies Department (BACS), but also having classes in the DWE, mentions that students still express this desire, although it is less true than 10 years ago.

While these characteristics related to students being shy or having come through an education system which is strict and highly controlled may make them hesitate to speak out, some of the teachers indicate that willingness to speak up may also be related to motivation factors. Certain students realize that in order to make good progress towards being comfortable with using English, and to be a person who can use English in their future careers, putting themselves forward and gaining a high level of English proficiency is something they can begin to achieve in their college course work. Hence in their responses regarding student characteristics, several of the teachers divide the DWE students into two basic groups, those with high motivation, and those who are less motivated to learn English. This supports the argument made in Chapter 5 that it would make sense to have an honors course, and a regular course for DWE students. For those with less aptitude or motivation, English may seem to be something remote to the students, especially in an Expanding Circle context like Japan where there is little visible demand for English inside the country. Section 7.6.2 in Chapter 7 addresses the issue of separating the students into an honors and regular course to cater to their diverse needs and expectations.

Sociocultural reasons that influence the learning of English as part of Cluster 3 outlined by the teachers (T9) include that the Japanese aesthetic sense makes them prefer visually-oriented approaches to learning to more Western written concepts,⁷⁴ and that due to the still strong group orientation of the society, students tend to rely heavily on their peers, and also the “infallibility of authority figures” is given as a reason why students tend not to question their teachers or challenge things they are told in class. One very recent example of optimism in this regard that illustrates how practices from the Japanese society influence learning of English comes from a short vignette. A first-year student wrote an e-mail to the author to ask for a meeting. She related that one of her teachers, an American, had been teaching the students to do American-like gestures, such as when they want to say “I don’t know”, to say “I dunno” with eyebrows raised and a sort of smirk on their mouth/tilt of the head, while partially extending both hands out to the side, with palms open. The author met her at lunch and she related that she felt uncomfortable doing this kind of “acting”, and that she feels comfortable in her own Japanese identity when using English without using these kind of exaggerated gestures. She said it was the semester-long course on WE in her first term which had made her aware that she does not need to act like an American

⁷⁴ She specifically mentions that Japanese tend to prefer visual input.

when she uses English. She also mentioned her father had told her to just follow what the teacher advised, since he was in a position of authority. The author advised, however, that if she was polite and respectful in the way she explains this to the instructor, that teachers are happy to get input from students, and that she also can perform a role in raising awareness among the part-time teachers of the implications of a WE approach to the learning of English. This vignette demonstrates the positive results and confidence-building potential of awareness-raising education that also forms part of a WE approach.

A range of teacher responses were gathered in Cluster 4 – Good points of Japanese students, which had six occurrences. These show that the DWE's staff of experienced teachers, can find the best points in their students, and work with those to develop them. These include "Work Ethic/Diligence", mentioning that the students are good at following instructions, and memorizing, and good learners in general. Also, the "Group Society" point can be used to advantage in the classroom, where students are good at group work and working in pairs. It was also mentioned that students have a latent eagerness, and their first 3-week study abroad trip "makes a huge difference" in their openness and willingness to communicate. It is also pointed out that teachers tend not to consider other contexts, and that Japanese students are underestimated, and "better than foreign language students in my home country." Perhaps the most surprising and refreshing answer was given by a Philippine teacher, who said "Chukyo DWE students are very outgoing!" This response indicates the teacher's positive attitude, and may also indicate that a fellow Asian teacher, from the Outer Circle, may have a different outlook on typical Japanese students than an Inner Circle teacher.

There were several less positive responses to Question 1 which were clustered as – Outside the box, counterintuitive, or critical responses. One teacher (T7) responded that it is "Less about characteristics and more about context/environment. English or other languages are not required to live in Japan...As a result, motivation is lower or studying is not taken seriously." In a similar vein, T8 responded:

Across the board and throughout the world, there are maturity issues for undergraduates. I suspect if we, for example at Chukyo, had students ten years older than we currently have (start at 28, not 18), there would not be so much discussion of FL success (or lack thereof) among adult learners. In terms of teaching children, I have identified no 'traits' that might set them apart from any other learners, and I believe them to be just as successful. Apart from that, the question seems to be asking me to make stereotypical judgments. A question I would be more comfortable with would be, 'What are the characteristics of a system or program of education that often leads to FL success in learners, and what practices are injurious to that success?' But you'd need the space of books to answer it.

T8 denies here that there is anything unique or different about the Japanese context, and comments consistently throughout the survey that methods of teaching English should be the same, regardless of the context.

Question 2.1 asks “What would you say is your broad approach to Teaching English in Japan?” The most frequent responses (13 each) fall into Cluster 3 – Particular Theoretical Approaches/Methods, and Cluster 4 – Particular Teacher’s Role. Among those in Cluster 3, 7 were coded as – CLT/Task-based/West-Based SLA, with Communicative Language Teaching, the Communicative Method, Student-Centered, and Task-based Approach mentioned frequently. Three other responses referred to using authentic materials or to using a content and skills integrated approach. Only two responses mentioned some actual theoretical foundation that was not solely an ELT concept. These were Pragmatics and Socio-Cultural theory, both of which were offered by teachers who are more actively involved in research. Chapter 4 on Methodology includes background information on the group of teachers which may be relevant here, with the majority of the teachers getting their SLA and TESOL training in the US or other Inner Circle contexts.

One final code in this cluster was “Develop Critical Thinking Skills,” which is an area of some interest in Japan and other contexts (Benesch 2001, Nosich 2001). Within Cluster 4 on teachers’ roles, there was a tie with 6 instances of code 4.2 “Facilitate/Customize/Vary” and code 4.3 “Overcome Affective Factors.” Only one respondent mentioned that they were a ‘Language Provider” who could help teach for usage and accuracy, as well as to explain cultural aspects of English. The dominance of the view of language teacher as a facilitator who helps students use the language communicatively, and creates a safe environment to overcome the affective/shyness problems indicated in Question 1 is clearly expressed. As one teacher (T15) mentions, “My class is strongly learner-centered. The key is to give them the opportunity to use English as much as possible. I’m a facilitator creating a structure.” Another (T16-Japanese national) mentions, “Fluency training is needed for Japanese students...accuracy is overly emphasized in Japanese schools, and I believe this is increasing students’ anxiety and making it difficult for them to use the language freely and enjoyably.”

Within other clusters there are a few more prominent codes. For code 1.1 “Speaking is Main” there are 6 occurrences. As T4 expresses, highlighting the reticence of the students to speak out and also the shortness of their utterances (Crane and Ujitani 2015), “At the core of it is the desire to see my students SPEAK English as much as possible. It’s the area I think they’re weakest at and the hardest for them to have opportunities to practice.” T10 adds, “They do most of the speaking while I am the facilitator.” Other

comments also indicate awareness by teachers of the silence which can typify the Japanese ELT classroom (King 2013), and how they work to make the environment one where students feel safe to put themselves forward. Cluster 2 – Personality/Attitude-related factors, thus mentions repeatedly creating a safe environment, in which students can enjoy using English, and also that they should be autonomous, and take responsibility for their learning. Autonomy is a buzzword in the ELT field over the past seven or eight years, something Canagarajah (2000) considers ‘West-based’, but the teachers express it with a real desire to see DWE students become active, lifelong learners.

There are a few critical comments aggregated in Cluster 5 – Other/Critical Responses. One teacher mentions sarcastically (but with a tone of seriousness), “To keep my job” as his broad approach to teaching in Japan. Another mentions to “satisfy the stakeholders, including parents, employers, and administrators” who expect grammatical accuracy and high TOEIC scores, as a reason why he spends time on accuracy, error correction and good pronunciation. And finally, the one respondent who recently left the DWE expresses, “Do you really think teachers will answer this objectively?”⁷⁵

6.3.1 Conclusions about Teachers General Perceptions

For these first two survey questions, almost without exception the comments of the teachers are caring and truly give a sense of trying to help the students not only with English, but with finding a path in their future lives. The teachers in the department have been in Japan for many years and have been carefully selected, and over the years the DWE has refined its team so that many of the teachers who were less effective, or who the students had some legitimate complaint about, are no longer part of the staff. The full-time teacher who currently is in charge of the DWE skills program has built a team of dedicated professionals who are creative and hard-working. Teaching in Japan is not easy due to the aforementioned reticence of students, and this is a group who has succeeded in this context. The survey results on general perceptions indicate that they are for the most part committed to the communicative approach, task-oriented activities, and helping students to activate the English they have learned in six years of secondary school, so that English may become something ‘real’ for them, in the freer context of the university, as compared to secondary school ELT in Japan.

The responses indicate that the teachers have a wide-range of methods and activities which they use, and feel confident of their success in getting students to engage actively in English, in ways that fit with the general strengths and weaknesses of Japanese students. It may be that the beliefs they express could

⁷⁵ Probably in reference to the overall questionnaire, and not just question 2.1 that is discussed here.

be characterized as 'West-based' or in some cases 'native-Speakerist' (Houghton 2012), but the responses of the teachers may indicate that such views could largely be overcome via teacher education and awareness-raising. With any group of mature in-service ELT practitioners, it may never be the case that the entire group is enlightened regarding WE and other pluralistic views of language, and equipped with the tools to teach in a way informed by such theory. For this reason, the survey responses indicate the most pragmatic approach to improvement of the ELT program within DWE is to work with the current group of teachers, since even if they are not fully aware of WE-related concepts, they are a capable and committed group. This approach will be expanded on in Chapter 7. The next section will look at the teachers' attitudes to specific 4-skills instruction.

6.4 'Four-Skills' related Questions

6.4.1 Rationale for Questions

Since the overall composition of the DWE curriculum has a discrete skills orientation, at least in terms of the naming of strands of classes which continue into the third year (Oral Communication, Presentation, Reading, Communicative Writing, and Computer Skills), the questions which address teachers' views of ELT are mainly structured along those lines. T5 mentions in one of his responses that will be addressed in the section on CLIL (Questions 5.1, 5.2), that the university where he holds a full-time position has adopted a Content-Based English Curriculum, in which the same topic or issue is addressed across the different skills classes, but this is done only to a limited degree within the Chukyo DWE. In addition to these questions, there are several questions which deal directly with error correction, since the researcher would like to investigate the relevance of dealing with errors and teachers' attitude towards them. A WE or ELF approach would have a very different view of errors and accuracy (Widdowson 2014) than a native-oriented view, in terms of what to prioritize within ELT practices, so exploring the teachers' perceptions vis-à-vis accuracy is an important part of this thesis, and is directly related to answering research questions one and two.

6.4.2 Discussion of Skills-related Questions

Question 2.2 asks, "Please describe a typical Oral Communication English lesson that you (would) teach in Japan, and your approach to teaching English pronunciation in Japan?" The question was coded into 6

clusters⁷⁶—indicating the complexity which emerges when dealing with attitudes towards Oral Communication, which is expressed in the previous responses as being the area in most need of improvement for Japanese learners. The question also asks about teacher attitudes towards pronunciation, which are included in Clusters 4 and 5. In spite of this complexity, the majority of the responses fall into Cluster 1 – Classroom Logistics, Techniques, Sequencing, and Cluster 2 – Theoretical Basis. Regarding a typical Oral Communication lesson, the most frequent responses (10) related to “Logistics/Policy” and 5 each for “Activities Practiced” and “CLT/Task-based/Affect” with 4 occurrences of “Topic/Content Oriented.” “Error Correction” was mentioned in 3 instances, and having proper “Levelling” of students, twice.

The logistics comments mainly relate to sequencing issues, starting with pair-work, building to group work, followed by presenting to the larger class, changing pairs, using scaffolding support, timed conversations, etc. Teacher participants also mention that the class is conducted either in “English Only”, or “almost all in English”, and they work towards building fluency and confidence. T8 writes,

As in any country, a lesson rich in tasks and communicative activities, set at an appropriate level. Generally, I limit teacher talk time. I monitor student communications. I highlight successful learner strategies. My syllabus is usually topic or issue-based.

Another teacher (T13) who prioritizes and researches pragmatics writes,

I use the basic P.P.P.: Presentation/Practice/Performance and blend in Task-based method. Sometimes jump right in. Put conversation first, teaching grammar & vocabulary within context of the conversation. Need to use the language as soon as possible. Travel abroad, hobbies, I foreground the Pragmatics: How people really communicate in social situations, length of turns, try to have longer turns, not just Q/A, Q/A. Add reaction plus statement. I use scaffolded pair practice. Assessment is really important to me. I do a speaking test using a list of conversation strategies. Teach back-channeling, to show you are interested. Body language is also important. Those are the channels where meaning is exchanged. I am consistent with this over a school year.

Regarding the tendency toward Communicative language teaching (CLT) for the code: CLT/Task-based/Affect, a teacher (T1) comments, “I do CLT and tasks in small groups until rapport develops.” T16 replies “I’d create or present situations where students feel they want to say something or want to express their feeling, with language help/input if necessary. Always with scaffolding. I prefer ‘opinion gap’ to simple ‘information gap.’” T17 (Japanese, did MA in Inner Circle context) explains, “In my first year classes

⁷⁶ See Appendix 5 for the full list of clusters

I demonstrate a role play in the text book (*On the Move*). Pick 2 or 3 pairs to do the role play from the previous week in front of class, and 4 students to practice with shadowing from behind.”

While the teachers do not often mention errors, some comments include, “I note down errors and then hold an info-sharing session”, or “I look for three grammar mistakes a student makes, have students choose one to watch.” In general, regarding oral communication, the teachers look for practical ways to make the students use the language as much as possible with peers and in small groups, and spend a good deal of time on designing activities which will promote this. As a result, in general they are more focused on the logistics and techniques that are effective for increasing student speaking time, although generally aligned implicitly with a communicative approach, than on any particular theoretical underpinnings.

Regarding pronunciation, most of the teachers express that it is not really a problem for their students, as in Smith and Rafiqzad (1979) which found that Japanese speakers of English are among the most intelligible, so they tend to raise the issue only when intelligibility difficulties may appear. Where they do mention problems, it is most often with regard to what most practitioners refer to as ‘katakana’ pronunciation, where the Japanese mora-timed speech is transferred to English pronunciation, together with the CVCV syllable pattern, and epenthesis of consonant clusters (Hino 2010, Ike 2012) may cause discomfort for the teacher. T1 mentions the pronunciation of ‘clothes’ as ‘closes.’ Others mention the difficulty in differentiating between ‘l’ and ‘r’, or the article ‘the’ pronounced as ‘za’. One teacher says, “I’m biased because I’ve lived in Japan for a long time and I’m very used to the pronunciation of the EFL students here; I need to step outside of that and imagine what the Ss would sound like speaking to people different from me.” T4 interestingly comments, “When I taught ESL in America, students were much more eager to learn it than here. American English pronunciation was important for their American life experience. Here it is definitely ‘case by case.’” Here the teacher expresses that in a classic ESL setting, where immigrants are trying to integrate into life in America, they are much more concerned with being stigmatized for their accent, whereas in Japan a student who expresses a strong interest in, or need for, pronunciation instruction is more in the minority.

There were one or two teachers who did spend significant time on pronunciation, interestingly T8, who comments ‘as in any country’ with many of his responses, writes,

I do not overlook pronunciation; it is important; it is also in great demand. Students need to know that there is a range, not a small target, in pronunciation. Japanese Ss need to know that English, unlike Japanese, has voiced and unvoiced phonemes, a different way of counting syllables, and

stress patterns that are not found in Japanese. Also, that there are nearly five times as many syllable sounds in English as there are in Japanese, and unfamiliar consonant sounds. In moving between any two languages, there will be different phonemes to learn, and in general, different demands placed upon the articulators, and it is better to learn them. English is not special in having such demands, and these demands are reasonable.

Another teacher who often laments typical Japanese pronunciation of English, said, “I teach it (pronunciation) in my classes. I have a 3rd year student, every word out of her mouth is ‘katakana’ English, but when she reads out loud in reading class, it isn’t.” This may indicate that when communicating with other Japanese peers, a students may employ a more Japanese-sounding phonology, since the teacher also mentions, “I hear them talking in the L. S. Wing and they are using katakana English, but when they turn and talk to me, they don’t do it.” Another relevant point is one teacher, who has for many years taught in the other half of the College of WE, the Department of British and American Cultural Studies (BACS)⁷⁷ and only recently in DWE, replied, “Regarding pronunciation, I don’t specifically focus on this, given Ss’ already high level, but I do highlight the importance of appropriate intonation and rhythm patterns.” The issue of intonation, stress and rhythm was referred to by several participants, especially the NS practitioners.

The teachers do clearly at times express beliefs which may promote a Native-Speakerist view of English, but at the same time, their dedication, creativity, and understanding of how to run effective language classes in the Japanese context is a recurring theme which emerges from the questionnaires.

Question 3.1 is closely connected to 2.2, and asks, “What should the priorities and goals be for teaching English Speaking and Listening in Japan.” Here again the cluster counts are of value to see the relative importance of teachers’ priorities. The data from the 4 clusters for question 3.1 are presented here in order of highest to lowest frequency. Cluster 1 –Methods/Materials, had 19 occurrences, Cluster 3 – Language specific, had 8, and Cluster 2 – Affective factors, had 6. Thus for the teachers’ priorities regarding teaching speaking and listening, the most responses had to do with methods and particular materials. Less common were references to particular features of language such as grammatical structures or ability to

⁷⁷ At the time of founding the CWE, it was divided in the DWE and BACS (British and American Cultural Studies) with seven faculty members on each side, since the literature and theoretical linguistics scholars who made up BACS were not supportive of, or familiar with, the concept of WE.

pronounce certain phonemes. The third most frequent cluster had to do with issues of affect, which was common in responses to question 1.

Within Cluster 1, the most commonly used code was “Communication Strategies” (8) followed by “Real English Use” (6). T16 expresses this focus on strategies well,

If speaking and listening means communicating orally, they should learn communication strategies. That is, learning and using expressions for clarification, showing interest, and so on. Also creating interesting, real situations where students really need to communicate, where they really want to or need to say something. When Japanese students speak, fluency should be evaluated higher than accuracy at least at the beginning. If evaluation is based on quantity or fluency, and if mistakes do not count, that would start changing their attitude.

This idea is supported by T5, who expresses, “Since I believe the purpose of communication is sharing information and knowledge, I focus on communication strategies, for example “clarification”, “shadowing”, “summarizing”, “circumlocution”, etc. These strategies help Ss to make meaning and help with both speaking and listening.” In terms of having a goal to overcome affective problems, T9 expresses, “(We) need to give them confidence to try speaking, and know-how, such as how to repair breakdowns. It's often just a problem of volume; Songs work well also. Real World: Teach them how to connect to themselves, do opening gambits. Choose topics that make them engaged; have to do reading as well to have something to talk about.” T18 also sums this up well, “My priority is to usher them into a comfort zone where they can proceed from unplanned extempore one-minute speaking to content based receptive/productive skills practice of listening/speaking, to the creative production of language. In that sense, more than teaching, I am facilitating their English.”

Still, there are some teachers who have a more prescriptivist outlook, such as T10: “The priorities and goals should be for students to learn grammar, vocabulary, and expressions so they can speak correctly. The language structure should be taught through conversation rather than through explaining or lecturing. Then the language structure should be applied in a variety of practical situations.” Another teacher (T12) who recently completed a PhD where the focus was on analyzing longer utterances replied,

(Speaking) As written above, getting learners to use the stored knowledge they have acquired over six years at grade school. (Listening) In conversation we pass messages to each other. Messages that come from we ourselves, and messages that are generated by others (i.e. a third person) Listening activities should prioritise the passing on of summaries of what they have heard to another person. For example, students listen to ELLLO (a website with narratives from various speakers) passages and take keyword notes for homework, and in the next class they re-tell what

they have heard to a partner. In doing so they are required to generate intelligible utterances by 'connecting' the keyword notes.

The pragmatics researcher expresses his goals as, "Increasing pragmatic awareness: understanding what are the skills for effective communication to take place. For me Pragmatics is the art of how friendly to be in a foreign language and with interactivity. Active Listening is important, saying something while you listen: ways to signal that you're listening when you don't have the floor still have to be communicating." The survey of this teacher was conducted as an interview, as in several other cases. This afforded the opportunity to interact somewhat, and in the case of this response, the researcher inquired as to whether the respondent's view of pragmatics might not be mainly influenced by 'American English pragmatics.' The teacher was very thoughtful on this observation, as was the case with those practitioners who are also researchers, and admitted that this could in fact be true, and he would like to think more about the extent to which successful pragmatic strategies are universal, or may vary, such as the degree to which 'friendliness' is required. This type of give and take is the kind of awareness-raising focus-group training which will be recommended in Chapter 7 of this thesis.

The teachers' responses again and again, not only for question 3.1, mention that the materials used in class must be engaging and fit with the students' interests. They also do mention repeatedly the type of topics/issues they like to address, including fair trade, racial prejudice, global warming, whaling, the noble peace prize, AIDS, women in the work place, etc., indicating an agenda that is somewhat leftist or humanistic in orientation. This is not a problem per se, but does indicate a certain exnormative view of what topics may be of interest to Japanese students, being provided by many Inner Circle practitioners, which may be an extension of their views on English as a language to raise global awareness on these issues.

Several teachers had comments which fell into Cluster 4 – Other/Critical, including mention that "books are written on this topic" and that it may be better to have NS or other non-Japanese language teachers in Japan, since "when the instructor is Japanese falling back into Japanese is a strong possibility. From a WE perspective, learning different English accents is good for the Ss ears. However, developing a good grounded base, centered from native English speaking is the best case scenario." (T4) This may indicate a native-speakerist view, but also identifies an opportunity to work with the teacher to critically question such a viewpoint within today's global reality of English use and ownership, for which WE/EIL/ELF research can provide valuable input.

Question 3.2 moves on to the topic of Reading, asking, “What should be the priorities and goals for teaching English Reading in Japan?”⁷⁸ Four clusters were identified for this question: Cluster 1 – Extensive/Easy, Appropriate level, Cluster 2 – Connection of Reading to other language skills, Cluster 3 – Other techniques, Nature of Reading, and Cluster 4 – Other/Critical. Many responses were related directly to Extensive Reading, with different sub-codes, so it is ascribed its own cluster. Other clusters relate more to traditional approaches to teaching reading skills, as well as the importance of reading as a foundation for other academic work, or to the general trend among youth today not to read longer discourse that surfing internet sites and reading text messages.

Out of a total of 44 identified occurrences the largest number (10) fell into code 1.1 “Pro-Extensive Reading/Graded/Pleasure Reading.” This may be due to the fact that the DWE has a faculty member who is a champion for this approach (Day & Bamford 1998, Waring ER Website). Extensive Reading (ER) has been a rapidly growing field in recent years, as can be seen by the great proliferation in titles (and glossy promotional catalogs) produced by major ELT publishers Oxford, Cambridge, Penguin, Longman, MacMillan, Heinemann and others, usually ranging from level 1 (or ‘starters’) to level 6, in which the number of ‘headwords’, sophistication of sentence structure, and number of pages, is incrementally raised. An annual Extensive Reading Conference has also been introduced, held in different countries, so ER is also popular across ELT contexts, especially in the expanding circle. A key tenet of graded reading is that each student should read at his or her own level, where a dictionary is not required, so it may be common for each student in a particular class to be reading a different book, although some teachers express a preference for forming ‘reading circles’ or ‘literature circles’⁷⁹ wherein the class of 16 would be divided in four groups of four students reading one book. In this scenario, according to Furr (2015) roles are customarily assigned, for example, the ‘group discussion leader’, the ‘summarizer’, the ‘word master’, and the ‘connector’ (connect it to your own life) and can be expanded to the ‘culture collector’ and ‘passage person’. T4 expresses, “Find Ss level and place them in the correct levels. Extensive reading is important, must be free choice for Ss to be excited. Vocab studies important.” Several teachers express

⁷⁸ The researcher also recognizes at this point that the questions do repeatedly conclude with ‘In Japan’, which may be the reason why one respondent often prefaced his responses with ‘As in any country,’ but an assumption in the study is that different contexts should at least be looked at individually, and then progress to see what is generalizable to other contexts.

⁷⁹ The graded readers are often referred to as ‘language learner literature’.

that reading is a part of a 4-skills approach, and a way to improve grammar and vocabulary knowledge, T16 writes,

Students should find English reading enjoyable. For that, they should read very easy material without trying to translate. In Japan, where natural English input is scarce, reading is a great way (and probably the best way) for students to obtain comprehensible input in natural context. The goal of reading for Japanese students should therefore be not enhancing reading skills per se, but enhancing overall language proficiency.

Some teachers expressed that they use the readings to promote oral proficiency, and thus have each student tell the story of his/her book to a partner. One teacher mentioned using a stopwatch for this activity, and having the students tell the story to a partner in 2 minutes, then 1 minute, and finally in 30 seconds. While fun and allowing for students to verbalize what they have read, this also may be indicative of the Non-Japanese/Native practitioner's tendency to prioritize oral expression over written. The one Singaporean participant in the teachers' survey, who has been teaching English in Japan now for some years, also expresses a need to develop the students speaking skills and overcome their anxiety. This may be a function of the fact that Japanese universities prefer to hire Native or other non-Japanese teachers to teach oral communication classes (Honma and Takeshita, 1998), believing they need to expose the students to living English. This trend is also seen in the JET program in Japanese secondary schools, in which many native and outer circle teachers are hired each year (Kawashima, 2009).

Five of the teachers (all NSs) also mentioned that they do not teach reading, which brings to the fore that at many universities, and in Chukyo's College of Liberal Arts, it is the Japanese nationals who tend to teach Reading classes, whereas the NSs are chosen to teach the Listening and Speaking classes, where Japanese faculty may feel it is better to place an NS teacher: something which works against a WE-aware view of English.

Two of the teachers mentioned that students do not like using the graded readers ("They hate them," T2), but indicate the students can tell the story of their books well. They also indicate that students do not read much in Japanese, which renders them weak in choosing books and in their overall commitment to reading. One also observes (T5) that "students don't enjoy reading and I think this will get worse in the future because of SNS (social networking services) and 'smartphone' society where brevity seems more important. Students seem to be losing their ability to focus and pay attention for more than 5 minutes; reading is something that takes time". Three of the teachers did mention that ER must be blended with Intensive Reading, and several teachers try to find 'accessible' non-fiction readings for their content-based

seminars. The issue of extensive vs. intensive reading may be a critical one for the DWE and the wider Japan and Expanding Circle context, as the increase in longer term study-abroad programs—for students who can meet the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) requirements—puts students in classes mixed with those from many countries, where it is an English as a Medium of Instruction (EMI) setting with actual tertiary level coursework, rather than studying English itself. This connects back to the question of perhaps introducing an honors track into the DWE, for those students with the desire or capability to study some actual coursework in various disciplines at a foreign university. Thus the issue of using extensive reading as a tool to gain oral proficiency and fluency may not be best for all students.

Question 3.3 continues the investigation of DWE teachers' attitudes regarding the teaching of separate 4-skills, by asking, "What should the priorities and goals be for teaching English Writing in Japan?" For this question, the teachers' responses were divided quite evenly among 4 clusters including Cluster 1 – Specific Techniques, Cluster 2 – Problems with Japanese Student Writing, Cluster 3 – General thoughts on writing, and Cluster 4 – Other/Critical. Cluster 1 deals with specific trends in common classroom methods for teaching writing, Cluster 2 deals more with problems and needs particular to Japanese writing learners, such as errors, organization of ideas and critical thinking. Cluster 3 deals with teacher responses more related to general theories of what makes for good writing, where Cluster 4 includes answers which are critical or mention that the teacher does not teach writing.

While no single code was used more than 5 times, some of the more common response related to the use of 'timed writings' (180 words in 10 minutes according to T15) to increase writing fluency and output. T16 explains, "Many Japanese students cannot write fluently because they are too grammar conscious and afraid of making mistakes. To change that, timed writing or free writing helps. That is, having them pay attention to quantity rather than quality. This can lower their anxiety and build their confidence." They also stress allotting time to typing practice, maintaining a local/global balance between a "top down" approach which focuses on organization, and a "bottom up" approach which focuses on grammar and sentence structures, and the importance of the teaching of different genres and styles (business, academic).

In general the teachers mention a western "hamburger" or "sandwich" (introduction, main body, conclusion) model of writing, and teaching students how to write a topic sentence and a thesis statement, to write a proper paragraph, and to achieve "cohesion and coherence" (T8). There was some mention that

students do not learn how to write in Japanese either (a bit of an overstatement), but conversely, that certain forms of interference may exist, such as the Japanese tendency to write very long sentences. There are also some responses which are critical of Japanese students, such as in the earlier reference to the lack of critical thinking skills. T2 writes, “They have meager thoughts.” This may be an outcome from the overall education system at the primary and secondary level, which does put a premium on memorization (partly by the necessity of learning to read and write over 2,000 Chinese kanji characters) and mathematics, there is less time spent on developing analytical skills. It also is a function of the fact that students in the DWE are statistically only slightly above average, and it is only those at the more competitive institutions that one would find the students who are more analytical (McVeigh 2002).

In general, the teachers stress that communication of meaning is a central goal of writing, over accuracy, and that one needs to consider the needs and level of the students. They also mention the value of reading the work of English writers and observing their thought processes, or that students “need to learn the English writing process”. Several asked that the question be more concise, “What type of writing?” Process writing is mentioned by some of the teachers, as well as a portfolio system of 2 or 3 drafts per essay.

Several teachers also made the point that, “Writing is less forgiving of mistakes than speaking” (T7). When teachers do address error correction, the majority recommend just circling problems or giving them error codes, so the Ss will learn themselves how to correct their mistakes, although one respondent said that “correction codes don’t work” (T14).

There is an overall consistency among the teachers to stress helping students learn a communicative form of writing, which focuses more on organization and meaning than grammatical accuracy. There are also parallels with the teachers’ beliefs about Speaking and Reading, where they also stress fluency and ‘extensiveness’ over detail and accuracy. There are certain aspects of their responses which show a native bias, but at the same time, their responses show areas of opportunity where a WE or EIL/ELF approach would share some fundamental beliefs. This will be explored further in Chapter 7.

Question 4.1 explores teacher attitudes towards error correction further, by asking, “What is your attitude towards error correction and accuracy when you mark English essays or written work produced by your students”? A reason for including this question may have been the author’s own belief that NS-practitioners in Japan focus too much on error correction, which the discussion of Question 3.3 results reveals to not necessarily be true. The responses for this question are coded into 4 clusters: Cluster 1 –

Correcting Issues, Cluster 2 – Macro Writing Issues, Cluster 3 – Specific Writing Teaching Methods, and Cluster 4 – Other/WE-aware. In the first cluster are responses which relate to policies the teachers have for correction of written work, ways of implementing corrections, and reasons why they hold a certain attitude towards correction. Cluster 2 contains responses which express a more holistic or global view of writing, and tend to focus on larger issues of the overall organization and message of the writing. Cluster 3 contains responses which include reference to specific techniques and components for managing the deliverables and process of how their writing classes proceed. Cluster 4 included references which show a somewhat WE type view of writing, or that are unusual in some sense, as detailed below.

Of the 18 respondents, only 6 mentioned that they are “quite strict”. This does, however, usually follow from a comment that writing is less forgiving than speaking or that correction is desired by the stakeholders, as in the comment from T12,

I follow what the 'stakeholders' want. The stakeholders are FUTURE employers and the current university that the students attend. Japanese companies EXPECT students that graduate from English-major type cohorts to be able to speak, read, write, listen i.e. COMMUNICATE in intelligible English; therefore I do focus closely on students errors. We are required to do this by the stakeholders. Evidence of this is the requirement by companies for TOEIC or EIKEN levels for recruitment.

Unfortunately, there also may be some feeling on the part of teachers that error correction is a priority in the DWE. It clearly is a priority in another English department at Chukyo, which decided in 2009 to utilize a book for 2nd year Oral Communication classes entitled *An A to Z of Common Errors of Japanese Learners* (Barker 2008), which is a very prescriptivist reference volume written by a Nagoya-based British professor, which he produced based on examples from student essays and speech in oral communication classes over a 10-year period. The program director of DWE skills classes decided to also incorporate this book for DWE second-year students, as a required text within the Oral Communication curriculum.⁸⁰ As a result T12, who teaches both 1st and 2nd –year Oral Communication, uses this text for part of every class.⁸¹ This may be surprising that a somewhat prescriptivist view of English can prevail at a department of world Englishes, but the reality, as expressed by Sridhar and Sridhar in chapter 2 (section 2.3.1), is that the pedagogical impulse is also a prescriptivist impulse. To overcome this view will be a major focus of curriculum improvements in the DWE, but will be a time-consuming process to change attitudes.

⁸⁰ Primarily due to his sitting in on the annual textbook selection process of the BACS Department at Chukyo.

⁸¹ This will be elaborated on in section 6.7, the ‘classroom observations’ part of this chapter.

The majority of teachers seem to have an enlightened view of error correction, and correct selectively in order to not discourage the students, and also employ peer editing in many cases, as well as reflection logs. They also express that they focus more on global fluency and macro structure. T18 demonstrates a cautious approach to error correction in a lengthy exposition on the topic,

Error correction can be sensitive. I would primarily pay attention to their content — the message they want to convey. I would react to it and also advise on how they can improve the way they present the ideas, including paragraph shape, main idea, logic, coherence, use of metaphor, and that sort of thing, and grammar is part of it. My advice is, if you make this grammar mistake, you are not going to get your ideas through; therefore you need to correct it. That is the standard for grammar correction for me. Research shows that correcting every single mistake and making their notebooks covered with red ink does not actually make them better writers. Their writing can be enhanced by reading a lot. Also, if you correct a lot, it is as if you are giving a message that grammatical correctness is what you are mainly concerned about, not the message the student is trying to convey to you. However, explicit instruction on important grammar points can raise their awareness and lead to better grammar. I would normally correct only a few crucial grammatical errors when they affect the student's main point. As far as evaluation goes, I evaluate on how much they have attained the goals I present—paragraph shape, logic, coherence, richness of description (by using five senses) and, metaphor, for example. I would evaluate highly when the essay is persuasive, powerful, impressive, interesting, etc. Of course accuracy contributes to those points, so it is an important part of evaluation in that sense. However, grammatical correctness does not get the highest priority.

Some teachers interestingly show an awareness that would be quite in line with the thinking of WE and ELF scholars. Although T2 mentions, “I always correct grammar & spelling. Structure is of particular Importance,” he also states, “Certain expressions although they may appear awkward to a native speaker, I leave as is, because it seems to be the students' own work and they are expressing themselves...such expressions may even seem poetic!” This shows a degree of openness to the potential creativity of non-native writers and willingness to be flexible about form, in line with Guilquin (2015: 91), who explores differences and similarities between “New Englishes” and “Learner Englishes”.

There were a few responses which are coded as “Tongue in Cheek Responses” but these are in the minority. In particular, two of the respondents, T7 and T8, one who left the DWE, and the other who often comments ‘As in any country’ (the two are close friends incidentally—which may be relevant to the study), tend to have a negative reaction to much of the survey. For this question, T7 responds that his attitude towards accuracy is “To strive for perfection”, while T8 replies, “I think I covered that.” Still, every teacher is important, and both respondents T7 and T8 gave quite long answers to many of the questions, and can give a good picture of the type of resistance which might be encountered to any efforts to introduce WE-

informed curriculum changes or enhancements, and they may be expressing opinions which other respondents couched in more careful terms.

Question 4.2 touches on topics which may also have been covered in Question 3.1 on Listening and Speaking. It asks, "What is your attitude towards error correction and accuracy when you evaluate English Oral Presentations by your students?" The responses to this question are coded in three main clusters: Cluster 1 – Correcting is Natural, Cluster 2 – Limited Correction, and Cluster 3 – Presentation Style, Contents are more important. The teaching staff again shows more concern for the overall organization/structure and the message of student presentations. T6 expresses the opinion, "I don't like to see obvious, glaring errors on students' PowerPoints; so that is one thing. I ask myself if it is comprehensible to the audience without any distracting errors. Beyond that the fluency of delivery is, and should be, the key aim." Teachers also demonstrate sensitivity and selectivity towards correction. T9 mentions, "It's better to correct up front, never during a presentation. Find out how to pronounce it before. And be sure you can explain the words you use." T10 adds, "I give feedback to students individually. If most students are making the same error, I will explain the error to the class." Or for T11, "I usually write down their mistakes and when we are all done, I write the mistakes on the board and we correct them together in a grammar clinic." T13, active in pragmatics research writes, "I let a lot go through if it's small-bore stuff...more attention to intonation (especially friendliness, tone of voice), Body language. I also shadow back for error correction rephrasing what the student said." T16 brings up the important issue of register as well, saying, "I would put importance on intelligibility, spontaneity, fluency and social appropriateness." One Outer Circle teacher (T18) presents a WE-aware outlook which is not heard from the NS teachers: "Coming from Outer Circle country myself, my emphasis is to search a middle ground between error and variation. The same criteria of interpretability, comprehensibility and intelligibility are expected in oral presentations along with increasing the comfort level of the presenters. Accuracy *by whose standards* is an oft-asked question in my evaluations."

T8 provides a quite different outlook from most of the respondents,

Most of our Ss do not want to stand out in their use of the L2; they want to fit in. I accommodate that. I am also guided by pragmatism, noting that it is well-documented that prejudice between and among language users exists. Ss need to know this. Many of our students, perhaps naturally, may want to avoid being targeted in this unfortunate way. They seem to want to meet their personal and life goals unhampered by existing, well-documented prejudices. I shy away from presenting idealistic choices in the classroom that ignore conditions on the ground.

In the first few years after the DWE was established, several teachers inquired, “So does WE mean ‘anything goes’?” This expresses a potentially common misunderstanding of WE theory, and a lack of awareness of a concept such as ‘educated’ or ‘acrolectal’ Singapore English and can also be seen in the common misunderstanding of English as a Lingua Franca (ELF) as somehow being a simplified or ‘reduced’ code. Seidlhofer (2011) pointed out at the ELF4 conference in Hong Kong that when Latin was used as the lingua franca among the great scholars of the Enlightenment, some of the most sophisticated ideas in the world were communicated via the Lingua Franca. Hence, it can be observed here as well, that most critiques of WE or ELF are often the result of a lack of exposure to educated people coming from multilingual NNS backgrounds, or having opportunities to encounter and interact with such individuals and speech (Ng, 2015). As such, we can again see an opportunity to raise awareness through initiating dialogue with those holding contrary views. But as mentioned at the beginning of this chapter, it is a time and energy-consuming matter.

One final observation that is worth addressing is that made by T17, the Japanese adjunct teacher who works very hard with a selected group of 2nd and 3rd year students known as ‘*senpais*’ (meaning ‘senior’ in the Japanese hierarchy of *senpai/kohai*). The *senpai* program first started on the BACS side. Highly motivated students are selected near the end of their first year, and go through two semesters of training in order to give presentations to the freshman in BACS with tips on how to succeed in English classes, and to improve their English. He writes, “With the ‘senpais’ I do to correct them to some extent. There are many opportunities to check their slides since they rehearse a lot. They take the correction more positively than regular Ss, they wanna look good!” The *senpais* are thus in a position where they must be attractive and provide motivational ‘near peer’ role models for freshman students in BACS. From repeated observation of ‘senpai talks’ over the past 3 or 4 years, the author has observed that the *senpai* students are in many ways trying to emulate NS pronunciation, and systematically employ what are perceived as cool NS-based lexical items they may have picked up overseas or interacting with U.S.-sourced international students, of which ‘awesome’ stands out for its frequent use. The *senpais* are likely to choose an NS model since the program was started on the more NS-oriented British and American Cultural Studies side of the DWE and until recently did not even take the Introduction to WE class. The *senpais* also employ an effort to be cute and the presentations usually given by two members; involve a lot of quick highly rehearsed back and forth between the two presenters. While this may not suit all tastes, it does demonstrate that depending on the context and purpose, there are times when accuracy may be more called for than at other times, and that this can also be a matter of individual choice. From a WE

perspective this raises identity issues, and shows an exonormative influence (as opposed to endonormative—that which comes from internal sources). It also shows that to bring about transformative change, committed agents are needed to carry out any reforms. One positive aspect of the *senpai* project is that by identifying high-achieving and motivated students, it is a kind of ‘shadow honors program’ which is providing opportunities for those students and putting extra demands on them to achieve. This type of program could be utilized within a more WE-informed philosophy, to create some features of an honors program, even if institutional or departmental approval of such a program was not obtainable.

6.4.3 Conclusions about Four-skills related Questions

Teacher responses to 4-skills related questions were very in-depth and knowledgeable. Overall the teachers view their role as English-knowing professionals whose priority is to help Japanese students to actualize the English they have learned mostly as a ‘subject’ for at least six years in secondary school, and help them to overcome their hesitancy to speak out in English, with a priority on Communicative Language teaching across the four skills. The teachers have many practical logistic methods to help Japanese students to interact in English, and view themselves as facilitators who design tasks for students to improve their communicative English abilities. They try to maintain the students’ interest and build their motivation and confidence to use English in all of the 4 skills. The teachers do not have extensive knowledge of WE, EIL or ELF, and their possible implications for ELT, but do help students to become more aware of cultural differences and teach communication strategies. Their methods may at times seem informed by a native-speakerist outlook, but this involves common assumptions which many teachers have, that the DWE program directors should work on raising a critical awareness of.

6.5 Questions related to Content and Language Integrated Learning

6.5.1 – Rationale

The next two questions on the teachers survey move beyond 4-skills issues, to ascertain teachers attitudes and knowledge of more content-based approaches to teaching, and the potential of CLIL to inform ELT practices within the DWE, and potentially within the larger Japanese context. As seen in Chapter 2, (section 2.2.2.1) within Outer Circle Englishes, or indigenized varieties of English (IVEs), the goal is not to ‘become native-like’, but to become an ‘educated user of Indian English’ (Parasher 1991). Through content-oriented education, the Japanese students can gain the chance to become ‘an educated user of

Japanese English' or the global human resource which Japanese businesses are searching for and universities are seeking to develop.

The reason for introducing questions about Content and Language Integrated Learning (CLIL) were that due to the rising number of DWE students being accepted for semester and one-year study abroad programs, as well as 5-week overseas internship programs, there is a need for students to have an ability to read academic material at a higher level, and express themselves on topics that go beyond the traditional 'English conversation' model which is common to Japan (Y. Kachru 2003). Chukyo is attempting to raise its international footprint, but trails behind some of the leading programs in this area, including that of Professor Kumiko Murata, of the large prestigious Tokyo private university Waseda University, and its College of International Liberal Arts which is composed of 50% Japanese students and 50% international students. Murata has been very involved with ELF in recent years, organizing an ELF symposium for the past four years, and also ran an English as a medium of instruction (EMI) colloquium within that ELF-symposium in 2014 on which the author served as one of the speakers. While Mahboob (2014, blog communication) differentiates between EMI as policy based, and CLIL as a classroom methodology, both involve a trend to move away from English language education, to studying some content area in English. A move in this direction is needed, especially for those students who are in the upper half of DWE in terms of proficiency and motivation: those who would be put in the honors program mentioned earlier. As a result, the questionnaire looks to identify teachers' awareness and attitudes of such an approach.

6.5.2 Results of Content and Language Integrated Learning-related Questions

Question 5.1 asks, "Do you know what a Content- or CLIL-based approach to teaching is? Could you please explain your understanding to me briefly? The responses were coded into 3 clusters: Cluster 1 – Quite Clear, Cluster 2 – Some Confusion, and Cluster 3 – No/Critical/Other. The teachers in general had a good idea of a content-based syllabus, and since the question mentioned Content as well as CLIL in the actual question, even if a teacher was not familiar with the meaning of the acronym CLIL, they could guess as to its meaning. Thus these clusters are not so different from one another, although a key point may be that with CLIL, there is a balance between learning content and learning language, many of the teachers prioritized one or the other in their understanding of the concept.

The responses indicate that most teachers have heard of the CLIL concept, although some indicated some confusion, and a minority was not familiar with CLIL. The phrasing of the question could be partly responsible, since it does not solely mention CLIL. With CLIL, there is a balance between content learning

and language learning, whereas slightly more than half the respondents tended to lean towards prioritizing one or the other

Cluster 1 (Quite Clear) included 12 mentions, 11 of which mention the equal importance of learning content and improving language proficiency. They also mention that the balance may have to be adjusted depending on the level, but that with higher levels, “there is little direct teaching of language,” or that, “Here language acquisition is a by-product,” and “it is learning content (subject matter) through a foreign language. Students learn the subject and the language simultaneously.” Several teachers also mentioned that they have been already doing this, in some cases for many years. They also show a more global awareness, such as T8 who responds, “Yes I do know what it is. I understand it’s used in Europe extensively. It is being experimented with here in Japan. It seems to work.” T5 responds,

I would say that is what I’m doing and have been doing for many years! As mentioned earlier in question 2.1, I focus on content and task-based learning. Therefore, the main focus is the content or topic, and the language to discuss, read, write, and of course listen about it is focused on afterwards as feedback and opportunities to highlight language functions. The curriculum in my department has the name “Content-based English Curriculum” (CBEC) and we have 5-6 main topics each semester (i.e.: environmental problems, healthy eating lifestyle, organ transplants, same-sex marriage, the death penalty, the role of women in society, the whaling issue, Article 9 of the Japanese constitution, the immigration issue in Japan, the consumption tax issue, the abandoned pets issue, etc.). Within our integrated and coordinated curriculum, the students have 2-3 weeks for each topic, and they have an intensive reading class where the focus is on authentic news articles about the topic, then they have a discussion-based class called “Discussion and Debate” where they focus on the content and main ideas of the topic.

This respondent seems to have a good understanding of CLIL, but also demonstrates that in the design of such programs within the DWE, often left to the NS practitioners, the general humanistic tendency can be seen in the choice of topics, rather than a focus on actual disciplines such as Economics, Political Science, Literature, Sociology, etc. which the students might be enrolled in if they actually were to make the next step to studying at a university in Finland, Italy, Korea or the U.S. This range of topics appears also in several of the classroom observations covered later in this chapter. For some teachers there was some incomplete or partial understanding, such as expressing that it is done “especially in an immersion setting” (T9), or that it is “a meaningful context for learning language”, in which the language learning is still expressed as the main goal.

There was one teacher who admitted never hearing of CLIL, and one teacher who misinterpreted CLIL as teaching in English-only, “I gradually reduce the amount of Japanese used in class over the year”, even

if that might be for a 4-skills based class. Nevertheless, the majority of teachers seem aware of such trends, especially those emerging from mainstream SLA and TESOL theory, which may not be the case for WE or EIL/ELF which at last thus far, have been less involved with pedagogical concerns.

Question 5.2 asks, “Are you able to teach Content-, or CLIL-based classes in Japan? If yes, in your opinion, how successful is this approach? Should it be explored in Japan and would it improve the English proficiency of Japanese students?” A total of 23 instances were codes, with 15 falling into Cluster 1 – Yes, plus explanation, 6 falling into Cluster 2 – Not really, plus explanation/misunderstands, and one instance of Cluster 3 – Outside the Box. There was also one respondent who left the question blank. Seven respondents replied that a CLIL approach is successful and they have been doing it for some years. T5 who is employed full-time at a competing university, and has also become quite interested in WE and EIL/ELF in recent years, explains the success with CLIL, and also indicates that it is part of a larger program-wide integration of all 4-skills,

Yes, yes, yes! We have been very successful with it and this seems to be the trend that many universities are following—especially in Tokyo—and my own university, especially in the department of ELT! The reason why I think it improves the proficiency of the Ss is because it gives them ample opportunities to make meaning in various language-production tasks and share knowledge in a very communicative and sociocultural way. There are some teachers who think that such content is too difficult and that Ss should focus on easy personal topics like their own interests, but I would disagree. That is not to say that discussing such topics is not important, but it is not a main focus in my classes. The content is the key factor. Vocabulary is recycled, and the Ss have a more well-rounded understanding of the topics when they have a chance to read, write, and discuss it, more than once. Repetition and recycling is important for learning and understanding.

T6 from the U.K. expresses a very positive experience as well, and that a CLIL approach can be highly motivating, even for those students who at first may find it very difficult,

I hope so – I’ve been doing it for years! Absolutely successful...In a history class of 40+ students from 2nd-4th years it’s inevitable that some or much of the content will be a challenge for students. My present class is hugely positive and work hard to achieve comprehension. They truly rise to the challenge and attendance is excellent. I would say they get the basic ideas of what I’m trying to teach about the topics in question and enjoy the challenge and interaction (T-Ss and Ss-Ss) during the class. Regarding proficiency, I think this is an outcome that many students will mostly become aware of (an increase) later....There is also the ‘cool’ factor – not to be underestimated. I had the experience of having lectures in French and Russian and although sometimes painfully difficult, I and other students, felt as though we were really experiencing the language at a real level. This wasn’t just classroom language practice, but the real deal, and this was a boost to self-confidence and motivation...its ‘mature’ study. I am sure students feel and appreciate this (bar those with very low levels for whom such an approach is just too much).

The majority of teachers mention that CLIL can be effective, but that it is limited to the higher level students. T7 mentions, “Yes. I think it’s very successful but the material often needs to be graded. Does it improve proficiency more than other methods? It depends, but it has its place.” This highlights the important point that ironically, in the earlier years when students are carefully placed into 4-skills classes by proficiency level, the approach is usually not CLIL-oriented, but then in the 3rd year, when students choose a seminar based on each professors content specialty, one ends up with a mix of proficiency levels and reading materials cannot be the same as those used in English-medium content programs around the world. One teacher (T12) several times commented on having to teach for accuracy due to stakeholder demands. He replies: “No - I am not able to teach these classes to date. They could possibly improve the proficiency of the learners IF the courses were within the INTERESTS of the learners.” (emphasis original) The reason for concern is that this teacher has for many years taught Oral Communication for the DWE’s two highest proficiency groups out of six. Program directors have talked several times over the past 10 years about working with various teachers of the DWE’s highest two proficiency groups to do a more content or discussion-oriented syllabus. The end result, however, was that they may use a slightly higher difficulty speaking text, but still very much a typical English conversation-based ELT textbook, rather than an overall rethinking of the syllabus. This seems like a missed opportunity, demonstrating that program directors need to be much more actively involved in working with the teachers, especially in the Japanese context where adjunct professors are relied on so heavily. This will be discussed further in the final section of this chapter.

One very surprising response to question 5.2 was by T16, who writes,

Yes. I really like content or CLIL-based approach and I believe that is far more effective and enjoyable than language-based approach. Elementary school teachers will be able to do this more easily than LBA, because they can decide the ratio of English in the lessons. A lesson should not be 100% in English, and that could lower the teachers’ anxiety. It is a more natural way to introduce the target language in a low-anxiety situation. Teachers can make the curriculum based on the students’ cognitive skills and knowledge, and in the Japanese cultural domain.

It is ironic that while the majority of the practitioners are saying that CLIL can only be done with the higher level university students, this teacher recommends that it can be very effective with elementary school students! But it does point out that with adjustments in both the content material and the language used, CLIL does not necessarily have to be only for those at the highest levels, and also indicates that CLIL also does not have to equate to EMI or using mainly English in the classroom.

6.5.3 Conclusions about Content and Language Integrated Questions

The CLIL-related question responses showed a general awareness of the concept among the teachers, and some have been already teaching CLIL classes for some years. Teachers are quite positive about teaching content, but also recognize the difficulties of doing so in terms of the proficiency level—both for speaking as well as for reading—of the students. Since the DWE does have six clear proficiency levels, many express that it would be fine to use CLIL with the higher level students but more difficult with lower level students. One teacher does however mention that CLIL works well with children, so there may be a fairly wide interpretation among the teachers as to what CLIL represents. If an honors program were to be introduced in the DWE, with a CLIL approach, program directors would have to work closely with the many part-time teachers to develop a coordinated CLIL program that either works within the current 4-skills structure, or considers renaming classes, especially for the honors program. EMI is clearly the trend in international universities around the world, judging by the growing number of possible locations DWE students can go for one-year exchange. Those Expanding Circle universities which wish to attract students from around the world need to consider offering CLIL classes not only to their own students, but to integrate foreign students—who may be from all three circles, into CLIL courses in Japan.

6.6 Questions directly related to ‘world Englishes Enterprise’ Paradigms

6.6.1 Results for Questions related to the ‘world Englishes Enterprise’ Paradigms

The remaining questions on the teachers’ survey refer directly to WE, EIL and ELF, to ascertain teachers’ awareness of WE-related concepts, and the potential of these paradigms to inform ELT practices within the DWE and their own individual pedagogical beliefs and practices, as well as within the larger Japanese context. Question 6.1 asks the teachers to directly give their opinion on what WE is about, and their understanding of the concept. Question 6.2 asks the teachers to reflect on how a WE approach to ELT might *differ* from an EIL or ELF-informed approach, and Question 6.3 ask them how a WE/EIL/ELF approach might be used in the Japanese classroom. Question 6.4 asks the teachers to consider how such an approach might be combined with what they already do best as a teacher. The use of the word ‘might’ in the above questions is meant to give the teachers leeway to express their doubts and concerns, as well as to reflect on steps towards adding WE-related concepts to their teaching. Finally, Question 7 asks teachers

to consider the kind of in-service training which would be helpful to learn more about ways to incorporate WE/EIL/ELF-informed practices into the classroom

Question 6.1 begins looking specifically at WE and related pluricentric paradigms. 6.1 asks, “In your opinion, what is world Englishes about? Could you explain your understanding to be briefly?” To this question, one teacher who has become increasingly interested in WE, EIL and ELF wrote, “AHA- The heart of the matter!” This comment does reveal a reaction that could have occurred to many of the teachers when doing the survey, and does show they obvious awareness that the survey is coming from someone within the department, which should be noted.

The responses for Question 6.1 were coded into two clusters: Cluster 1 – Attempts to Define, and Cluster 2 – Blank or No Idea, Critical. Since most of the teachers did attempt to provide a definition of WE, there is a fairly broad range of codes for Cluster 1, ranging from those which express an awareness of varieties of English as the main topic within WE, to those who raise the relevance of WE to the issue of who ‘owns’ English, to other responses which deal with the cultural aspects of WE, and finally to those responses which consider the implications of WE for the teachers and their Japanese students.

Of the 35 code-able responses, 31 fall into Cluster 1 – Attempts to Define. Within that cluster, there are 10 codes. Code 1 is broken down into 1.1 “Focus on Varieties”, 1.1b “Specific Variety mentioned” and 1.1c “Focus on Spoken Varieties.” Eleven teachers here showed an awareness that WE was about the existence of different varieties of English, one wrote of Indian English in particular “as a lingua franca among Hindi dialects” and three respondents mentioned WE is to do with “How English is spoken differently in many countries.” WE is referred to as the “Study of how English evolved and changed depending on the context of situation,” and as “A collection of all the varieties of English, be they native, 2nd or Foreign,” Other comments include that WE is about the global spread of English”, and looks at “Bounded varieties that stand on their own rights”, and “Localized varieties which are studied globally.” Several teachers mentioned that NNSs outnumber NSs, and the issue of ownership and standards, that “The English language is not just the property of Anglo-Saxon countries”, and “WE denies that NS varieties are the only correct ones.” Another teacher wrote that WE is about “Non-Linguistic Imperialism.” A Philippine teacher writes that, “WE means we have a multilingual teaching staff, Professor Sakai (the founder of DWE) gave a Filipina a chance, Sakai built this!” A French national also expressed gratitude, saying “Another university in Nagoya didn’t trust my French English.” Four teachers also mentioned that WE means “equal credibility, and respect for all cultures that use English, and equal treatment for all

varieties.” There is, however, still a tendency among the teachers to put NS varieties in a higher position, such as T5 who explains, “Simply explained, a variety of English develops from this situation and hence we have “Indian English” which differs from the so-called “standard” English of Britain or the U.S.” Thus the teacher has probably not been exposed to the WE concept of a ‘standard Indian English.’ Another respondent (T2) explains, “It examines the various linguistic applications users employ for English communication. This ranges from the beginner non-native English learner to the native English speaker and all in between,” which also places the NS at the high end of a cline of proficiency.

Three teachers also attempted to look at the implications for Japanese students, such as T11 who says, “WE is about helping students learn to communicate using the target language English, they know or are learning.” One teacher who has done some reading in WE, writes, “Students realize they are not competing with NSs in their career, and are more likely to interact with NNSs.” A Japanese national teacher (T17) mentions,

Because of that idea, when I teach, it's been changing, a certain number of students think they should be like NSs. I never say that's wrong but try to show them other options. I tell them the fact that more than half of users are NNSs. They should be proud of their background. I really see a difference in the past 5 years. Today 3 out of 9 want to be like NSs. Katakana-style English they do more so in groups of Japanese. Can get the message easier to their peers: "ando I like-u pizza"

Even if the message or ‘take-away’ for teachers regarding WE is that there is no need to be perfect, or that making ‘mistakes’ is OK—showing a partially inaccurate or simplistic interpretation of WE--it does seem to be useful for them to help students overcome some of the reticence and hesitancy to speak out.

The teacher from France, who has travelled widely and teaches a seminar on United Nations initiatives, mentioned, “I have seen world Englishes in action, with Tibetan refugees in India, and how they worked through misunderstandings.” This is more of a high-stakes ELF interaction, but she shows an understanding of the international intelligibility aspect of WE research and EIL.

There were a few responses which demonstrate a view that WE is a purely linguistic field, without applications to pedagogy. T7 and T8 responded respectively, “It is a field of linguistics that deals with description of varieties as used in various places around the world” and “it is an observation, which gives descriptions of the various Englishes based on data and definitions. The various Englishes are described and compared.” One teacher asked, “What has world Englishes accomplished? Teachers are educated about WE more than students.”

Question 6.2 looks more at possible pedagogical implications of WE, asking “In your opinion, how might a WE approach⁸² differ from an approach where English is regarded as an International Language, or English is regarded as a Lingua Franca.” The responses for this question fell into 3 clusters. Cluster 1 – Understands WE or EIL/ELF fairly well (18 instances), Cluster 2 – Misunderstands EIL/ELF (6 instances), and Cluster 3 – Not sure but Open/Critical/Blank (13 instances). Most of the teachers’ responses had a fairly good grasp on how to raise awareness of WE varieties among students, especially from the perspective of listening exercises, but also from a perspective of fostering greater tolerance of variation and appreciation of the reality of global English use today. Teachers were less clear on the meaning of EIL, often interpreting it as a neutral form of English, rather than as a function. Discussion of ELF was somewhat better understood, which may be attributable to the general nature of the concept of a ‘lingua franca’, more than teachers’ exposure to recent academic work on ELF. There were also a good number of responses which expressed a desire to know more about the three paradigms.

Among the 18 references coded in Cluster 1, 11 were coded as 1.1 “Teach/Expose Ss to Variation”, or 1.1b “Teach Tolerant Attitude.” Even when teachers recognize or admit the existence of other varieties of English, they still seem to find these varieties weird, or not appropriate as a classroom model, or something students may resist. T9 responds that a WE approach would mean, “Preparing for the real world, how to deal with weirdness. In theory, need some sort of model to work with, even though ultimately they will end up w/Japanese English.” T3 mentions, to “Bring variation to their awareness. I have an adult Japanese student who is not tolerant, complains about pronunciation of Toyota employees from Thailand – But you do have to try to understand” (original emphasis in interview). T11 gives a thoughtful answer which shows the complexity of his own situation, and a fairly good understanding of the differences between WE and ELF. He is not a proponent of WE, but his own recent research has made him aware of some of the concepts more than some of the teachers who are not actively reading in applied linguistics,

NOT clear on the PRACTICAL differences between WE/EIL/ELF and what it means for TESOL/TEFL. As a teacher I am concerned with practicalities and how theory is applied at the 'coal face'. We are in the trenches where we are trying to teach English. My understanding is that in theory EIL stresses that the speaker/writer's cultural conventions/norms are absorbed or utilised into the English variety they end up using (I think Sharifian said/wrote that). Two speakers might inculcate their cultural identities or idiosyncrasies into the language they end up generating. ELF is more of

⁸² It should be noted here that while the question does not say ‘WE Method’ which would be a more concrete way of saying WE could inform teaching practice than using the word ‘Approach’, it might have been better to say ‘WE-informed’ approach.

a 'situational' variety - a 'communicative' English - that generated in the particular interaction of the users. Two speakers strive for intelligibility and 'common' ground. Focus is on communicating the message rather than the linguistic correctness of the expressions/grammar that is used. WE to my mind is more sharply and culturally-defined and emphasizes the contrasts (be they linguistic or pragmatic in practice) between varieties.

An Outer Circle teacher (T18), who has become more interested in WE and ELF since working in the DWE, explains,

World Englishes as explained in the above answer is different from English as a Lingua Franca in the sense that ELF operates across national boundaries. It is concerned with the fact that majority of English speakers needn't necessarily be native speakers of language themselves not might they have been using the language to communicate with native speakers. In all possibility, they might have been using English for their interactions with other Non-native speakers. And so, have the right to decide the kind of English they wish to employ.

The teacher (T5) mentioned at the beginning of this section, who had the 'Aha' moment, writes an extensive response,

A-ha! The heart of the matter! This is also an area that I am deeply interested in and would like to research more! A World English approach might focus on English varieties and the surrounding issues of such. An English as an international language approach might focus on English for international communication between NNS and NS as well as NNS-NNS with the understanding that it is difficult to define "standard English" anymore. An English as Lingua Franca approach would focus more on the NNS-NNS models of communication and focus on how to improve intelligibility before, during and after communication takes place. That would mean introducing students to English varieties (hence the WE approach) and let Ss know that English is not owned by any one society or culture anymore (hence the EIL approach) and focus more on making meaning when speaking with NNS rather than focusing on NS. So I guess the ELF would be a combination of WE, EIL, and ELF!

It is encouraging to see a teacher such as this who was part-time at the DWE, but left a few years ago to have more time to conduct his research (not directly related to WE), but has clearly developed an interest in the WE enterprise.

One of the more interesting findings of the teacher surveys on these later questions was the common misinterpretation of EIL, as a sort of monolithic variety of English, what Larry Smith termed 'International English', rather than as a function of language. For Smith, this was something that he often stressed does not exist; that there is no "international English". In a plenary given to the Japan Association for Asian Englishes (JAF AE) in 2003 he stated, "Do you speak it? I know I don't speak it!" T15, who has done some work on WE, mentions, "EIL would be more prescriptive, WE is more about accepting variety, whereas EIL

is more about a core.”⁸³ That someone who has had a fair amount of exposure to WE, and attended papers at the conference from 2004 to 2006 would express this idea of EIL, shows a real need for good, fundamental teacher training on WE, EIL and ELF. The concepts need to be made as clear as possible to the teacher who is ‘at the coal face’, in an ongoing dialogue, in order for the wisdom within to be drawn on in any meaningful way. T13 while having a fairly good grasp of WE, makes a similar inference regarding EIL,

For me WE is very sensitive and aware of the very multiple nature of English. It is open to diversity and inclusive, appreciative of variety. It is against cultural Imperialism, that one culture owns the language. It is more focused on the end result and choosing a variety that works and stick to that. As for EIL, If speak a different accent it is not correct, not as welcoming to diversity.

T18 expresses a similar impression of EIL, “EIL, on the other hand, would involve treating English as an International language, so it would be pre-existing or rather fossilized variety and teaching it would involve reaffirming those patterns and constructions by imitations and adoptions.” T17 similarly states, “WE is about accepting different varieties of English. EIL and ELF are more about finding a variety of English that can be understood by everyone.” Since this was a case of the survey being given as an interview, it was informative to then view that the teacher subsequently takes time thinking or mulling over his response, perhaps revealing that he was not quite satisfied with his response.

T14 has a somewhat reductionist view of EIL, but this idea has to some extent been expressed by Yano (2011), that while maintaining the uniqueness of each variety, with EIL one does have to shift closer to the ‘most common denominator’ (as opposed to least common denominator-such as very localized Singapore English for example). T14 writes,

EIL -- Equip students with linguistic tools to communicate internationally. Words/Phrases generally understood throughout the English-speaking world (The reductionist view) as opposed to locations. ELF: Especially a 2nd language, which serves as a common means of communication for speakers of different 1st languages. 400 million NSs, two billion English users: Do the math!

T4 also expresses the ‘coal face’ view, doubt about the possible application of WE theory to ELT pedagogy, and the overall need for English,

Well, World Englishes is an idealized concept, and beautiful in theory. In application, it's much tougher. I think it's important for students to know about various Englishes but there needs to be

⁸³ Jenkins (2000) referred to the ELF phonological ‘core’, but this implied certain English phonemes that were more important than others to ensure intelligibility, but did not imply a fossilized or neutral variety such as ‘International English’, although the core is sometimes interpreted this way.

a base standard(s) to work from. Then when speakers come in contact with various speakers, they can adjust it. As a Lingua Franca, English is established for the time being, but I'm sure that won't be the fact for the future. Economics and Business have set it that way but those tides can change. Chinese studies have increased a lot in the past several years due to economic growth...language learners are following trends which alter depending on world conditions. English as the international language isn't truly a reality. It helps certain individuals and businesses but the rural individual finds little need for it. Like the gatekeeper 'math' those with the skills are provided new opportunities.

It is encouraging, however, that some teachers admit a lack of understanding, but seem open to learning more. T16 frankly replies, "To be honest, I cannot distinguish WE from EIL and ELF. How are they different?" T6, who has just in the past few years started teaching the department, replied, "A tough one. I honestly don't feel (or know) a difference between WE or EIL, or at least I would wonder if the difference is significant enough to worry about too much." Now that the entire CWE has recently been reorganized into 3 majors rather than 2 departments (WE Career, International Studies, and English Area Studies), each major has its own 'Common Room' in addition to the larger pre-existing L.S. Wing (now shared by all CWE students). In the English Area Studies common room, of which the five full-time faculty are all former BACS faculty, T6 spent several days beautifully decorating a large 3 by 5 foot corkboard with three vertical columns of photos and iconic images. The columns were all related to Inner Circle contexts, headed, "The USA", "The UK", and "Canada". We also hold L.S. Wing Activities every Tuesday and Thursday from 4:45pm to 6pm during term, and T6's activity is always an 'Afternoon Tea and Scones' party. While T6 is not so much against the concept of WE, and Inner Circle cultures are certainly part of WE, there is a feeling that non-Native varieties of English are less important in some way.

There are also a cluster of answers which are less open or unsure about the pluricentric concepts, and more critical. T15, one of the program directors within the DWE, mentioned during a joint interview with two other teachers. "I put 'English Only' on the whiteboard in large letters at the start of every class, and in reading class, I just want them to be able to say two sentences about the book they read." This indicates his very real frustration with the fundamental reticence and lack of students' ability to express him/herself at any length, in English. To him this implies that a basic facility with English is the primary goal, and may not require looking towards paradigms related to WE.

At the extreme end, perhaps predictably, are T7 and T8. T7 responds, "World Englishes is NOT an approach, and I think people who try to use it as an approach are misguided. It is a description of how English is used in a particular place. I don't view the others as approaches either." T8 follows with, "As I said above, WE is an observation. It is not an approach or a methodology." These very palpable responses

indicate the level of potential resistance that would have to be addressed, if curricular reforms are to be suggested which derive from a WE-Enterprise informed view. They also illustrate that a two-way process of interaction with teachers is required, if attitude change is to be realized. While WE or EIL may not at this point be considered methodologies or approaches, there is a significant move in this direction in the field of books designed to be used in teacher training (Matsuda 2011) programs, including Matsuda 2012 and Giri and Marlina (2013), both on the Pedagogy of English as an International Language. In addition, there is a great proliferation the past several years of ELT textbooks by National Geographic (*World English* in the singular) and other publishers, which show a clear move in the direction of these paradigms being used to inform teaching approaches. A final point to note for Question 6.2 was that three teachers left the question blank. One teacher, from an Outer Circle context, left all the remaining questions blank, which may raise the point that simply hiring teachers from the Outer or Expanding Circle does not mean that those teachers have theoretical knowledge or grounding in WE.

Question 6.3 asks more specifically for teaching ideas from the survey participants, by asking, “How might a WE/EIL/ELF approach be used in the English classroom in Japan?” Responses to this question were coded into 2 clusters: Cluster 1 – Makes effort to suggest ways, is coded with 19 occurrences, whereas Cluster 2 – Don’t understand/Critical, received 10 occurrences. The range of answers suggests the relevance of improving negotiation skills, teaching culture and cross-cultural skills, creating more opportunity for interaction with other NNSs, building confidence in students’ own variety, and hiring more NNS teachers. On the other hand, the responses also indicate doubt about the practicality of, or other constraints on, trying to implement a WE/EIL/ELF approach in Japan.

For Cluster 1, the most frequently used code was 1.3 “Materials based on NNS Speakers and Contexts” with 6 occurrences. Following this were responses which were coded as 1.2 “Teach Culture, Cross Cultural Education” and 1.5 “Build Confidence in Japanese Variety” with 4 occurrences each, and 1.4 “Provide actual NNS Interaction Opportunities” with 3 occurrences. With one response each was 1.1 “Teach Negotiation and Intercultural Communication Skills,” and 1.6 “Hire NNS Teachers.” T3 replied, “By using a variety of voices and accents in listening activities. Also, extra cultural input,” and T9 from France suggested, ‘Use recorded materials of NNSs.’ T5 expands on this idea, “I think there is too much focus on NS modeling of language. Students need to see and study more about NNS language. Introducing newscasts and examples of language from countries other than the so-called ‘Inner Circle’ countries might be one way.” T16 replied, “More material or topics should be introduced from different Englishes, both

listening and reading; not Yumiko going to London but going to Singapore to study; not 'A day in the life of a New York worker' but 'A day in the life of a Nigerian blogger' or something like that?"

Regarding building confidence in a Japanese variety or teaching more about cultural competence, teachers' ideas were also plentiful. T1 replied, "Like in Enric Llurda's⁸⁴ guest lecture, awareness of ELF users can bring confidence, like for my student Yoko (pseudonym) who attended." T4 replied, "I think the Japanese Students need to feel pride in their English & feel their variety is REAL English. With that confidence, I believe English will improve. Providing them with opportunities to hear various accents is also good. An example is the book Business Venture which has speakers from different countries conversing." T13 replied, "Off the top of my head, need to provide more cross-cultural education. Americans tend to feel uncomfortable with silence. If studied a few cultures deeply, would get a feel for the type of changes seen across cultures." The "off the top of my head" preface is interesting, in that it indicates that the teacher had never considered prior to answering this survey instrument, what the implications of EIL use might be for the classroom. Again, this shows a significant missed opportunity by the program directors to engage with the teachers in such a dialogue. T14 adds that a WE/EIL/ELF approach might be employed, "As a confidence booster to students - You will most likely be using English with other non-native speakers of English." This is a valid point, but also many indicate that the teachers somehow think it is easier to talk to NNSs since they use less complicated or sophisticated English. T17, in our interview, also took his time contemplating this question, and then replied,

Japanese learners feel fear of making mistakes. It's effective to tell them it's OK to speak their own variety. It's an important part of training. It's a common tool. Students sometimes focus too much on quality of language. They shouldn't be afraid of making mistakes. I tell Students "If 2 people talk, and one has perfect pronunciation/accuracy and the other has a strong accent/with errors, but if they can end the negotiation with great success, it works."

T12 attempts to suggest ways, but expresses the limits of the Japanese context,

As above, not sure how, in the mono-cultural environment in which we teach, the above approaches can be 'practiced' or implemented in the classroom. Without significant numbers of multi-cultures among a student body, little comparison of cultural contrast can be observed or commented upon beyond a lecture-style presentation format. I suppose the only way is to have a staff of teachers/speakers drawn from as many different cultures as possible. We could also utilise returnee students in better ways perhaps - to 'help' teach or use as role models more.

⁸⁴ A WE and ELF scholar from Catalonia who was in Japan for a conference on Native-Speakerism, and also delivered a guest lecture to DWE 2nd year seminar students and their teachers, most of whom responded to this survey.

Finally, there are also teacher voices which are very critical of the idea of using WE concepts to inform teaching practice. T15 again expressed frustration over the question by replying with conviction, “You're talking about theory, and I'm talking about teaching,” as if the two had little in common, and to him, this is largely true. But this ‘ivory tower’ view of theory and what it can contribute needs to be taken into consideration. T6 mentions,

Sorry, I don't really understand this. Does it not simply mean what I said above about not just focusing on, for example, only the UK, North America, and so on? Including India? Hong Kong? South Africa? Wider? All in terms of culture and language? But then what about practicalities of time and materials and students' interests?

This kind of understanding of WE-aware approaches to pedagogy is often expressed when people first encounter the concept as it relates to teaching. The author's own Open College adult students within Chukyo's program for continuing education, on several occasions mentioned that WE were interesting to study, but only after students had gotten a firm grounding in American or British English.

The two most critical responses are again contributed by T7 and T8. T7 replied,

It is my absolute belief that WE is not a methodology. It should not be confused as one. I don't believe that EIL or ELF are models or methodologies either. That being said, I think about the only useful thing I've ever come across are listening exercises with diverse English speakers as models.

T8 follows,

See above answer, that WE is just an observation. In terms of awareness of the observation, it can be pointed out. Students might have the opportunity to hone their goals, such as, for example, showing a special interest on Nigerian English because they want to go to Nigeria.

One interesting point to note here, is that T7 expressed that he has taught classes on Intercultural Communication for some years in Japan, an area, in addition to what EIL scholar Sharifian (2019, 2011) calls ‘meta-cultural competence’ (see Chapter 2), which would be important in any WE/EIL/ELF-informed approach. Once again, this shows the opportunity to raise awareness, and that time spent on teacher training and engaging with teachers, could help teachers to realize such connections exist to what they are already doing.

Question 6.3.2 seeks more openly for possible shortcomings of WE with regard to teaching, by asking, “Conversely, in what ways do you feel such an approach might be irrelevant or not beneficial to university students in Japan?” The responses were all coded into 2 clusters: Cluster 1 – See Potential Problems with WE-informed approach, and Cluster 2 – No Comment. Since the question asked the teachers to reflect

on areas where a WE-informed approach might not be relevant or beneficial for students, it is not surprising that most of the responses fall into the ‘Potential Problems’ cluster. The responses within cluster range from those related to Japanese society, student expectations, teacher beliefs regarding grammar and the monolithic nature of English culture as being the domain of Inner Circle countries.

For this question, 13 responses were coded in Cluster 1 – See potential problems with WE-informed approach, and 8 other responses fell into Cluster 2 – Not Sure/No Comment. Of the six separate codes within Cluster 1 only 2 showed more than one occurrence, 1.2 “Student Expectations” and 1.3 “Mainstream Teacher Beliefs/Maybe Later.” T5, who in general wrote lengthy responses to the survey, gives an answer that indicates there would be some resistance to pushing a WE-informed model too strongly⁸⁵ in Japan,

I think there is a prejudice or bias towards so-called non-standard varieties of English. If you look at the *Eikaiwa* (English conversation) industry here in Japan, it is very hard for somebody who “looks Asian” to get a job teaching in those types of institutions. From my own experience, parents expect the teacher of their children to “look Western”. I don’t think this helps the situation at all. It creates a situation where Students even at the university level expect “native speakers” to look “Western” (i.e. blond hair, blue eyes, big nose, etc.). Therefore, I think there is a hurdle of prejudice that needs to be overcome first. At the university administration level, there is a clear dichotomy between the Japanese staff and the “native” staff. This trickles down in many areas. It’s a whole societal problem, actually.

Other teachers said this in fewer words, such as T9, “Each student is different; some might want to be like an NS. So need to make sure of Students’ goals and not work against their goals. Or more practically, T14 said, “Students in Egypt told me, ‘we want words’.” T3 adds, “It may at first confuse lower level students”: indicating that they have a belief that English is a subject to be mastered, and introducing many varieties could leave them unsure of what model to follow. T16 responded, “I don’t feel that way at all, but some students might. They might feel non-native speaker’s English is not a good model for them. I understand some students are strong believers in native speaker English.” T4 explains,

Because there are so many English varieties, it's not important to learn different English writing or rhetorical styles, except from an L1 group (i.e. Americans) which is used as a base point. I think such styles are important to learn if Students are traveling abroad. That ability to adjust to the setting is where Students can effectively develop their WE skills.

⁸⁵ This may be why DWE founder Professor Sakai from the start, in spite of the name of the department, allowed the promotional pamphlets that went to high schools to mention that 80% of classes were NS taught.

Other teachers express that WE may be of only marginal value. T14 expresses, “One course in WE could be useful to give students an awareness of it, but I don’t see the need for an entire department/major. 1835 Macaulay’s moment⁸⁶ was made at a time when there was still slavery in the US. It’s outdated and irrelevant today.” T13, a pragmatics researcher, comments, “When speaking a different language your IN that culture: which is better, to bow or shake hands? For Students there’s no clear answer. Cultures and languages are deeply interrelated. Need to adjust, you’re simultaneously observing it, and IN IT at the same time...talking unconsciously or consciously with mindful awareness.” This comment may show a one language/one culture view, in the sense that there would be an ‘English culture’, a sort of space in which students need to operate in when speaking English. This teacher, however, in the course of his interview with the researcher, showed an awareness that some of his views on pragmatics may be too colored by American pragmatics.

T18 expresses an important view, reminding that we need to keep students’ needs firmly in focus,

Like anything else, there is no one way approach in English language teaching too. One has to utilize various approaches to suit the need of the ultimate user, i.e., the student. Therefore, more focused research needs to be done to comprehend and identify groups based on their requirements and then decisions need to be taken about the approaches. For instance, students who are interested in higher studies, and specifically going abroad, need to be made aware of academic writing & discussion genres etc. but not everyone. Similarly, students who intend to work locally, but with international organizations, need to be oriented more towards the WE/ELF type of approach towards language. While for students in the general cadre, more emphasis should be placed on fluency in their language production of various types. All the students cannot be treated keeping a single objective in mind because their purposes of learning are different, and hence their motivations are different.

Finally, T7 also expresses strong convictions, “There are grammar rules to language. Do you really start out with the intention to teach something that goes against convention? I don’t think so. I don’t think the stakeholders, student and their parents, think so either.” Two teachers left the question blank.

Question 6.4, the next to last question on the survey asks, “Follow up: How might such an approach be combined with what you already do best, as a teacher?” Here the responses were again divided into just 2 clusters: Cluster 1 – Try Some Suggestions, and Cluster 2 – No ideas/Critical. Within Cluster 1,

⁸⁶ In reference to Thomas Macaulay’s famous ‘Minute’ in the British House of Commons in which he expressed a desire to develop a class of Indians who were British in all ways, except for color. This is often invoked as a rallying cry by WE scholars, including Kachru.

suggestions ranged from adding listening examples, providing more cultural and content-oriented activities, explaining the benefits of WE-awareness directly to the students, creating opportunities for more contact with other NNS students, and teachers doing some of their own self-education. Within Cluster 2, teachers mentioned they were not sure how, that WE is not an approach, that they first try to assess student needs, or left the question blank.

Of the 25 coded instances, 10 fall into Cluster 1 – Try some Suggestions, and 15 fall into Cluster 2 – No Ideas/Critical. In some ways redundant to what the teachers responded to the previous question, but slightly more detailed in nature, 3 teachers mentioned code 1.1 “Listening Examples” and 3 more referred to code 1.1b “Cultural Activities/ICC/Content”. With one occurrence each were the codes 1.2 “Show benefits clearly”, “Create contact opportunities”, and “Increase international pragmatic skills.” T4 contributed, “I’m always looking for English varieties for the students to hear. And I try to tell them of common varieties they might encounter (such as biscuit in British English). So teachers should learn about some of those common words that students might encounter.” T5, mentions,

In order to teach from an ELF perspective, I would need to introduce more aspects of learners and speakers of English from places other than the so-called inner circle countries. I need to focus on topics, for example, on the Asia-Pacific countries to show students that their closest neighbors are also learning English and using it for LF purposes. I would like to develop more interactional opportunities for my Ss to use English as a LF by encouraging them to study abroad in countries other than Australia, New Zealand, Canada, the U.S. and the UK. I also want to encourage them to travel and do overseas volunteer work in the form of international service learning to help develop their intercultural communicative competency as well as their ELF proficiency.

T18, who has also authored several text books explained, “It can be combined with content-based approach very nicely. Themes can be selected from all over the world. Material can be collected from various parts of the world, through internet, for example. Then we’ll have access to World Englishes.” T13, who researches pragmatics, advised,

If you present it in the right way and the benefits are apparent to all parties, the teachers and the students, it can work. “Here’s what we are going to study”. Come up with cultures which have a nice contrast (for example, France vs. Maori). Understanding a different culture’s way of speaking can unlock effective communication: “I gotta say something more quickly, need to add something so my utterances are seen as friendly.” Teaching pragmatic differences between cultures can be very important.

This teacher understands that it is necessary to show the benefits of any change to not only the students, but also the teachers, and to all stakeholders. T17, a Japanese national who was administered

the survey by interview, did not have concrete ideas about how to integrate WE/EIL/ELF into his teaching, and said very honestly when I tried to facilitate an answer by asking ask him: “What do you do best”? :

I spend more time teaching ‘How to learn English’ than actually teaching English. Since university, I have been self-taught all on my own: went to community college in North America, did all my preparation and was finding myself for 2 years. I then came back to Japan for 6 years and opened an English language school teaching all ages, then did a master’s at California State U. at Los Angeles. Actually, I like American English! (Smiles)...

Finally, T7 answered briefly, “Again, it’s not an approach.” Ten teachers left the question blank, indicating a lack of ideas on how to integrate (or the need to integrate) WE/EIL/ELF concepts into their teaching, but also, a good lead in to look at Question 7, regarding possible teacher training.

The final question, number 7, of the survey asked, “What kind of in-service teacher training do you feel would be helpful to learn more about how to incorporate some WE/EIL/ELF-informed concepts into your teaching in Japan?” The responses were coded into 2 clusters again, in this case Cluster 1 – Has ideas or shows interest to learn, was coded for 16 occurrences, and Cluster 2 – Negative/Critical/Don’t Know, was used for 9 responses. Responses within Cluster 1 stressed needing practical training in WE implications, needing to educate university administrations, needing to make changes to teacher training programs, and also some specific recommendations such as having more invited speakers, and near peers who could help share ideas on WE. Teachers also expressed openness to learning more about these new areas.

T1 responded openly, “Not sure, but would like to learn more.” T3 gave a rather non-specific response which nevertheless shows that almost all teachers are interested in training opportunities or exposure to new ideas: “More training is always useful.” T4 contributed a somewhat longer response,

As mentioned previously, there are too many English varieties to simply teach about. However, learning common cultures the Students might encounter and catering to that English variety, might serve a purpose. If Students are going to Singapore, then they might find Singlish and the Singapore English accent useful. It teachers have a chance to learn that variety and teach common words, that can benefit the student.

T5 shows to be very pro-active in his response,

Workshops are always good for teacher training. Lectures from invited guests are good, too. Getting experts and budding experts in the field giving lectures and offering ideas for teachers in how they and other teachers are already incorporating WE/EIL/ELF-informed concepts is a good way. Also, it is important for the top administrative people to be involved because they make decisions which may not be based on these concepts, so education for them, too, is important! In my own institution, there is the concept that any “NS” can teach because they are an NS! “Just show them how to teach” has been expressed by the administration as if the education and

background experience of professionally trained TESOL teachers is something that is easily obtained and shared. Teachers are more often more professionally-oriented than the administration that controls all the decision-making, ironic that it is.

Several other teachers also show recognition that the Japan context they are in, or the length of time it has been since they received their master's degrees, demonstrates that such training could be very useful and welcome. T6 responds, "We need to be fully clear first what these really mean and how they are implemented in various situations. I think many of us are not that familiar with them having been cocooned in our EFL/ELF world here in Japan." And T12, also stressing the need for practicality, states, "For a start, explanation of what the differences are PRACTICALLY, and what they mean for PRACTICE. Most of us did our master's degrees before the 'onset' of this 'movement'. How theory can be practically applied is/should be the major concern of classroom teachers." This response seems to admit that WE/EIL/ELF is a movement or area of inquiry which has growing relevance and interest for the teaching community. And in general, that if one reaches out to teachers they are available for dialogue and interested in discussing their profession.

T18 also makes the important point that before actually trying to discuss the possible introduction of WE-informed pedagogy, programs should have as clear as possible an understanding of the needs of their students, such as those who wish to study overseas on one-year exchange programs and study content classes in English, versus those who prefer to remain in Japan and focus on English for general communicative purpose.

On the critical side, T7 uses this last question to summarize his doubts:

It's a loaded question. You're implying they are methods. Kachru and Smith called for the development of WE teaching materials. I don't think the call was ever answered, largely because when the issue was examined, people realized it's not a methodology. Additionally, the vast majority of the WE community is made up of linguists, not teachers. That's not to say the concepts can't be taught, but at the end of the day, teaching 'anything goes' is not helpful to anyone.

T8 also makes a final indirect criticism, by answering, "At the moment I'm not teaching any linguistics classes," indicating that beyond the study of linguistics, there are no pedagogical implications of WE/EIL/ELF.

6.6.2 Conclusions about world Englishes-related Questions

An attitudinal pattern emerges, that in general, those who have some interest in research and keeping up with developments in applied linguistics, belong to academic societies and attend or present at conferences, or who have taken the step to gain a PhD (see Chapter 4 on teacher biographical information), are interested in the nexus of theory and practice and apply themselves to the questions in the survey in an open and analytical way—even if the fields related to WE are not their direct area of study. Those who focus mainly on teaching, often by necessity if they do not have a full-time base, but teach solely on an adjunct basis, seem less open to (or too busy for) investigating or experimenting with the possibility of incorporating this thinking into their teaching, although they are still open to increasing their own awareness via in-service teacher training sessions. Since many of the teachers have been with the DWE since its inception in 2002, they do have a basic understanding of the concept, and in the majority of cases (14 of 18), a willingness to listen to ideas on how a pluralistic view of English might inform their teaching.

Beyond this pattern in attitudes, the teachers' survey also reveals two themes which run across various answers in the survey:

1. Teachers' perception of their role and the limits/constraints (whether institutional or societal) which may be imposed on them by their understanding of the professional context they are in. This includes available time, and the conflict between exposing students to diverse varieties of Englishes and their cultures and people, and the need to present fundamental materials which can elevate students' general English proficiency.
2. The diversity of students' needs, including how teachers perceive that diversity, and how this affects the teachers understanding of their own professional responsibility to the students. The job of the program directors in the DWE, if they are convinced of the value of introducing WE Enterprise-informed methods, is to help teachers and students bridge this seeming incongruity of the basic English needs of the students, with a raised awareness of the linguistic and cultural variation present in Englishes around the world. It is the argument of this thesis that in fact, the two are not divergent or incongruous, and curricular enhancements and teacher education to reconcile the two are presented in Chapter 7.

6.7 Classroom Observation Vignettes

As a follow up to the teacher survey instrument, a series of 17 classroom observations within the DWE were conducted with the teachers' permission.⁸⁷ Many of the teachers are the same as those who answered the survey, but it is not an exact match. One positive point was a teacher who declined to do the survey due to the questions being too broad, did invite the researcher to observe his class as an alternative. Another is an interesting classroom observation of a Japanese part-time colleague who teaches an elective on Early Child English Education in English within the DWE. In addition, it was useful to do an observation of the Outline of WE class, subsequently taken over by the author upon the retirement of the teacher.

Doing classroom observations is not a formalized system with the DWE as it might be in a public secondary school in many countries where salary and promotions might be at stake, so there is no standard rubric which was employed. It was considered to use a rubric, but the researcher was not coming into the observations with any particular agenda, or looking for any particular things. Hence to request a chance to observe teachers was done by individual e-mail, with the explanation being that in general, the researcher, as one of the program directors, wished to get more acquainted with actual classroom practices. It was also an opportunity to build up trust with the teachers, and strengthen a working relationship whereby the researcher could in the future work more closely with the teachers to co-design and test new activities and methods. While the classroom observations were conducted with the framework of this thesis as background, the researcher did not come into the observations with any set agenda. The classroom observations were felt to be necessary to better know the environment teachers are working in, to serve as a baseline of current practices, and to provide an opportunity to see how teachers implement the beliefs expressed on the questionnaire in reality. Although there is some variation in the requests, the basic pattern is as follows:

Hi T11 - Hope all is well! Do you think I might be able to observe your 1st or 2nd period OC class next Monday? I want to get a closer feel for the realities of our students in their language class for part of my PhD work...basically just trying to be better informed at a grassroots level on the issues you have to deal with, and not there to assess or evaluate. You could involve me if you like, but would like the class to be as normal as possible to what it is usually like. - Jim⁸⁸

⁸⁷ Teachers at the DWE in general are always receptive to observation, although at times may mention a certain week is better than another week, based on what they have planned.

⁸⁸ The tone of the e-mail is somewhat similar to the group e-mail that was sent to teachers asking for their cooperation in answering the survey, but this was slightly less formal, and addressed personally to any teacher whose class was requested to be observed.

For the purposes of this thesis, the observations will be treated as vignettes, as in the method of Norton 1997. Not all of the observations will be discussed here, but rather, the focus will be on any observations which help to clarify or exemplify issues brought out in the teacher (or graduate) surveys, as well as to shed light on pertinent issues related to possible WE/EIL/ELF-informed teaching implications which may not have emerged in the surveys, but are still of value. This inquiry is guided by research questions 2 and 3 of this study, which ask:

RQ2: How can such a broadened concept of WE be implemented in the curriculum and classroom practices of the Japanese University? *And,*

RQ3: Based on the English needs of Japanese, what are the advantages of such practices compared to prior/current practices in developing educated users of English in the Japan context?

If the particular teacher that is observed matches one from the survey, he/she is given the corresponding 'Txx' number. Those who did not respond to the survey are given an incremental number beginning with T19. It is important to keep in mind that these are isolated observations of only one 90-minute class by each teacher, and cannot be said to be representative of that teacher's entire 15-week semester.⁸⁹ The observations are a useful 'snapshot' or 'vignette' of that teacher's work, so are not generalizable. Still, they do make a valuable step towards interacting more with the teaching staff about perceptions of the WE curriculum, and do provide insights.

6.7.1 Vignette Discussion and Findings

The DWE teacher observation vignettes are informative, and complete notes for all 17 observation write-ups are in Appendix 1 for easy referral, and are sequenced in order by class type due to the general 4-skills orientation of the English curriculum. Observations #1 through #4 are for Oral Communication classes, observations #5 through #7 are Reading classes, observations #8 and #9 are Presentation classes, observation #10 is a 2nd year seminar class, observations #11 through #13 are Writing classes, observations #14 and #15 are Computer Skills classes, observation #16 is an elective in Early Child Education, and observation #17 is for the required Outline of WE class.

In this section they will also be analyzed according to a structure provided by the following main themes which emerged from the graduate and teacher survey data, and which are used here as section headings

⁸⁹ Classes at Chukyo for all departments meet once a week for 90 minutes, over 15 weeks plus one week for exams.

to structure and sequence the analysis of the classroom observations most effectively. The goal of this analysis is not so much to evaluate the pedagogic practices of the individual participating teachers, but to better answer the broader research questions of this thesis. The main themes identified from the two surveys are:

- General perceptions of shy students who work well in groups
- The CLT Approach (Widdowson 2014 in D'Angelo 2014: 71)
- 4-skills teaching
- The CLIL Approach
- Business and technical vocabulary
- The concept of world-mindedness
- The WE/EIL/ELF Paradigms
- The concept of Educated English versus an English Conversation Ideology (Kachru 2003: 7)

These themes have different foci, but also overlap and are interconnected to a considerable extent, and this fact will become apparent in the following sections.

6.7.1.1 General perceptions of shy students and group work

The teacher survey clearly identifies that the majority of teachers perceive the DWE students, and Japanese students at large, to be shy and hesitant to speak up in front of others, but to work well in pairs and small groups. As a result, it is very common practice to put students into “4 tops” (observations #3, #4, #5, #6, #7, and part of #9), two double-length desks put face-to-face, with one pair of students on either side. From experience in Japan, all teachers learn quite soon that students will rarely speak up if organized in a conventional classroom arrangement of desks in a grid of rows and columns, or even in a horseshoe or rectangle-shaped arrangement of desks as in a seminar class of 16 students (King 2013). When seated in pairs or groups, the teacher is able to float from group to group and sit in for some time, while other groups are busy in their own conversations (as in observations #4 and #9). All students are able to at times code-switch for clarification (especially in observation #6 with a lower proficiency group), which provides helpful scaffolding.

Many of the teachers in these observations utilize the group and pair work for students to build up a basic way of expressing themselves on the topic or reading, and then if a teacher comes back to the front of the room, and calls on a particular student at the smaller tables to offer an answer, the students are more prepared to do this, than if a question was put forward to an individual student at the beginning of class, in a more conventional seating arrangement. Students were also observed to at times consult a

neighbor before answering (usually in Japanese), which any experienced teacher in Japan is very familiar with, to confirm what is being asked. Among all the observations, there was no 4-skills class which attempted a large seminar-type horseshoe or circular seating arrangement with the whole class, indicating that the majority of teachers have come to feel that is less productive, and offers less speaking time for each student. In the graduates' surveys, some students expressed that their English might not improve by talking with classmates, but others expressed the opposite opinion. In general, the skills teachers have worked out that small groups are the best form of classroom logistics in Japan. In the class on Early Child Education (observation #16) the teacher did put out questions to the whole class, and eventually someone would answer, but this requires patience by the teacher in waiting for a response.

Ironically—considering the almost ubiquitous use of group work by 4-skills teachers in the DWE—in the graduates' responses such as the oral communication class in observation #3 or the reading class in observation #6, it was surprising to read G42's response, that in the USA on exchange, she “didn't know what to do when the professors asked students to do group work”. According to G42, “I didn't know why we hadn't learned that in the DWE.” What G42 was referring to were actual group research projects, where a group of 3 or 4 students had to produce a medium-length research paper together, or make a study group to prepare for an end of term exam together. In a follow up question, G42 wrote:

The class I had group work was 'Advertising'. We needed to pick one vegetable and make an advertisement to promote it. We had 4 or 5 students in one group. We made roles to research...we researched something like nutrition or targets we promote the vegetable... And we created an actual advertisement (we used carrots, targets were children, the tag-line was "Almost Circular"). Then, we had presentation in front of the class. We get together occasionally outside of class and discussed this project. At the end, we had to evaluate other students' contribution of the group. I guess working with new students who I don't even know names, meet and get go on the project completely outside of the class...and evaluating each other were completely new for me at that time.

This type of class is available to students in certain elective EMI classes in the DWE, such as International Business Theory, but it is not common practice among students. To offer academically based classes, in which such group work is required, could help DWE students be better prepared for what they will encounter on study abroad, or working for a multinational company. As with other academically-oriented initiatives, an honors cohort would be best-suited to this form of study. This highlights the issue of 'everyday' versus 'academic' or specialized study, as expressed by Mahboob (2010) as outlined in Chapter 2, section 2.5.3. CLT can help lower affective filters through group work on everyday topics, but a WE-informed approach would go beyond that.

6.7.1.2 The Communicative Language Teaching Approach

The CLT approach is the most common approach among 4-skills teachers in Japan. As seen from the teacher surveys, teachers—especially NSs and NNSs from outside Japan who do not share an L1 with the students—perceive their primary role to be to help the students overcome their affective filters, and to create the maximum speaking time for the students. In observations #3, #6 and #7, the students were talking for almost the entire class. The role frequently expressed on the teacher survey, of being a facilitator or guide of student-centered classes, is commonly employed in Japan. The concept of student-centered does not usually mean that the students decide what to do in class or what projects to work on, but that once tasks are given to the students, they then are able to move forward and carry them out with minimal guidance. In many of the observations, the tasks to be performed were quite rigid, changed quickly from one to the next, and did not permit much student decision-making about the content or way of proceeding.

NS teachers are seen to be concerned at times with accuracy over content (see observations #1 and #5) which diverges from what the graduates say about accuracy being less important than effective communication in the workplace, and the WE-informed concept of the goal being to develop an educated variety of English (Strevens 1992: 40; Kachru 1982: 51; Kachru 2005: 55) rather than NS-like proficiency (which is not necessarily ‘educated’). This demonstrates an opportunity to work with teachers to try to reprioritize goals in line with WE or EIL/ELF, if it can be demonstrated to them that being able to talk about various topics in greater depth and with a wider vocabulary can have more value than accurate use of certain forms. As Widdowson argues, in ELF, NNS speech (even when educated) will have many “non-conformities”, and students will continue to resist our corrections (D’Angelo 2014: 71). A WE/EIL/ELF-informed view would look for students to develop a broader fluency and ability to talk on a range of educated topics important in a globalized world, rather than be overly concerned with accuracy. As he explains, ENL is the abstracted encoded forms which provide the norms of correctness, but if we use this as the model, learners are required to speak formal/structured English that most NSs don’t use in actual speech (Widdowson 2013).

The Oral Communication classes which were observed (observations #1 through #4) were somewhat more aligned to the English Conversation Ideology or *Eikaiwa* model (Kachru 2003: 7), and could have offered more opportunity for employing conversation strategies, such as negotiation of meaning, which could be something program directors could work with teachers on increasing. This type of work could help to develop a WE-informed CLT for the DWE, rather than an NS-based CLT. As Widdowson has

described, CLT was designed to be more functionally appropriate (than earlier methods) by teaching practical speech acts for example (greeting, inviting, refusing, complimenting) but it is still “enforcing the way Native Speakers perform those speech acts” (D’Angelo 2014: 71). Since DWE teachers employ CLT also in Reading, Presentation, and Writing classes, the opportunities for combining CLT with WE-aware concepts are many.

6.7.1.3 Four Skills teaching

Since the DWE English curriculum is primarily set-up as skills-based, the middle section of the teachers’ survey also revolves around teachers’ beliefs on teaching the 4-skills. The classroom observations show most teachers quite closely following the basic syllabi and class components (as in observations #1, #2, #4, #5, #9, #11, #14 and #15) as set up by the program directors. The observations do, however, also show teachers’ creative interpretation of a skills approach (as in observations #3, #6, #7, #8, #10, #12, and #13), and blending it with a CLIL approach to some extent. One limit of a 4-skills approach, as discussed in section 2.3.2 above regarding the critique of mainstream SLA by Firth and Wagner, is that language may be viewed by some teachers as discrete parts—such as with the error codes in observation #2 or decontextualized vocabulary list study in observation #5—which need to be cognitively mastered, and the social functions of language are not adequately addressed. This may be more likely to occur in Reading and Writing classes than Oral Communication classes, where a CLT approach is usually more socially-oriented. It is convenient to divide classes according to particular skills, but for the higher level students in a more EMI or CLIL-oriented type of honors program discussed in sections 6.3 and 6.4 of this chapter, and sections 5.4, 5.7 and 5.7.1 of Chapter 5, having the focus more on content areas which integrate the 4-skills would make sense. Even for mid-proficiency students, something similar to the CBEC (Content-based English Curriculum) mentioned by T5 in section 6.5.2 above, could work if the level of materials was appropriate and accessible, as with the second year seminar class in Observation #10, which is a mixed-proficiency group (similar to all seminar classes, even in the third and fourth years).

6.7.1.4 The Content and Language Integrated Learning Approach

A CLIL approach is discussed by many of the teachers in section 6.5.2 above, and most are quite positive about it, or are even already using it. In addition, In chapter 5, in response to questions which asked about what things could be improved in the DWE, or what type of electives should be added to the curriculum, or final comments given by the graduates, there were quite a few responses from various graduates (such

as G40's response to question 28) which expressed a need to study something beyond English skills. This perception also is seen in the letter written by the student currently on one-year exchange in Finland (Chapter 7, section 7.2.1) who expressed that his first year seminar class in English was too similar to the regular Reading and Oral Communication strands. A CLIL approach could be seen in observation #10, the 2nd year seminar where students were planning a lunch of locally grown foods as part of their study on Japan's low food self-sufficiency rate, and in observation #16 of the Early Childhood English Education, the PowerPoint slides for that class were simple and straightforward, and gave students a chance to slowly absorb terms such as "The Audiolingual Method" or "Cognitive Code Learning." The reading class in observation #7 also used a skills class with required components, to introduce literature-oriented themes and concepts which a CLIL focus, demonstrating the possibility of merging CLIL with a 4-skills curriculum, as well as observation #9 where students discussed Muhammad Yunus and micro finance.

These classes show the potential to move more towards a CLIL approach, where different disciplines in the humanities are taught, preparing students to think more about their areas or interest beyond English, while at the same time helping those who will go for longer overseas study programs to acclimate to content-based coursework. The decision to move more toward a CLIL approach would require a significant change to the curriculum, but this also could be done gradually within the current curriculum by building more teacher coordination and collaboration into the system.

6.7.1.5 Business and Technical Vocabulary

The main current locus within the DWE for vocabulary teaching is in the reading program. Since graded readers are a main focus for the first two years, and for some teachers into the third year, wherein students read material where any unknown words should be guessed by the context, the learning of new vocabulary is done in a decontextualized direct way. This is done, as seen in observation #5, by using the textbook *Learning English Vocabulary* (Barker 2009). The book goes through the first 2000 frequency words from the British National Corpus. Students also study vocabulary in the TOIEC and TOEFL classes within the DWE, but this is again decontextualized. Many of the graduate participants expressed a strong need to learn business and technical vocabulary for their field of work, and those who had been on one-year exchange also expressed vocabulary difficulties in the reading they had to do overseas. For the students who may qualify for this one year overseas program, the honors program suggested in sections 5.4, 5.7, 6.3 and 6.4 could give them a chance to study academic vocabulary in a contextualized way. Nation includes a 570-word list of academic "Headwords" at the back of his book (Nation 2001b: 407) which could be used as a crosscheck for students of the words they encounter in the honors program

reading. For business vocabulary, adding coursework in business English and basic management could help, but a challenge would be that this also would have to be levelled into honors and normal classes. Technical vocabulary would be more of a challenge to study, since DWE students go into a wide range of fields, as seen from the code clusters of question 9 on the graduates' survey demonstrate (see Chapter 5, section 5.6). This could be addressed to some extent by using 2nd or 3rd year Presentation classes to allow students to give presentations in which they role-play working in a certain industry (with a list of industries provided by the graduates' data), for example, recommending a new product to be developed by their company. This was done to a small extent in observation #8 in which students presented about the founding of McDonald's and 'Hi-Chew' candy which was found on store shelves in Korea, but could be done in a much more thorough way. By having to go through explaining the product, how it would be produced, the uses for the product, etc., the students would develop familiarity with some technical vocabulary, and would learn about other industries from their classmates' presentations. There are not presently teachers working on this type of class, but if the value of this type of learning was explained to the teachers, it would be possible to find a teacher to develop this type of syllabus. Reading classes could also include graded readers relating to various job types, which are increasingly available from publishers.

6.7.1.6 The Concept of World Mindedness

The graduates' responses, when discussing their attitudes before and during their DWE days, frequently contained information indicating their sense of curiosity about the world and wanting to meet and exchange ideas with people from various countries, and to use English in their work. Certain of the classroom observations do touch on this issue as well, but it is not a common theme. The ELLLO listening website (ELLLO 2015) which is used in all three years of Oral Communication classes allows students to choose which segment they want to listen to from over 1,200 very clear recordings. The site was developed by Todd Beuckens, an English teacher based in Japan. One can search by topic, country, level and media. There is a wide range of people who are recorded from 60 different countries, and it is possible to find recordings with almost any combination of Inner, Outer and Expanding Circle speakers, showing value from a WE as well as EIL/ELF perspective (Dewey 2011). Beyond this, the observations also show several other aspects which triangulate with this desire of the students. When discussing reading classes, almost every teacher mentioned that the students should be allowed to choose their own books, and they must closely align with the students' interests. This could be augmented by using the sizable DWE book

budget to increase the number of graded reading titles in the library which relate to various countries and international topics, which are offered by publishers such as National Geographic.

Observation #2, which was a final exam of 2nd Oral Communication class, involved student pairs having to hold a 5-minute conversation based on drawing at random from a set of topics chosen by the teacher. One of the topics was 'The required 2nd year overseas trips and classes' which allowed students to discuss their experiences and impressions of Boston, Hawaii or Australia. The teachers are aware of the students going on these trips during vacation time, and the topic would have come up at the beginning of each semester. Overseas topics also came up in Observation #8, a 2nd year Presentation class, in which one student presented about the founding of McDonald's, and another about a popular Japanese candy found in a Korean convenience store. The topic of Japanese couples holding their weddings in Hawaii, Tahiti or the Gold Coast of Australia came up in Observation #9, a third year Presentation class. While many of the class observations touch on world-mindedness in an unsystematic way, the 2nd year seminar on the United Nations is perhaps the most "world-minded" and affords students the opportunity to deal with international concerns on a weekly basis for the entire year. While other 2nd year seminars were not observed, each seminar, taught by an NS or NNS from outside Japan with one exception, is structured around the country of the teacher. They include the Philippines, the U.K, the U.S.A., and Canada. The one seminar taught by a Japanese teacher (T17 from the teacher surveys), focuses on the intercultural communication difficulties between Americans and Japanese, using the classic graded text *Polite Fictions* (Sakamoto and Naotsuka, 1982). This approach offers an accessible introduction to intercultural communication, but the book is based on an out-of-date concept (the book is written 33 years ago, still in print) that the most important interlocutors for Japanese users of English to be culturally sensitive to, are Inner Circle Americans. There is an opportunity to work with this teacher to consider a text which involves more varied relationships among speakers from various Kachruvian circles.

Based on the graduates' great sense of world-mindedness, the classroom observations indicate that introducing a more content-based or CLIL curriculum would offer the opportunity to integrate the concept of world-mindedness more systematically into the DWE curriculum, but that also, the program directors could work within the current curriculum and teaching staff to prioritise teaching students more about the world, and its culture, ways of thinking, and people.

6.7.1.7 The world Englishes-related Paradigms

The WE paradigm is mostly closely connected to Observation #17, for the actual Outline of WE class. Graduates expressed a basic knowledge of WE concepts thanks to this class, which can be seen in Chapter 5 in the responses to questions 7 and 7a from the questionnaire, presented in detail in section 5.5. As noted there, the graduates mainly perceive WE from a socio-cultural standpoint, and the existence of many varieties of English is recognized by them as a sign of the broader ethno-cultural diversity of the world. They perceive the existence of many varieties of English as a reason for tolerance of variation in pronunciation and lexicon, and regarding grammar, express that WE means that they don't have to be overly concerned with accuracy and are this confident to use their own Japanese English to achieve their business and personal goals. In this sense, as discussed in section 5.5 of Chapter 5, the fact of being Expanding Circle users of English with some background in WE, including the required semester long class in the DWE and 3-week study tour in Singapore, lead them to take an EIL or ELF-like view of their English. Being unaware of the EIL and ELF paradigms,⁹⁰ they tend to still put international use of English under the WE rubric—which is accurate in the case when intelligibility issues are addressed, but WE has not usually dealt with two-way international interaction across varieties.

The classroom observations, other than #17, do not deal with WE/EIL/ELF paradigm issues, except for where they look into cross-cultural communication, or cross-cultural studies, such as in Observation #7 where folk tales from different cultures are studied, or perhaps in the ELLLO listening segments for Oral Communication classes. It demonstrates a huge potential and indeed a major responsibility as well, considering the name of the Department, to look for opportunities to introduce a more WE-informed approach to the curriculum. Of course it is not just the name of the Department which justifies this, but the obvious benefits which could be drawn from introducing such an approach, are apparent in the responses of the graduates survey, and from the literature review in Chapter 2. The final theme of the classroom observation data is connected to the issue of WE/EIL/ELF, and regards the concept of Educated Japanese English versus a more NS-based English Conversation ideology.

6.7.1.8 Educated English versus an English Conversation Ideology

The concept of an educated variety of Indian or Singapore or other Outer Circle Englishes is recognized by Kachru and his predecessors such as Stevans (Stevens 1992: 40; Kachru 1982: 51; Kachru 2005: 55). This acrolectal form of the locally indigenized variety will be the outcome in every Outer Circle country,

⁹⁰ Although these have been included in the Outline of WE since 2015

with some variation of course, depending on what stage in Schneider's five-phase model the country has reached. Kirkpatrick (2007: 102-103) outlines four varieties of Nigerian English which are identified in Bamgbose (1982). Among the four varieties, variety four, which is modeled on standard British English is still favored by the elite, but it is the more localized educated variety, variety 3—Standard Nigerian English—which is more socially acceptable. While we cannot say a Standard Japanese English exists today, a kind of Japanese English is what Japanese users will speak, and write as well. Yano (2001: 127) expresses that,

There will not be a distinctively local model of English, established and recognizable as Japanese English...yet it is inevitable that Japanese linguistic and socio-cultural characteristics will seep into the English of Japanese speakers. (Still) ...It will be a kind of formal and normative English.

This comment by Yano shows the way for a compromise in which it does no harm to have a form of pedagogy that is normative as found in the written form, but at the same time recognizes the reality that as Widdowson referred to earlier, NNSs will continue to show “non-conformities” in their English (D'Angelo 2014: 71). While several of the observations did show concern with grammatical accuracy, the majority of the teachers' responses to questions 4.1 and 4.2 from the survey (section 6.4.2 above) indicate they have a modest policy regarding error correction, and correct selectively.

The larger issue here would be to help DWE teachers to understand that such an Educated Japanese English involves an ability to handle discourse on a number of topics in an educated way, and that the goal would be to shift priorities towards this type of goal (rather than the months spent on improving the grammatical accuracy of one recorded conversation, as in observation #2), over and above overcoming students' reticence and making them comfortable conversing in English on everyday topics. The classroom observations of the Oral Communication classes, which mainly dealt with everyday topics (observations #1 through #4), two of the three Reading classes (observations #5 and #6), and the Creative Writing (observation #12) and Journalism (observation #13) classes fall far short of dealing with content in an educated way. They fail to make the connection to real content-based learning, and are more closely linked to the English conversation model criticized by Lummis (1976), Kachru (2003) and Honna (2009).

The reticence of Japanese students is a real and fundamental first thing to overcome, but as students start to develop more confidence, the focus should then shift to being able to express themselves on more complex subject matter, even if in terms of form there are ELF-like imperfections (Widdowson 2015). The observations indicate that in general this is not being done. The Oral Communication classes and the 4-skills orientation in the DWE lends itself too closely to the English Conversation Ideology, tending to aim

too low. Kachru, in his talk delivered at the “Special Workshop on World Englishes in the Classroom” held at Chukyo in 2003, identified this ideology as a critical problem in Japan that is based on a Native Speakerist outlook. To educate the teachers to the advantages of a more challenging approach, and work with them to adjust priorities—especially for higher proficiency students—should be a top priority.

6.7.2 Conclusion for Observation Vignettes

The observations were extremely valuable to conduct, and provide an excellent triangulation of data in conjunction with the graduates’ surveys, and the teachers’ surveys. While just a limited snapshot, they help to identify the extent to which WE concepts may or not be integrated into the larger curriculum, and flesh out the data from the teacher surveys, that when combined, helps to account in many cases for the type of answers provided by the graduates. The observations in some cases support a particular aspect that the teachers get right (within a WE viewpoint), and at other times, they show where an opportunity exists to integrate a WE perspective or work toward the goal of ‘educated Japanese English’ for use in academic and professional settings.

One thing the observations of the skills class teachers reveals is that they are quite committed to CLT and active learning. They view themselves firstly as ‘language teachers’ in most cases, rather than academics teaching a content discipline. Japan is a challenging context for language teachers, and these teachers have devised methods which keep students engaged, help reduce their affective filters, and make for more outgoing students who also improve their TOEIC and TOEFL scores by roughly 100 points per year. They are skillful at classroom logistics and devising a wide repertoire of techniques for bringing Japanese students ‘out of their shells’, or at least devising techniques that allow them to stay in a safety zone and at the same time be productive in language learning tasks. They also collaborate with one another, especially when teaching students of the same year and class time. It is also clear that they are for the most part informed by what Canagarajah (2000: 5, 12) would call “West-based TESOL” ideas and mainstream SLA concepts promoted by the “center-based ELT establishment” (Canagarajah 2000: 143). In fact, in many cases, they seem to make every class into an oral communication class. The reading classes would be the best place to situate a new curriculum, especially for honors-level students, which focuses on a range of actual academic disciplines such as sociology, psychology, gender studies, or international relations at an introductory level, and works to build DWE students reading ability to the point where the step to the next level, whether in a year abroad or in the business world, is viable.

NS teachers do seem to always prioritize speaking, feeling that it is what is most needed among Japanese students, although the data from graduates seems to indicate that the written form is equally if not more important on the job. However, the teachers openness to dialogue and collaboration (as exhibited in Questions 6.4 and 7 on the teacher survey, and willingness to open their classes to observation), and commitment to the students and their profession, indicate that if evidence of the usefulness of supplementing their teaching with WE/EIL/ELF ideas were made clear to them on an ongoing interactive basis, they would not be resistant to trying out such methods informed by a pluralistic view of Englishes. The key is for the full-time program directors to begin the ongoing process of engaging with the teachers to co-construct new forms of teaching that can supplement the many things these teachers are already doing so well on behalf of the DWE.

6.8 Conclusion

A larger concern which is elicited in these questions and observations is that the DWE, once one of the most attractive English-based departments in Central Japan, is now perhaps less progressive than other local program, such as the CBEC program outlined above, and making a move toward a more CLIL-based integrated curriculum, which cuts across different skill areas, may be necessary to compete more effectively for students even within the local region, let alone to attract more international students. This may be a quite valid criticism, and this thesis argues that the time has come for the program directors to make a much larger effort to push what they have learned about pluralistic concept of English, downstream to part-time teachers and students.

The data elicited from the teachers' survey as well as the classroom observation vignettes, show areas where teachers know well how to work with Japanese students and help them develop their language ability. At the same time, the data also indicates areas where the curriculum and teaching methods may be out of sync with what the graduates expressed as being their primary uses and needs for English, in their work and personal lives after leaving the DWE. Chapter 7 will directly address the three data sets, and consider how they indicate improvements could be made to the curriculum to better prepare their students for the future, many of which are in direct alignment with the potential of taking a WE/EIL/ELF-informed approach to language education in the DWE. It is hoped that these improvements will help to revitalize the DWE, and make it more competitive within the central Japan region, as well as demonstrating to the wider field of English education in Japanese higher education that there is a better

way of conducting ELT, which can produce graduates who are more prepared to be global human resources.

The lengthy responses which many of the teachers took time to give to this long 16 question open-ended survey is evidence of the great dedication which teachers have to their profession, and the genuine interest they take in their students, and making a difference in their lives. This gives strong support to the thesis emerging from this study: that whatever type of curriculum reform or enhancement one may have in mind, the teachers are really the crucial stakeholders in the process of making something work, or not work.

Chapter 7: A broader concept of World Englishes: Curriculum Implications and Plan

7.1 Introduction

This chapter presents a summary of the key findings of this thesis' three main data sources: a detailed open-ended questionnaire given to 44 graduates of the Department of World Englishes (DWE) at Chukyo University, a detailed open-ended questionnaire given to 18 teachers—mainly part-time staff responsible for the 4-skills classes within the DWE, and a series of 17 classroom observations within the DWE. It considers points of triangulation where these three data sets work in unison to reveal ways of answering the research questions of the thesis, in the hope of bringing a better model of English language teaching (ELT) to Japan, and other Expanding Circle contexts. In the following sections on each data set, there is one section which looks at the findings with regard to the more mainstream approaches to ELT—since there are of course many such practices which are effective—and then a section which looks at the findings from a world Englishes, English as an international language/English as a lingua franca-(WE/EIL/ELT) perspective.

The chapter includes a section near the end which discusses the theoretical implications of this study for the three paradigms discussed in Chapter 2: WE, EIL, and ELF, as well as mainstream teaching English to speakers of other languages/second language acquisition (TESOL/SLA), which will also help to see the important interplay between these three paradigms, referred to in Bolton (D'Angelo 2012c) as "The World Englishes Enterprise."

7.2 Key Findings of the Graduates' Survey

7.2.1 Findings in line with mainstream English Language Teaching

The great majority of DWE Graduate respondents expressed that they had very much enjoyed their time within the Department, and had very fond memories of that time. The responses indicate that while many of the teachers' practices could be termed as mainstream ELT/TESOL, the students had made good progress in their four years, had learned many useful things (presentation and computer skills, overcoming affective filters in using English, rising TOEIC and TOEFL scores), exhibited by over half of them actively using English in their jobs after graduation. The DWE curriculum they took was mainly geared to the 4-

skills, with Speaking and Listening combined in the Oral Communication classes, followed by discrete classes in Reading, Communicative Writing, Computer Skills and Presentation. Students enjoyed the communicative language teaching (CLT) approach, and this fulfilled their incoming expectations for learning to actually use English for practical communication, rather than just study it as a subject. In their first three years in the DWE, they experienced an intensive CLT program, taught mainly by Inner Circle teachers (but also including teachers from Japan, as well as other Outer and Expanding Circle countries) who employed various aspects of CLT, such as extensive pair and group work (including cassette and video-recording of partner dialogue), task-based activities with selective error correction, watching popular films in English with English subtitles, a spacious 'English Only' Learning Support Wing, and two required overseas study programs, of which the second year programs were chosen by each student from three Inner Circle Settings: Boston, Sydney (later Brisbane), and Surrey, U.K. (later Hawaii). This was also combined with available courses in obtaining qualifications in standardized tests such as TOEFL and TOEIC. Graduates expressed the view that they had benefited from most of these practices, and the DWE had opened up opportunities for them to communicate in English in Japan and overseas.

The problem with some of these methods is that if presented from a Native Speakerist perspective (Houghton 2012, Kachru 2005), they give an inaccurate picture of who graduates are most likely to be interacting with in English, and for what purposes. While CLT places a priority on spoken language and tend to view the interlocutor as an idealized native speaker, graduates, especially those who had been on semester or one-year overseas study programs in the 2nd or 3rd year, expressed that they were inadequately prepared in terms of reading ability, and ability to express themselves to participate in academic discussions.⁹¹ This sentiment voiced by the graduates, is clearly expressed by a self-initiated letter sent in September 2015 by a current 2nd year student who had just begun a one-year study abroad program in Finland two weeks earlier, after completing three semesters in the DWE:

Dear Professor - My situation and experiences

I started to study "Business" in University of Tampere as a exchange students. I now have two problem. One of them is not important, but the other is very important, I think. one of them is this: Everyone asks me "What do you study?" "What is your major in Japan?" or "what did you study in your home university? Of course, I answered that I have studies English as a my major subject, but I always feel embracing a little bit to answer that. Probably, most exchange students think so.

The other problem is about studying and class: When I read the book about "Service Marketing" and "Business Ethics", and some articles related to Business, I have difficulties to understand the books because I do not have enough background knowledge about business in terms of some theories and terminology related to specific subject. In addition, it is also hard to remark something

⁹¹ Students in recent years have increasingly expressed this opinion verbally to the author, but the letter contained here is one of the few times it has been expressed at such length in writing.

academically. I try to make a opinion during classes. Actually I raise my hands and remark about some cases, but my opinions is not good.

This is what I thought as a suggestion:

I think that everyone has difficulties as well as me, and current freshmen will be hard to catch up with classes because of insufficient knowledge. My English skills is not enough to understand courses that I study, but additionally I should have had much knowledge about these studies in advance. They need to learn basic knowledge beforehand to succeed and learn a lot of things abroad. I thought up a idea to make career student's studying better. The students who went abroad as a exchange students talk about main subjects we learn specifically such as "What I can study through this subject." or "What is the interesting point about subject? This is going to make promising exchange student easy to decide subjects that they are going to study abroad. And also, next exchange students will be able to start to study about specific subject in Japan because they can understand what they should do. A ideal solution that I thought up is that exchange students who are now abroad deliver kind of lectures of introduction of each subject with teachers if possible. Some students who have a good English skills think that they want to take more difficult and academic classes (at least I thought that I managed to improve my English by myself to some extent.). I am sorry for my messy writing because I just write it and did not care about grammatical mistakes.

After the researcher replied that due to the wide diversity of the DWE students' needs, it might be difficult to specialize in certain disciplines, the student later made a follow-up comment:

I think it is very difficult for DWE to specialize more. However, some people cannot satisfy with studying in Japan. For example, English conversation classes (Nyumon Zemi⁹², OC etc.) are very easy for the higher level students. To tell the truth, I thought that Zemi class was not enough and I didn't have any motivation for class {several my friends and Kouhai⁹³ were (have been) same situation}. This is because what I have done through Nyumon Zemi class was similar to OC and reading vocabs. Instead of that, for example, Zemi class could be divided into some specific study group such as education studying group, linguistic group (syntax), linguistic group (Applied linguistics or history of English) Business group, basic English course or Woman studies group etc. based on students interests. (I know it will be complex and difficult. If I say something rude, I am sorry. Thank you for reading. I hope you think of my ideas positively).

These words of the students raise very important issues, but it should also be pointed out that it is a major challenge to develop these skills in Japanese students. Even Kumiko Murata (Murata and Iino 2014) at Waseda University, one of the most elite private universities in Japan, explained that the Waseda students in the College of International Liberal Studies, which is 50% Japanese and 50% Internationals students, are shocked to find that they are unable to express themselves as the international students do (including those from other Expanding Circle contexts in class discussion). According to Murata (Murata and Iino 2014), the elite Japanese students sit around the perimeter of a classroom, closely observing but not participating. It is only after they all complete the required one-year study abroad that they have some

⁹² *Nyumon zemi* is Japanese for first year seminar.

⁹³ Refers to younger students in the same major.

confidence to begin to contribute to class discussions among the group which includes many international students, upon returning to Tokyo in their 3rd year.

Thus we can see that the DWE students on average do elevate their English skills considerably over the course of their first several years, but that if they are truly to become global human resources, many will have to be able to put themselves forward, and succeed in English as a Medium of Instruction classes at universities all over the world. A traditional, mainstream CLT approach to ELT can help them overcome their shyness and be comfortable in English conversation or pair-work situations dealing with notional or topical syllabi, but can leave students unprepared for the next step to really becoming educated Japanese EIL/ELF speakers.

7.2.2 Areas where world Englishes-informed aspects can better meet graduates' needs

The dissatisfaction expressed by students participating in the survey and the student letter above, can to a large extent be lessened through augmenting what currently works well in terms of mainstream ELT in the DWE, with WE-informed methods. We see from the graduates' responses that they are currently interacting on the job, or in their personal lives, using spoken and written forms of English, with people all over the world. Although the concept of WE does not permeate the whole curriculum in the way a scholar like Dogancy-Aktuna would recommend (Dogancy-Aktuna and Hardman 2008) in the case of master's level teacher training programs, graduates received enough of a basic WE viewpoint through their year-long course in Outline of WE, their Singapore seminar and trip, and certain other classes such as the 2nd year Philippine seminar, and actual overseas study experiences to multicultural locations such as Honolulu, London, Los Angeles (internship), Sydney and Boston, to inform their own model of English for international purposes, which also relates to the thrust of the EIL and ELF approaches.

Still, they feel some lack in terms of business and technical vocabulary and reading ability, and facility to express everything they want to say adequately and in the right register. This data highlights an opportunity to take what teachers already do well (informed also by data from the teacher questionnaires and observations), and help them to implement certain added features informed by WE/EIL/ELF research. These would involve raising the students' ability to handle discussion and reading/writing in a variety of content-based subject areas, rather than the more traditional situational based topic syllabus (which would deal with more everyday conversational topics such as talking about movies, shopping, hotel check-in, ordering food, hobbies, giving directions, talking about your weekend, etc.). It would also involve developing students' awareness of other cultures and their ability to negotiate and repair when

communication breakdowns occur, and to become more familiar with features of various Englishes they will encounter, and teaching students to express themselves on more sophisticated topics with less focus on trying to achieve native-like accuracy or to hesitate due to a desire for perfection. It would also focus on raising students' ability to develop meta-cultural competence (Sharifian 2009) when interacting with those from a wide range of contexts. It would also raise their awareness that NS users of English need to learn how to use English as an international language as much as NNSs, through using various communication and accommodation strategies. These recommendations will be outlined in more specific pedagogical ideas for the curriculum, in section 7.6

7.3 Key Findings of the Teachers Questionnaire

7.3.1 Teachers' Findings in line with mainstream English Language Teaching

18 DWE teachers responded to the detailed open-ended questionnaire. They have all been working for at least five years in Japan and in many cases much longer. They do thus, have a long experience in working with Japanese students, and know their characteristics well. There is no doubt that on the whole, Japanese students are reticent and afraid of making errors, especially in putting themselves forward to answer questions or interact with the teacher or classmates in a group that is any larger than four or five members. So even in a typical DWE skills or seminar class with 16 members, affective factors play a major role. As a result, the majority of teachers have developed logistical techniques of breaking students into pairs or small groups of three or four, where there is more chance to speak up, and less risk of embarrassment. In all but a few cases, the teachers hold a master's degree in TESOL, and have done basic reading related to Ausubel (1964) on affective filters and other traditional SLA concepts such as those of Krashen (1982) (I + 1, the Monitor Model), Dell Hymes on communicative competence (1971), Selinker on Interlanguage (1972), Corder on Error Analysis (1967), Vygotsky's Zone of Proximal Development (1978), Lenneberg on the Critical Period Hypothesis (1967), etc. The classic textbook *Principles of Language Learning and Teaching* now in its sixth edition (H.D. Brown 2014), still focuses attention on these theories, and is often mentioned by the DWE part-time teachers as one of the central texts they used in their master's programs.

They also are aware of recent movements including autonomous learning, student-centered learning (seeing themselves as facilitators), task-based teaching, and collaborative learning. Most of these theories are useful to them, and the students. The teachers are also aware that Japanese secondary schools have for many years taught the grammar/translation method, or *yakudoku* (Hino 1988) and this, combined with

the fear of making mistakes, contributes to the hesitancy or shyness of students. Since the Japanese faculty and administrators themselves feel the lack of communicative ability on the part of their students, and tend to hire NSs to teach oral communication classes, these teachers express that one of their main roles is to interact with students, help lower their affective filters, and build their confidence to speak out. Hence the teachers work at designing ways to make students speak as much as possible and develop their fluency. Their concept of fluency may relate to NS norms, as expressed by some teachers, who mention smoothness of speech but do not refer to the depth of the content.

The teachers do mention that they notice many errors and work at selectively correcting them, but also realize that it is OK for students to make errors and that other aspects also matter, not only accuracy. Nevertheless, the DWE skills program director has adopted a supplemental textbook which is an encyclopedia of common errors⁹⁴, for all 2nd year Oral Communication classes, so using this textbook does seem to prioritize accuracy and influence various pedagogical decisions by staff. Regarding pronunciation, most teachers do not spend a lot of time on it, but certain teachers do express that it is important and that students want to pronounce sounds and words correctly.

For reading classes, many of the teachers mentioned that they support the concept of extensive reading, which is a required component in first and second year reading classes, although three teachers did specifically mention that the students find the books boring, and graduates expressed that they need to be able to tackle more difficult material on overseas study or at the workplace. The data therefore shows that teachers are aware of the needs of students, such as those expressed by the student discussed in section 7.2.1. For writing classes teachers tend to teach a Western, “hamburger model” of writing, with an introduction and conclusion (the buns), and three central parts. The DWE has adopted a portfolio system where each paper is done in three drafts, and many teachers expressed a preference for process writing and peer editing. One thing teachers do not mention, is that they bring the students to the library, or require students to do a research paper with references, which is known to be a weakness in the DWE, and relates to the concerns of students that they do not function well in academic settings where English is used as medium of instruction. In terms of content or Content and Language Integrated Learning (CLIL)-based classes, some teachers do have experience with it, but most express that the material must be graded to the students’ level, and that lower level students may have serious difficulty with a CLIL

⁹⁴ A decision which does not fit within a WE or ELF view of priorities, but demonstrates the significant variation among language learning and teaching beliefs among not only teachers, but administrators as well.

approach. Regarding materials selection, the teachers stress that materials must be of interest to students and authentic wherever possible.

Teachers are somewhat familiar with the concept of WE, but interpret it mainly in terms of raising awareness of different pronunciation of English, which requires listening practice. EIL and ELF are not well-understood by the teachers, but they express a desire to know more about WE, EIL and ELF.

7.3.2 Areas where teachers may incorporate more world Englishes-related practices

Teachers are in general quite open to incorporating WE-informed practices into their teaching, especially if the benefit of these can be clearly seen by them and the students. A few teachers feel that it is only an area of specialization in linguistics, without application to teaching methodology beyond perhaps helping to understand the accents of different varieties, but the DWE program directors have not done enough in the way of teacher training efforts. By incorporating a WE approach, teachers could be made to understand the value of doing more role-plays in which students have to work through certain hypothetical cultural difficulties, or negotiate certain ends. This could fit within a task-oriented approach, where a student discussion had to be designed to resolve some problem or make a specific recommendation agreed to by the interlocutors. In addition, as suggested by the teachers when asked to reflect on ways to incorporate WE/EIL/ELF ideas into their teaching, new programs could be implemented that fostered more interaction of students with young people in other countries. This would also foster the ability of Japanese students to explain their own culture and thinking in more detail.

If program directors can make teachers realize what it means to be ‘an educated speaker of Japanese English’, or any other English, it would open up possibilities for teachers to adjust the priorities in their teaching: to move away from the acquisition of language as discrete items of grammar, pronunciation, vocabulary and even pragmatics, towards working on a more integrated approach where the ultimate goal of what type of user of English the DWE wishes to create, can be co-constructed by the teachers, students and administrators. This may seem a large or impractical task, but by having small focus groups which consider what type of English user we hope to produce for today’s globalized society, the obvious realities of ELF can be brought to the fore. This concept of the educated speaker is outlined by Kachru and other WE scholars (Stevens 1992: 40; Kachru 1982: 51; Kachru 2005: 55, Schmieid 1991, Bamgbose 1998). This concept was also addressed by Jenkins (2011) in response to a question which asked if ELF was a sort of reduced code or simplified form of the language, that Latin was the lingua franca of the world during the Enlightenment, and the world’s most sophisticated interchange occurred in the lingua franca. The

concept does not appear however, in literature on ELF, although it can be interpreted as such in writings on high stakes business ELF (or ‘BELF’), where highly important business must be transacted accurately in English (Ehrenreich 2009). By showing the DWE teachers examples of meaning being negotiated and co-constructed by users on the ELF databases, VOICE from Europe and ACE in Asia, they can see for themselves how mainly NNS interlocutors, with little in the way of common idiom, ‘idiomatize’ and ‘language’ in real time, as described by Widdowson, who explains that WE is about the sociolinguistics of varieties, and ELF is about the pragmatics of variation⁹⁵ (Widdowson 2014). Kirkpatrick (2014: 25-32) also provides six ‘principles of the Lingua Franca approach’. These are: Principle #1 – The native speaker of English is not the linguistic target. Mutual intelligibility is the goal, Principle #2 – The native speaker’s culture is not the cultural target. Intercultural competence in relevant cultures is the goal, Principle #3 – Local multilinguals who are suitably trained provide the most appropriate English language teachers, Principle #4 – Lingua franca environments provide excellent learning environments for lingua franca speakers, Principle #5 – Spoken is not the same as written, and Principle #6 – Assessment must be relevant to the ASEAN context. While not providing concrete pedagogical ideas that teachers could implement, his principles dovetail with Kachru’s six myths, and Mahboob’s emphasis on genre and function, to demonstrate a consistency in the direction which WE/EIL/ELF-aware pedagogy needs to point to.

To immerse students in these actual situations, is something which CLT-oriented NS teachers would appreciate seeing, and by seeing such interactions, they would notice themselves that native norms and viewing the idealized NS as the typical interlocutor is an out-of-date concept in this context. Again, these ideas will be presented as more concrete curricular and classroom practices in section 7.6 below. The potential usefulness of incorporating insights from WE, EIL and ELF into WE, demonstrates the present need for a new broader WE construct for pedagogy, in direct relation to Research Question One, and in fact to all the Research Questions in this thesis.

7.4 Key Findings of Classroom Observations

7.4.1 Findings showing strengths and effective methods used by the Department of World Englishes teachers

⁹⁵ Part of plenary address PowerPoint slides.

The classroom observations, done over the span of one year, were ordered by category of class. The classroom observations, in conjunction with other data sets, enable one to interpret the direction for a WE/EIL/ELF pedagogical approach to a considerable degree, particularly insofar as the graduates' and teachers' survey data sets provide evidence that converge with the observations.

The Oral Communication (O.C.) classes were quite informative. While just observing four classes cannot give a conclusive representation that can be generalized to all classes offered at the DWE, a general observation to make is that in all the classes students had considerable opportunity to speak and use English communicatively. The first year classes have many components (see Observation #1 in Appendix 1) that all work towards improving oral/aural skills and fluency. The teachers were observed to have spent a good deal of time during the classes helping students to develop basic communication strategies, such as back-channeling, asking for clarification, or shadowing back content when something is not comprehended completely. The English Listening Lesson Library Online (ELLLO) listening homework, in which students listen to a short narrative, and take notes, and then reconstruct the narrative for their partner in class, helps to develop the ability to catch the key points of a piece of discourse, and then to reconstruct it from those points for a partner the following day. The fact of having chosen the textbook on common errors for all 2nd year Oral Communication classes did seem to put considerable focus on accuracy, however, which may be at cross-purposes with some of the overall goals of the DWE. One drawback of the O.C. classes is there was not any evidence of role plays or conversations which were 'high stakes' in the sense that something specific had to be accomplished in the conversation, as with 'Business ELF' (Nishihata 2011, Ehrenreich 2009, Gerritsen & Nickerson 2009) where something clear has to be negotiated to a successful end.

The reading classes which were observed also showed a syllabus quite packed with required components, of which Extensive Reading was the stated centerpiece. Teachers exhibited much individual variation, however, as in the case of the O.C. classes. As with O.C., the reading classes were communicatively oriented, with small group discussion at tables of four a common practice. Several Presentation classes were observed as well. In the second year the class was totally focused on presentations, but the third year class was a combination of short presentations and certain O.C. components from other years such as the reconstruction of a TED Talk, done in small groups. Small group work was also a prime feature of the 2nd year Seminar which was observed, a 1st year writing class, and two 3rd year writing classes (journalism and creative writing). Computer Skills classes were somewhat more individualized, but still had a component of student interaction and information sharing, that might

not be typical of writing and computer classes in all contexts. It can be said that this form of small group work is highly common in the DWE skills-related classes and a trademark of classes taught by non-Japanese teachers in Japan. This may also in some cases extend to local Japanese teachers who teach language skills classes, especially if they are working under the direction of NS program administrators, who may specify not only components they want to have covered, but also discuss methods with all the part-time teachers.

In the case of the two lecture-based classes which were observed, the class on Early Childhood English education was well-run, done entirely in English, and combined PowerPoint academic/theoretical content with a range of demonstration of activities for young learners. The Outline of WE lecture was also very informative and clear, but involved little interaction with the students. The course was also offered in Japanese, not in English⁹⁶. This class included all 92 freshman students of the DWE, in contrast to one of the Computer Skills classes taught in Japanese (observation #14), and the Early Childhood English class (lecture type, in English, observation #16), which had 16 and 35 students respectively. With the smaller class size there would be some opportunity to try to get students to speak up, but with a lecture of 92 students, it would be very intimidating to a student if called upon to answer.

7.4.2 Areas where a World Englishes-informed approach can improve classroom practices

Regarding the classroom observations, there are several areas where having a WE and EIL/ELF awareness could help teachers to adjust or reprioritize certain aspects of their classes, in a way that would help better meet students' future needs within the lens of today's global sociolinguistic reality. The Writing and Presentation classes did not seem to offer many opportunities to be supplemented with a more WE-oriented viewpoint. One area where the journalism class might be improved is to make the content more hard-hitting or academic. The DWE Gazette, the main publication of the class, which students had completed and were working on an advertising poster for, is mainly filled with human interest stories about college student life, and lacks any real journalistic edge. From a WE perspective of developing an educated variety of English, and from an EIL/ELF perspective of overcoming cultural differences and misunderstandings, the content might benefit from dealing with more serious global issues and suggesting solutions to them. The Presentation class topics were also a bit light and on the human interest side,

⁹⁶ It is now taught primarily in English, by the author, since April 2015.

although the case referred to in chapter 6 in which 2 groups of freshman over the past 2 years have shown a desire to present at the annual 1st/2nd year student convention on a Kachruvian 3-Circle topic, show the potential to introduce WE-related content to the Presentation classes.

This area of working towards an educated English as goal, rather than the light nature of the topics which students can discuss in a CLT program, has been neglected in WE theorizing on the Expanding Circle, where just looking at intelligibility and cross-cultural competence is no longer enough. Bridging this gap requires an expansion in WE thinking, and demonstrates that it needs to be incorporated into an expanded WE approach to pedagogy in the Expanding Circle. The concept of high stakes Business ELF or BELF (Nishihata 2011, Ehrenreich 2009, Pullin Stark 2009, Gerritsen and Nickerson 2009) addresses the situation where NNSs meet with other NNSs (and potentially some NSs as well) in important business meetings. In general as well, one must realize that Japanese and other Outer and Expanding Circle users of English are multilinguals, for whom an NS model is not appropriate (D'Angelo 2012b, Coetzee-van Rooy 2012), but who can function brilliantly within a repertoire of languages.

Based on the classroom observations, the main two class strands which could benefit most from WE-related theory would be Oral Communication (O.C.) and Reading. Students in the DWE do in fact become quite comfortable with using English for light personal conversation. One adjunct professor, who is from a company which manages local sales and support for a major online translation software product known as TRADOS (for which the DWE is the first university department in Japan to offer training in to its students), teaches 4 classes in one day related to TRADOS, lunches in the DWE's English-Only L.S. Wing every Thursday, which is the one day when all 4th year students come to school to attend their graduation thesis classes. He has commented several times, "The education in the DWE must be really good, those 4th year students are amazing." He has verified that they are indeed very chatty and comfortable with using conversational English in such a casual setting at lunch time, but he does not see that same fluency in a discussion class, where a certain amount of reading needs to have been done and critically held in memory. In these more formal class contexts, there is a serious lack of conversation. This observation was reinforced by a 31-year-old exchange student from the U.S. who commented that in every one of his English medium classes mixed with DWE students, the students are woefully lacking in being able to express themselves, saying that "It's depressing." He wondered if it was just a matter of lacking the vocabulary and language, or if it was a lack of interest or critical thinking skills. Even when students have done the reading in a seminar class, if asked a question, they search for the correct answer in the reading, rather than having been able to internalize the reading, and then reflect on an answer in their own words.

This is not easy to do in a 2nd language, but is an area where work should be put in. This would be a very challenging task, but would be an area where EIL or ELF study on role plays (Smith 1983), Sharifian's (2009) work on developing meta-cultural competence, and the WE concept of the educated speaker could be drawn on to develop in-class tasks where students have to accomplish things with their interlocutors. Doing this via SKYPE or other video-conferencing techniques with students in Outer Circle or other Expanding Circle contexts—with a clear orientation to certain subject matter studied via reading and research—would make it very 'real' for students.

In general, there would be great dividends for DWE students if O.C. classes could focus not only on developing an easy fluency for basic conversation, but on helping students express their opinion on current events happening in the world, informed by certain disciplinary areas, as outlined in the letter sent from the student struggling in Finland. At least for higher level students, a much steeper growth trajectory in skills classes should be endeavored across the four years. This could be done by starting with face-to-face conversation, but increasingly moving to content-rich topics and more formal settings. The current skills classes offer more or less the same goals across the different years, with increasingly higher expectations for fluency and accuracy, but not increasingly higher demands in terms of the type of contexts and genres the students are capable of handling.

In terms of reading classes as well, while Extensive reading of easy, accessible materials which are of interest to students can stimulate their love of reading and reinforce basic grammatical relationships, challenging our students to be able to gradually increase the level of academic reading they can handle would greatly assist them when going for overseas study, or in their future working lives. One can also observe that even in a subject such as early child English education, that WE could inform many areas. For example, not needing to use stress-timing in songs, or trying to investigate children's English materials from an Outer Circle setting might be a source of good information. For the Outline of WE class, trying to readjust the time spent on Old English, or Early Modern English in favor of more time spent on the Outer and Expanding Circles could be very helpful to students.

The various issues and suggestions indicated in this section, point towards an answer to Research Question One, on how competing WE-related paradigms, all part of the WE-Enterprise, can be incorporated into a broader WE construct that shows awareness of the growing and important use of English in international dealings.

7.5 Triangulation Opportunities

There are certain common areas which stand out from all three pieces of data or at least both the graduates' and teachers' surveys, which strengthens the reliability of the findings. These include:

In O.C., whether it be face-to-face, by telephone, or skype, graduates find that accuracy of grammar is much less important than their ability to express their thinking, and to have adequate business/technical vocabulary to exchange the necessary information, since they are also in many cases dealing with fellow Expanding Circle users of English, and also the ability to understand a wide variety of phonologies of English. This stands out in contrast to the rather heavy emphasis placed on correcting one transcribed conversation between students over the better part of two semesters. Teachers themselves state that accuracy in general is not their top priority, but at the same time, all 2nd year students are focused on a textbook of common errors made by Japanese, something which might only serve to further exacerbate their tendency to be reticent and to over-monitor their utterances before speaking.

The Reading program, while being spread over six semesters does help students improve their reading somewhat, and perhaps their subconscious knowledge of basic grammatical relationships or standard use of articles and prepositions, leaves students feeling unprepared for handling academic reading when on one-year exchange overseas. They feel similarly unprepared in their later working careers when they must deal with long e-mails from customers overseas and technical documents regarding their business. The frequency of graduates' complaints, and the stressing of the value of extensive reading by so many of the teachers shows an important gap in the perceived versus actual needs.

The Vocabulary approach within the Reading program, of reviewing the first 2,000 frequency word list, using a book by the same author (Barker 2009) as the common errors text, shows a mismatch with student needs. The book stresses the correct use of collocations associated with each word, and the ability to make sentences using those collocations, but if the graduates are interacting more with NNSs than NSs in their business dealings, and having to handle university level textbooks when on overseas exchange, knowing more advanced business and academic vocabulary would be more useful than having an improved knowledge of collocations used with words they already learned in secondary school.

Graduates voiced that they work with written English as much or more than spoken English. Conversely, teacher survey responses express prioritizing English oral communicative competence and helping students overcome affective factors. Moreover, the classroom observation data indicates that *whatever* the type of class, NS teachers tend to look for opportunities to make it a CLT-oriented space. This

contradiction demonstrates that current DWE classes need to be supplemented (and even partially replaced) with a stronger reading and writing component.

The need for students to negotiate possible disagreements due to culture or style, such as expressed by the graduate who said Germans and other nationalities insist on their opinion strongly, when compared to the O.C. exercises in which phatic communion and sharing personal experiences is stressed, shows a gap of understanding regarding the challenging interactions graduates will need to handle.

The short-term overseas study programs are not providing enough opportunity for students to interact with local people since the students are in class in Singapore or Boston with their same classmates from the DWE. O.C. classes in Japan also do not provide chances to speak with those from beyond the Japan context, except for the rare case when exchange students are in the class, who are mainly from the USA and tend to dominate the class discussion. These conversation opportunities need to be supplemented via technology, for instance.

As with the student who expressed the desire to be an English speaker, not an English scholar, the Outline of WE class needs to prepare students for actually coming into contact with various Englishes and their accompanying cultures, rather than providing them with knowledge of Chaucer or the Great Vowel Shift, or even of various non-standard dialects within the countryside of Scotland or Northern England. The Outline of WE class needs to be supplemented with actual examples of practice, to show the students the types of domains they will need English for in the future.

7.6 Specific Proposals for the DWE Curriculum

7.6.1 Parts of the curriculum that are working well, and should be maintained

The DWE graduates do well, and over half the participants are or have worked with English in their jobs. They benefited from the required 3-week programs in Singapore in the 1st year, Hawaii, Sydney or Boston in their 2nd year, and many also took advantage of the 3 or 5 week internships in Hawaii or Los Angeles, as well as the semester and one-year abroad programs. They are a self-selected group who were attracted by the DWE advertising brochures which stressed the practical use of English for communication, and getting students out into the world to use English. As the contact linguist Salikoko Mufwene once said, not entirely in jest, “Language is not learned in the classroom” (Mufwene 2012, personal communication).

Mufwene said in that same context, that the DWE cannot meet the varied needs of all the students through the curriculum, so that developing an autonomous attitude toward learning, was perhaps the best thing the DWE could do for its graduates. In many senses, the program as established by DWE founder Sanzo Sanko, who was a pragmatist and strong proponent of getting the students out into the world having to really use English in various contexts, has forced students to do this. Thus the program has been successful on the whole, in spite of the drawbacks shown in the findings. But through the three data sets, specific enhancements emerged that can be made—informed by the realities which are revealed through WE and EIL/ELF research—to make the students even more successful as they venture out into the world.

7.6.2 Specific Recommendations for Curricular Enhancement in the DWE

Working from the areas identified from the data, informed by the literature review on WE-related paradigms, and Curriculum Development in general, certain specific initiatives should be undertaken. In general, based on the data from the graduates and teachers surveys, and classroom observations, a two-tier policy should be established, with an ‘honors program’ developed for the top students each year. It should be decided among program directors whether this should be for the top one-third, or top-half of students, and teachers should be consulted as well. Since roughly half of all DWE students now go on semester or one-year study abroad, the honors program also needs to cover a similar proportion.

O.C. Classes – This strand is in many ways the centerpiece of the program, since within Japanese Society, as expressed by the MEXT’s (Ministry of Culture, Sports, Science and Technology) guidelines observed in Chapter 2, the need is clearly stressed to ‘Develop Japanese with English Abilities,’ and within that section of the guidelines, being able to interact orally is stressed. This is why the Ministry rather impractically aims for conducting all high school English classes in English. It is also the reason why the DWE has been so attractive to students who enroll, for the past 14 years.

As they are currently structured, the DWE O.C. classes are all taught by Inner or Outer Circle teachers, who focus on pair and group work, and viewing of Hollywood movies. The classes help to lower students’ affective filters (although less so in the case of the lowest level students), but are too *Eikaiwa* – English conversation oriented. From a WE perspective, the classes can be improved if the focus changes from *Eikaiwa* and using topic-based textbooks with a native-speakerist outlook, to a focus on developing ‘educated speakers of Japanese English’. This would involve having students do readings on certain current events or possibly using a fairly easy introductory textbook in a certain discipline (such books are increasingly available) and then use the speaking time in class to discuss the reading material. This type

of CLIL or English for Specific Purposes (ESP) approach could be introduced gradually across the skills classes without at first having to change actual course names, which can take time and involve a lot of red tape in Japan. This would not be easy at first, and would require close work with teachers. Towards the end of the prior school year, teachers should be involved in the process to help choose these books, in order to get their buy-in to the change. Certain aspects which teachers know work well, such as groups of 4 students sitting at '4 tops' desks, could help facilitate discussion with students of the contents of that week's reading. Scaffolding would need to be provided of certain tasks the students were to achieve, in order to provide structure. The use of Hino's (2015) method of OSGD – 'Observed Small Group Discussion', in which 4 or 5 students hold a discussion around a central table, and then the remaining students closely observe and take notes from another ring of chairs outside the actual discussants, could be very effective in reviewing and reflecting on the effectiveness of this 'educated oral communication', since after the initial discussion of roughly 15 minutes was concluded, constructive advice from the discussants could help make the next discussion more effective. Teaching of speech acts, and how they may vary across cultures and varieties, as in one of the lessons in Matsuda (2012: 201-237), would also be very useful. This would be different from the Pragmatics approach from the teacher surveys, but could also have some commonalities, such as showing interest and engagement in what others are saying. But the difference between American or NS Pragmatics, and those of NNSs would have to be explored and understood in conjunction with close teamwork with teachers.

From an EIL/ELF perspective, something could be built into the program where several times per semester, students would hold a video conference with students from another Expanding Circle partner university, and discuss among one another how to solve certain problems which were posited on an agenda ahead of the actual conference. This kind of O.C. class would help students learn to be oral users of English, who had something more substantial to talk about, and were more adept at negotiating cultural boundaries.

The non-honors students would not be able to handle the above curriculum. Somewhat easier readings within a similar structure could be implemented, but that would also require more scaffolding. In general, even for more light conversation, there should be a focus on role plays and developing intercultural communication skills, in alignment with EIL thinking.

The next step will be to work with program directors and teachers directly, to implement and test changes. This goes beyond the scope of the present thesis since the process of working with teachers has

not yet begun. Nevertheless, it is worth outlining a hypothetical model here to give a more explicit idea of a systematic way in which this can be done. From a course design viewpoint, using the Graves' model from Chapter 3, an improved design of the Oral Communication classes might look like the following:

Oral Communication Sample Design –

Defining the Context and Articulating Beliefs: Program directors have to make clear to teachers that students will work with people from all over the world--more often with NNS than NS--as shown in the questionnaires. As such, they will be in EIL/ELF-related situations most frequently. Facing this reality, the directors need to then explain that a WE Enterprise-informed belief system about English teaching and learning is what informs their own worldview, and that coursework needs to be compatible with this.

Assessing Needs: The needs of the graduates have been quite clearly identified based in their surveys. They need to be provided with more cognitively demanding and relevant topics in all classes, including Oral Communication. They need the ability to negotiate across cultures, repair breakdowns, and discuss 'educated' academic and business topics. Grammatical and phonological accuracy are less important, provided the students achieve intelligibility.

Formulating Goals: The Goals of the O.C. classes need to be broken down by semester and year. In the first semester, they need to overcome the affective/shyness problems which characterize Japanese users of English. As the students' progress, the goals gradually need to increase the students' ability to negotiate with speakers from various backgrounds and contexts, and to discuss more sophisticated workplace and academic topics.

Developing Materials: Materials need to be developed that assist in achieving these goals in concrete ways. Classroom activities need to provide students with opportunities to solve specific tasks rather than be *eikaiwa*-based, to interact with speakers from other contexts than Japan—preferably from around Asia, to learn how to overcome cultural differences, and to discuss relevant current topics in business, academic disciplines, and the news. These materials should then be catalogued into an inventory from which all teachers at each level can draw, and should proceed from one level to the next in sophistication as students' progress through the course level

Designing an Assessment Plan: The assessment plan must fit with the goals of the OC program and each course level. Students should be judged on their progress in being able to converse in a comfortable

manner, overcome breakdowns and culturally-related misunderstandings, discuss academic topics, and complete academic and business-related interactional tasks. Various percentages can be allocated to each component, similar to what is currently working well within the O.C. program (see Vignette #1).

This design cannot be made more specific at this time, until teams are built which work together on this development, but the above use of Graves' model brings some clarity to how to proceed in an explicit manner. This can be applied to each of the 4-skills areas, as with the reading classes below, but within this thesis, will not be done for each area, since the necessary level of explicitness can only be achieved through working directly with the necessary stakeholders. This is both the focus of future research based on a gradual actual implementation effort which will begin in the 2016 academic year.

Reading Classes – Reading classes basically function well at the DWE for some students, but there is a perception among many of the graduate participants that the program is too easy in terms of the level of materials within the Extensive Reading component, and that in general, the Reading syllabi are too packed with components. For example, as seen in the classroom observation, 2nd year reading students are doing their graded readers (at least one per week) and reporting on them and tracking the number of words and books they read per semester, have a separate Reading Power text, and a separate vocabulary/collocations text to work on each week. This is a heavy load when one considers the average DWE student is taking 14 separate courses per week, each having one 90-minute class. As with O.C., working with program directors to develop an honors reading track for higher level students, could shuffle the priority more towards accessible academic reading to support discussion, while still maintaining the benefit of doing some extensive reading. Vocabulary study could be drawn from the academic (and possibly career-oriented) readings rather than a decontextualized vocabulary workbook, helping to streamline the program. This change could better prepare students for content-based study overseas, as well as for their future jobs. It could also be coordinated with the O.C. teachers' classes, wherein the academic reading that was done in the reading class, would be the basis of the discussion in the O.C. class, emulating the Content-Based English Curriculum (CBEC) program at another local university, mentioned by T5 in the teacher survey. For lower level students, a similar shift to academic/professional reading could be done, just using care that the level is accessible to them. A final component which might be introduced into the Reading curriculum that would be WE-informed would be to consider using several graded readers from non-Inner Circle contexts. Heinemann already produces graded readers by authors

such as Ngugi and Achebe. While this idea is more related to scholarship/literature study than practice, it could also help students to see examples of, and acquire, an educated variety of English for the purpose of academic interaction, helping them to develop their intended proficiencies.

Writing Classes – Writing classes are well-organized in the DWE. Since the teacher for higher level classes (see classroom observation #11) is already working at introducing a research paper in the first semester of the 2nd year, to prepare students for 1-year exchange, this fits in well with a WE outlook. Teachers in the 2nd year writing classes, as a result of requests from program directors, have already begun piloting a business e-mail exchange program, since it has been known for some years from casual interaction with graduates, that Japanese business people do spend a lot of time dealing with international e-mails in English. Program directors can continue to strengthen this component and try to make it more realistic, by possibly getting graduates to send in samples of their own (anonymized for people and company names) non-sensitive exchanges where there may have been some misunderstanding or comprehension difficulty, for students to learn from. The DWE could consider building a corpus of these e-mails, sent in from graduates, to be used in writing and even oral communication classes. While contrastive rhetoric may have some use in writing class for students to become aware that the western ‘hamburger model’ is not the only form of organization (see 2nd writing lesson in table 7.1 above), making students aware of the variation in writing style of different genres could be very useful (Mahboob 2012)

Across all Skills Classes – All Skills classes and other EMI classes need to be infused with the concept that an educated variety of Japanese English is the desired outcome, because of the need for it in overseas EMI settings as well as in the future globalized workplace, and indeed, because it is more realistic than pursuing native-like accuracy and phonology. This needs to be negotiated with teachers and program directors to reach a common ground on what this entails. Widdowson (2014) would be the key source for teacher education on this matter, with his explication of why students ‘continue to resist our corrections.’ ELF corpus research has revealed to Widdowson and other ELF scholars that NNS users of English will always have ‘non conformities’ in their language no matter how educated they are. By making teachers understand this, a shift in priorities can take place across all class types, whereby correction still has a place, but developing the ability of students to use English in an educated way, across a wide variety of topics and disciplines, should be the overarching approach taken.

Short Term Study Abroad Programs - These programs should be modified to allow for more exchange with local and international students and local people. Most of these programs already involve homestays, and

this is preferable to a dormitory situation, since families in Boston, Hawaii or Brisbane are already very diverse, often with one or both parents' being recent immigrants—even if it is in an Inner Circle country. Chukyo students should be mixed with other international students in classes. The DWE has moved recently to choose Griffith University in Australia as a partner, since they allow for the DWE students to be mixed with those from various countries, based on their level, provided the students arrive in Australia at a time that coincides with the start of new 5-week programs—even if they are coming for only 3 weeks. Original programs which prioritize field work over classroom work, such as Larry Smith's 'Living World Englishes' should also be expanded. These kinds of changes will ensure that DWE students are exposed to varieties of WE, in the type of EIL/ELF context which they are more likely to encounter in their future lives.

Outline of WE – The Outline of WE class, which has recently been reduced to one semester, although now required of all 192 incoming freshman (not only DWE) including those from the British and American Cultural Studies side, should keep in mind the graduate comment, “We want to be English speakers, not English scholars.” This can be accomplished by reducing the amount of time devoted to historical change of English, and increasing the time devoted to current variation in Englishes around the world, including (in order to strengthen the students' awareness of English in the Expanding Circle) EIL and ELF usage. The class has recently added several weeks on the Expanding Circle and EIL/ELF, but this component could be expanded to demonstrate actual negotiation and repair strategies and how successful communication is achieved among NNS users of English. This type of activity would provide a partial answer to Research Question Two.

7.6.3 Medium to long-term collaboration with teachers and other stakeholders

To begin in earnest to develop, test, implement, and evaluate curricular enhancements in the DWE, will involve a great deal of cooperation among various stakeholders. The models of Brown (1995) and Graves (2000) both provide the crucial insight, that all components of curriculum design and enhancement are interrelated, and require iterative evaluation of their effectiveness on an ongoing basis. Graves' model may be of more use at this point for the DWE, in the sense that it is not linear, and one can 'jump in' at any point, but it does not mean that aspects such as needs analysis can be skipped. But Graves' model does allow for one to begin to consider change at a certain point for an existing curriculum, and to then work out the relevance of that to other parts of the curriculum. Evaluation is an important component, and must be designed with the actual needs expressed in the graduates' survey responses in mind, as well as those expressed by current students. The need for an honors program, which helps students be better-

prepared for content-based study abroad programs, could use student writing samples on academic topics from before and after each semester to see the sophistication level of the students. Regarding ELF-like negotiation skills is speaking, assessment instruments must be designed that can reliably measure improvement in this area. Regarding practical business vocabulary knowledge, similar tests can be designed. These tests should be designed in conjunction with teachers, after first agreeing upon course/class goals and materials. More concrete ideas are difficult to outline at this point, which is a limitation of this study, but keeping in mind the need for effective and reliable evaluation systems and committing to work to develop those, must be a clear priority in the DWE. Only then can the advantages (or disadvantages) of a WE-informed approach be demonstrated. At the same time, traditional measures such as TOEIC and TOEFL should still be used, since the DWE has student data on these tests for the past ten years. These tests can be used as a control measure to judge whether changes to the curriculum are having any effect with regard to traditional assessment tools.

The essential thing at the DWE is to begin a program of teacher education and dialog with teachers, after first coming to some agreement among program directors about what type of WE/EIL enhancements would make sense for the department. Universities in Japan delegate considerable freedom to faculties in designing their curricula, and Japanese professors tend to entrust development of English skills-related programs to non-Japanese full-time faculty. This does not mean that Japanese faculty should be excluded from the process. Quite the opposite is true, Japanese and non-Japanese should work together to develop an educational philosophy regarding the desired outcome for students. Local Japanese faculty who have a management role in the department (Dean or chair) and are interested can be integrated into the process. If they have less interest in the language skills program, they should still be kept informed of policy and curricular decisions and efforts.

It is argued in this thesis that introducing a more WE/EIL/ELF-informed pedagogy to skills and other English medium classes within the DWE would help to better meet the needs of graduates themselves, the wider professional community and society. It is also argued that the teachers of these classes, mainly part-time, and largely non-Japanese, are the crucial stakeholders to gain a gradual commitment from, provide input to, and implement and improve a program that is informed by the "WE Enterprise." Program directors must communicate a clear vision, value teachers' opinions, and initiate an ongoing give and take among teachers and program directors. With all parties willing to revise and expand their own beliefs and classroom practices, WE-related ideas can make a difference in better preparing students for the world they will meet. Methods also need to be developed and tested, to ensure that students also see

the value of such innovation. If these steps are taken, assessment measures can be developed to test if these practices are more effective than prior practices, helping to answer Research Question Three.

7.7 Possible/Probable extension of these methods to other contexts than Japan

This section directly addresses research question 4, “Can such practice be of use in other contexts than Japan?” While some ELT issues are context specific, such as dealing with the reticence of Japanese students due to either Japanese cultural norms or the educational system at the primary/secondary level, others can be applied across contexts. In each context, as we learn from Canagarajah (2000), local cultures and styles of learning need to be respected, and a Western approach should not be forced on every language learner. This must be generally done across any context, but the style of learning and teaching will be different in each context. The local culture of learning needs to be respected, but within the larger goal of developing teaching methods which help learners from each context to be successful using EIL/ELF with a wide variety of users in a wide variety of contexts. So learners must be taught how to maintain their own identity, while still making adjustments to accommodate to create the type of people and situations they will encounter.

As part of this effort to maintain one’s identity, while still interacting globally, through the author’s own work on developing guiding principles which could lead to a WE-Enterprise-informed ELT, the following list of questions have been developed, which are in large part derived from Kachru’s 6 myths (see Chapter 2, section 2.3.2 of this thesis). They stress that much of the work to have a WE-aware view of ELT requires **not** having a Native-speakerist informed view of ELT, which unfortunately, is still the main view of most ELT practitioners around the world, but which is now finally coming under increasing pressure. This framework of questions—followed by suggested answers--was outlined in D’Angelo (2008a) and D’Angelo (2012b), adapted here, with a specific view towards the Japanese context. The graduates’ data for this thesis reaffirms much of this empirically:

Questions English Teachers in Japan should ask themselves:

Q1. Where and when do Japanese people use English?

A: English is not just for tourism. It is needed by doctors and academics at international conferences, Japanese business-people, diplomats, exchange students, ‘imported’ Filipino nurses. Create a functionally *realistic/likely* scenario for in-class language use.

Q2. Who are the people Japanese will use English with?

A: Data indicates it will be with non-native speakers and, increasingly, with *one another* and other NNSs in local companies: Nissan, *Rakuten* (online web-shopping network), *Uniqlo* (International casual clothing store chain), etc. as well as foreign-affiliated companies.

Q3. Who should **teach** English to Japanese students?

A: Educated Japanese English speakers, Outer Circle teachers, ‘enlightened’/bilingual Inner Circle teachers. Teachers should take advantage of Japanese learning styles, rather than impose Western learning styles (ex: ‘group autonomy’ rather than individual autonomy.)

Q4. Why will Japanese people use English?

A: Not primarily to learn about Inner Circle culture, but a two-way dialogue with a wide range of L1 speakers, for Japanese purposes.

Q5. What should be ‘the model’?

A: Perhaps culturally neutral ‘School English’, plus the English of their ‘near peer’ classroom teachers: mainly Japanese people. Place less emphasis on American contractions and colloquialisms, American syllable-timed pronunciation, American-like discourse. (See Hino 2010, Mahboob, 2010)

Q6. What should be talked or written about in English class?

A: Japanese culture, lifestyle and social issues, international topics related to countries Japan has more contact with, ASEAN plus 3 issues.

Q7. How should **Errors vs. Creativity** be dealt with?

A: Seek, be open to creativity. Look for L1/substrate influences that are positive. Thus the teacher, even if native, should speak Japanese well, and not always correct students by saying “We say....” Be open to “commonalities” found in ELF studies, such as non-differentiation of count/non-count nouns: staffs”, “damages”, “colorful rainy day.”

Q8. What should be the **outcome**, the kind of English spoken by Japanese?

A: Intelligible Japanese-influenced phonology, interesting substrate influences on syntax and morphology which are nevertheless not ‘errors’, Japanese sense of manners/decorum, indirectness. Develop an ability to explain Japanese culture/thinking. Try to perceive your interlocutor’s “cultural conceptualizations” (Sharifian, 2009)

These questions can form a somewhat specific bridge to teachers about how to integrate WE-related theory and actual teaching, if just one level of abstraction up from actual classroom activities. The answers to these questions can guide the teacher, or serve as a check, to see how the activities they envision might

be answered in terms of these questions. They can also provide a check of useful, already developed methods and materials, to see if some adjustment of those materials might be called for if they are to avoid a Native Speakerist manner of ELT. Chapter 7 provides more concrete examples of actual classroom practice, since this is often what teachers are really seeking. As one scholar mentioned, “They want to know, ‘What can I do on Monday morning?’” This was a slightly sarcastic remark, but does indicate that for teachers on the front lines, practical things are of a necessity.

As an introductory step to looking at specific recommendations for improving the skills and other EMI classes taught within the DWE, a look at 13 WE/EIL-informed lesson plan ideas can provide a framework for the type of WE-Enterprise classroom activities educators around the world are already mapping out. These were solicited as a follow-up to the original call for papers for the book *Principles and Practices of Teaching English as an International Language* (Matsuda 2012), under the title “EIL Activities and Tasks for Traditional English Classrooms” and are included as a final chapter, just before the Epilogue (Matsuda and Duran). It is interesting that although the overall title uses the term EIL, each of the 5 subcategories of lesson plan use the term WE, which indicates Matsuda’s view that EIL is included as part of WE.

The lessons explore creativity, raising general awareness of, attitudes towards, and familiarity with varieties of English across the world, look at linguistics and discourse features of those varieties, as well as their cultural outlooks and the implications of this variation for particular class strands, such as writing. They do however, stop short of looking into the concept of educated English, the type of high stakes interactions which may be taking place, or what type of outcome Expanding Circle students should aim for as informed by WE/EIL/ELF.⁹⁷ They also are just beginning to consider how awareness of WE-related paradigms could challenge or help to change the overall native-speakerist assumptions within broader SLA and TESOL theory, which have implications for all aspects of ELT. Matsuda is currently editing a follow-up book to the 2012 work, which will include many more teaching ideas, tentatively entitled, *Preparing teachers to teach English as an International Language* (personal communication, October 2015) which may address these issues more directly.

⁹⁷ Looking at the actual ELF corpora of Mauranen (2003) or Voice could demonstrate many cases of this.

Table 7.1 Teaching Ideas in Matsuda (2012)

Content Area	Title of Lesson	Task Content
Introduction to WE	Developing an Awareness of English in the World	Quiz looks at the role of English, number of speakers and users in various contexts
“	Global Issues on YouTube	Looks at U.N.’s Ban Ki-Moon and Global Warming, 6 official languages
“	Mini WE Research	Choose several varieties and look at variation in features and present about
“	Word-Borrowing Activity	Activity to raise awareness of loan words In English, such as ‘banana’ from Senegal
WE and Language Attitudes	Attitudes towards variations of English	Explain your own variety, watch videos of TV ads from 5 varieties, note differences
“	English as She is Spoken	Listen to clips of varieties, transcribe and discuss intelligibility, ease of understanding
WE and Local Creativity	Linguistic Creativity in Local Contexts	Look at code-mixing, innovation, identity in print ads, songs, slogans/logos in So. Africa
“	Linguistic Landscape in the Classroom	Look at imperative form in linguistic landscape via signage, in one or more contexts
WE and Culture	Greeting and Leave taking across Cultures	Compare differences in this speech act In local context and one other variety
“	Teaching EIL with Idioms And metaphors	Uses film <i>Il Postino</i> to raise awareness of Italian vs. Chilean idioms, worldview
WE and (Teaching) Writing	Engaging Learners Creativity through Varieties of English	Compare 50-word fiction excerpts of ‘standard English’ vs. other varieties
“	The Only Way and the Best way of Composing In English?	Chinese students explain their composition style to int’l Ss from Russia, Hong Kong, and the U.S.
“	WE in first-year compositions classes	Watch video on American varieties, then do composition on English vs. Englishes

Actual projects which are already underway among other Expanding Circle Scholars in Greece, Turkey, Spain, Japan, UAE, and Brazil (Sifakis 2014, Bayyurt and Altinmakas 2012, Llorca 2006, Matsuda 2012 Hino 2012, Hassall 2006, Siqueira 2015) could show how a WE/EIL/EFL-informed pedagogy (Holliday 2005) is being implemented around the world, and offer opportunities to share the DWE findings with them as our own innovations are implemented. Some of the actual ELT classroom efforts are outlined in Chapter 3, section 3.3, while others mentioned above are mainly in the area of teacher education in master’s programs. In general, ELT needs to be transformed for Expanding Circle students, to a way which develops an ‘educated variety’ of their own English, and increases their own awareness of other English varieties. Such pedagogy should also maintain an EIL/ELF focus of helping students to develop meta-cultural competence, and learn how to negotiate meaning with others across cultural and linguistic boundaries, where there is no common culture or idiom is applicable to any context. This does, however, involve a

pedagogical challenge in a more isolated Japan, than it does for ELF scholars in the E.U. for example, where cross-border movement is easier and more common. Mahboobian functional WE should also be drawn upon, to stress focus on providing students with language skills for different genres.

While many of these recommendations can be transferrable to other contexts, truly incorporating WE-informed pedagogical ideas in any context is a process of working together with the key stakeholders both within the society and the actual institution, to gradually improve ELT to better meet the needs of those stakeholders, with students as the most vital ones. The actual choices will vary from institution to institution, from country to country, but the essential principles of an expanded WE Paradigm, should be transferrable to any Expanding Circle setting, where English is not used so extensively intranationally.

7.8 Theoretical Implications for the relationship of the world Englishes paradigm with other pluralistic paradigms and mainstream Second Language Acquisition theory

The WE paradigm of Braj Kachru and Larry Smith, first named in 1985, has been the driving force in helping scholars and teachers around the world begin to understand the sociolinguistic implications of the global spread of English we witness today. For Kachru and Smith (Bolton 2005: 78, Kachru and Smith 1985: 209-212), it has been from the start, a very inclusive paradigm. As Kachru and Smith (1985: 210) wrote in their first editorial statement for the journal *World Englishes*:

WE is intended for students, researchers, and teachers of language, literature and the methodology of English teaching...The editorial board considers the native and non-native users of English as equal partners in deliberations on uses of English and its teaching internationally. *WE* is thus a vehicle which can be used to share the vast Western and non-Western expertise and experience for the benefit of all users of English. This mutual sharing of ideas, research and resources will be reflected in the contributions and reviews, and in the readership of *WE*. The acronym, *WE*, therefore aptly symbolizes the underlying philosophy of the journal and the aspirations of the Editorial Board.

It is true that one of the main foci of the paradigm has been to gain recognition of the localization/nativization of Englishes in their different settings, both linguistically and culturally, and of the systematic consistency and growing stability within those new Englishes, which lend them to codification and description. The resultant recognition of the legitimacy of these new varieties has helped people around the world to realize that English is no longer the private property of native speakers, but is owned by anyone who speaks it and uses it.

The Expanding Circle Englishes were from the start included in the Kachruvian three circles model, and although written about in articles in the journal *World Englishes*, were not included in *English World-Wide*, which focuses much more on phonological and morpho-syntactic features of more established English varieties. As a result, Expanding Circle scholars such as Hino (2012a: 29-30; 2003: 67) in Japan did not feel fully welcome in the paradigm as it was laid out. In addition, as seen in Chapter 2 (section 2.4.4) Berns (2005) has sought a broader view of Englishes in the Expanding Circle, along with growing interest in Chinese English in the wake of the country's economic opening up (Bolton 2003; Xu 2010).

Hence this thesis argues that a new, broader WE paradigm needs to be constructed—as in Bolton 2012's "WE Enterprise". WE is thus not complete without drawing on and incorporating the EIL and ELF paradigms, especially if it is to fully and effectively incorporate all three of Kachru's circles in all their complexity. Within this expanded construct of the WE Enterprise—which has as a key objective the concept of developing pedagogical practices to develop educated Expanding Circle varieties—we can see a graphic breakdown of which paradigm contributes what aspects to the new model, and implications for mainstream SLA in Table 7.2.

By incorporating the international reality of global English, which is the most common use for Japanese and other Expanding Circle users, into a new broadened WE construct, WE can be a model which more accurately reflects the use of English by people in all three of Kachru's circles. This new broadened WE construct, can also provide a pedagogical paradigm to follow for English practitioners and students not only in the Expanding Circle, but potentially in all three Circles.

Table 7.2 The WE Enterprise and Mainstream SLA-based TESOL

Paradigm	Features of the Model
Traditional WE	English varieties exist across the globe, which function as intra-national official common languages of wider communication in Inner and Outer Circle contexts. They are used in many domains therein, such as media, government, business and education. They have their own lexical, syntactic and discourse features, and lectal varieties within the country. For purposes of international use, the intelligibility of these varieties is studied, mostly from a one-way viewpoint in which speakers of various Englishes judge the intelligibility of other Englishes.
EIL	Goes back to original work by Smith and McKay. Newer work by Sharifian and Matsuda considers meta-cultural competence and how users of various Englishes negotiate meaning across their varieties in international settings. Views EIL as a language function, not a variety in any way. NSs are considered to need to know how to use EIL as much as NNSs due to the widespread contexts in which English is used today and NNSs outnumbering NSs.
ELF	As originally developed by Jenkins, did at first propose that a Lingua Franca English could develop after some years, which would be a potential teaching model with certain common lexico-syntactic features. Building of corpora (VOICE, ACE) allows for actual viewing of large amounts of mainly NNS-NNS interaction which EIL research does not have. ELF researchers have moved away from the claim that an LFE will develop, and now focus more on intercultural aspects similar to EIL, but may still be open to development of features such as verbs dropping the 3 rd person singular 's'.
Mainstream SLA-based TESOL	Still suffers from the views outline by Sridhar that the instructional model and ideal outcome is NS-like proficiency, that the primary goal is to interact with idealized NS interlocutors in an Inner Circle setting, and that their cultures should be studied. Learners are not viewed as users of English, but as having interlanguage competency. Cognitive and social research agendas are also somewhat separated, since Firth and Wagner (1997, 2007).

7.9 Conclusion

This thesis has tried to make it plain—via the case of the DWE at Chukyo University in the Japan context—that to properly account for the needs and uses of English by Expanding Circle users, a broader concept of WE for educational contexts is called for. This broader concept needs to incorporate the insights gained from the related pluricentric paradigms of English as an International Language (EIL), and English as a Lingua Franca (ELF): in what Bolton (2012) terms the WE Enterprise. A main finding of this study is that due to the increased 'world Mindedness' of Japanese students, and those from other Expanding Circle countries, they have the need to develop an educated form of their national variety—even if that variety

is not used widely enough inside their own country to merit claims of stability and codifiability as in the Outer Circle varieties.

The present study recommends as a starting point, to begin to restructure the DWE English skills program, as well as parts of the overseas study and electives program, to develop a pedagogy which will help better meet the students' needs for this educated variety of Japanese English. To do so, requires close collaboration between program directors and teachers, and a systematic way to make such curricular, course and classroom improvements. The curriculum model of Graves (2000) supplemented by Nation (2010) regarding the Environment, provides a handy and quite complete visualization of how to implement these improvements in a systematic way.

For Graves, the key macro steps are "Defining the Context", and "Articulating Beliefs". DWE program directors must work to come to some agreement with teachers about the Japan context and environment (both local and global), informed by the graduates' response data from this thesis. They then must combine that with an articulation of the DWE's beliefs—as being fundamentally informed by the nexus of a broader concept of WE, with the needs of our students/graduates. If this can be accomplished, then a new form of pedagogy can be gradually introduced which maintains some of the best features of mainstream CLT, task-based TESOL practices, but supplements it with WE-informed practice.

The next step would be, for example, to begin with the second year O.C. classes by following Graves' interconnected (but not linear) steps of Assessing needs, formulating goals and objectives, developing materials, designing an assessment plan, organizing the course, conceptualizing content, and then returning to and assessing needs. Gaining the teachers' commitment, perhaps not perfectly, but as much as possible, to working together towards developing this kind of syllabus and curriculum, can achieve a synthesis of the four research question for this thesis, and bring about a better English education for Expanding Circle users in Japan, and hopefully, around the world.

The final chapter, Chapter 8, will offer an integrated answer to each research question, based on the groundwork laid here and in previous chapters, toward a broader concept of WE for educational contexts.

Chapter 8: A broader concept of World Englishes: Integrated Answers to the Four Research Questions

8.1 Introduction

This thesis began with four research questions which were written with one underlying question in mind, “Does the world Englishes (WE) paradigm, in its current state, provide adequately for the needs for, or uses of, English by Japanese and other Expanding Circle users?” Since WE theory had as its main focus the consideration of Institutionalized Varieties of English (IVEs) in Outer Circle contexts, the Englishes of the Expanding Circle have received much less attention in the field. Nevertheless, as seen by the original Editorial Statement by Kachru and Smith (1985) contained in Section 7.8 of Chapter 7, teaching of English was a central concern of the two main editors and founders of the paradigm. When one considers the ongoing explosion of English use around the world as documented by Crystal (2007) and Graddol (2006), and the fact that most of that growth is occurring among Expanding Circle users (Schneider 2014a), the time has come to find a more accurate way to incorporate the role of English in the Expanding Circle within the WE paradigm, or it risks losing relevance to other paradigms such as ELF. Since the Expanding Circle contexts do not have such extensive use of English within the country in domains such as media and entertainment, government/judicial, business, and higher education, the teaching of English is a central focus, whereas in the Inner and Outer Circles (especially for elites), English is the main medium of instruction from elementary school.

The four research questions for this study were:

RQ1. How can competing WE-related paradigms, all part of the ‘WE Enterprise’ (Bolton 2012) be incorporated into a broader WE construct?

RQ2. How can such a broadened concept of WE be implemented in the curriculum and classroom practices of the Japanese University?

RQ3. Based on the English needs of Japanese, what are the advantages of such practices compared to prior practices in developing educated users of English in the Japan context?

RQ4. Can such practices be of use in other contexts than Japan?

The following sections will provide an integrated answer to each question.

8.2 Answering Research Question One

Research Question One is: “How can competing WE-related paradigms, all part of the ‘WE Enterprise’ (Bolton 2012) be incorporated into a broader WE construct?” The ‘competing’ paradigms are English as an international language (EIL) and English as a lingua franca (ELF). EIL has never been in a competing position with WE in the sense that work on it by Smith predates the coining of the term WE, and it has dealt with the international uses of English that come into play when different varieties of WE meet. Smith essentially dropped study of EIL after becoming co-editor of the *World Englishes* journal, and EIL was subsumed under the WE paradigm in the form of Intelligibility Studies.

Cross-cultural studies had been a part of EIL prior to this (Smith and Rafiqzad 1979), and articles in edited collections Smith (1983), but intelligibility studies mainly focused on the triad of intelligibility, comprehensibility and interpretability (Smith and Nelson 1985) and culture was not such a critical component in that model. With the growth of globalization, after 2000, interest in EIL re-emerged, notably in the work of Sharifian (2009) and Matsuda (2012). For Sharifian (originally from Expanding Circle Persia), his concept of meta-cultural competence (Sharifian 2009: 10) requires a deeper, more cognitively-oriented understanding of cultural differences, and he argues for a reassessment of what is meant by communicative competence in EIL situations. Matsuda also pursues a renewed interest in EIL, coming originally from an Expanding Circle context (Japan) where much of her work is focused. Her work is more focused on developing teacher education for EIL-aware pedagogy, as seen by her edited collection (Matsuda 2012). Both scholars have sparked renewed interest in EIL, and have attracted fellow scholars to write on EIL in their edited collections (Sharifian 2009, Matsuda 2012). Thus to answer Research Question One, this new form of EIL has drawn a number of scholars and practitioners, and concepts such as meta-cultural competence and other cross-cultural theories which they draw upon can be helpful to a broadening of the WE concept, and should be incorporated under the WE Enterprise.

Both Matsuda and Sharifian were at first not aligned with ELF work, and in fact, many WE scholars were against ELF, especially the concept of the Lingua Franca core, and Lingua Franca English (LFE) as a variety and potential teaching model (Jenkins 2000). The idea that ELF or LFE could be a variety of English drew criticism in the *World Englishes* journal, in such works as Y. Kachru and Smith (2009) and Phillipson (2008), as well as being the source of a WE versus ELF debate at the Regensburg International Association for World Englishes (IAWE) conference (IAWE 2007). But since that time, ELF scholars have softened their insistence on an ELF variety, and Seidlhofer (2009), the head of the VOICE Corpus of English in Europe has

made overtures to the WE community in her article entitled “Common Ground and Different Realities: WE and English as a Lingua Franca” (Seidlhofer 2009). The two 100,000 word corpora, the Vienna Oxford Corpus of English (VOICE) for Europe and Asian Corpus of English (ACE) for Asia, in addition to the Finland-based corpus of Mauranen, can provide a wealth of data to look at everything from lexical and syntactic issues, to discourse, pragmatic, idiomatic and cultural features of ELF communication. WE theory has not been dedicated to investigating two-way international speech among primarily Expanding Circle users, including ELF used in important business meetings. Incorporating the work done in the past 10 years in EIL and ELF into the WE paradigm can be done quite simply by broadening the definition of the Expanding Circle contexts within the paradigm, and focusing on educated international usage of English, for the Expanding Circle. In addition, the broadened concept should incorporate interaction across the ‘Circles’, e.g. as exemplified by the work of Meierkord (2012) which looks at interactions *across* Englishes.

To do this, leaders of the WE movement such as Bolton and Davis need to reach out to the EIL and ELF community of scholars to make the WE Enterprise of Bolton (2012) a reality. It may or may not occur at that level, but for the purpose of linking pedagogy to theory, all three paradigms serve an important purpose, and as formulated today, there are not significant conflicts between the paradigms that would interfere with such a union. The needs of the graduates of the DWE also clearly show, through the discussion in Chapters 5 and 7, that such a broadened concept of WE is the reality for Expanding Circle users.

8.3 Answering Research Question Two

Research Question Two is: “How can such a broadened concept of WE be implemented in the curriculum and classroom practices of the Japanese University?” This question is answered throughout this thesis, primarily in Chapter 7 where concrete ideas are given for implementing the type of skills and elective curriculum that will prepare students for the increasing number of Japanese and other Expanding Circle students who go for one-year study abroad in an EMI setting, in countries ranging from the U.S., Australia and Finland, to Germany, Austria, Italy and Korea. An educated variety of Japanese English needs to be the goal for students, and a reprioritization of the 4-skills curriculum needs to take place which puts less emphasis on everyday conversation and grammatical accuracy, and more emphasis on content topics and sophisticated vocabulary, in an overall progression which becomes more demanding over the four years. It is clear from the teachers’ surveys that they perceive two basic groups of students: those who

are highly motivated and those who are less highly motivated. Creating an honors program and 'general' program within the DWE, and perhaps many other universities who offer an English major, would make sense. If the concept of developing educated users of Japanese English is the guiding principle, then it needs to be expressed clearly to the teachers in the step Graves (2000) refers to as 'articulating beliefs.' By stating clearly that this WE- informed worldview is the belief of the program directors in the DWE, this belief can provide guidance for how to implement this broadened concept of WE into the curriculum at every level down to particular classroom activities, provided the program directors have the imagination to help teachers find the pedagogical methods that would help lead to the desired outcome. The author now is in the role of Chair of one major in the DWE, and primarily works with one program director for the skills program. By working closely together with this director, and thinking through the type of enhancements that would fit within a WE-aware framework, a continual flow of practical ideas can be generated. This requires a strong and ongoing commitment. A range of such ideas were presented in Chapter 7, and provide a clear answer to this Research Question. Implementing such change will never be easy, but with a clear vision and commitment, it can happen. The author's increasing role within the higher management of the DWE will facilitate this change greatly.

8.4 Answering Research Question Three

Research Question Three is: "Based on the English needs of Japanese, what are the advantages of such practices compared to prior practices in developing educated users of English in the Japan context?" To reach a definite answer to this question is something which needs to be tested after certain curricular reforms are implemented, to see how advantageous and effective they have been. This can be built into the assessment program within the DWE at the individual course level, whereby program directors work with teachers to design tests and other evaluation instruments to judge whether the new methods have been effective. One technique could be, for example, with regard to classroom observation #4, which was a semester-end test for a 2nd year Oral Communication class, rather than just testing the fluency of the students and their pragmatic engagement with their partners on everyday topics, a task could have been designed which required students to do a roleplay in which they study cards for their particular situation, and then a problem must be resolved to indicate success. For example, one student could be a Japanese exchange student who has registered for the wrong course at a University in Italy, and the partner could be a staff person in the office of Academic Affairs. The staff person would have to ensure that the student understood the way to resolve the problem. For a work-related situation, a shipment from Taiwan to a

company in Japan could have a problem, and the customer in Japan needs to get a satisfactory solution from the sales representative in Taiwan. If the course goals for students are to be able to resolve higher-stakes issues, and the exercise is well-constructed, testing can demonstrate effectiveness. This is one reason why in the model of Brown (1995), testing comes before materials development and teaching in his progression (Figure 3.1 in Chapter 3). This is not ‘teaching to the test’, but rather, basing testing on the goals and objectives of the course, and then designing materials and teaching that also works towards those objectives, so that students may succeed on the test. The ultimate judgment—and answer to Research Question Three—of whether this type of teaching is more effective is how successful DWE students are when they study abroad, and for graduates, requiring a longer timeframe, to see how successful they are with their business interactions compared with previous graduates. A follow-up longitudinal study could be initiated once curriculum changes are made, but is beyond the scope of this thesis. If program directors have confidence in their articulated beliefs about developing educated users of Japanese English, however, the increased effectiveness is something that needs to be worked out over time, and to have a commitment to, and then through adjusting and fine-tuning the program, the goal should be within reach.

The answer to Research Question Three is partially provided in the gap between the graduates’ survey responses and the teachers’ practices as seen through the teacher surveys and classroom observations, and dissatisfaction expressed by current students who go on study abroad. The ultimate answer cannot be determined until curriculum changes are tested, but the research into ELF and EIL in the literature review, and the responses of the graduates indicate that such an approach has a high chance of being more effective than current practices, which result in students who are communicatively competent on every day or human interest topics, but less prepared for discussion of important societal or professional issues.

8.5 Answering Research Question Four

Research Question Four is: “Can such practices be of use in other contexts than Japan?” The examples given in Chapter 3, section 3.3, of other programs and initiatives in Japan and other Expanding Circle contexts, as well as in Chapter 7, section 7.7, indicate a strong desire across many such contexts to implement pedagogy that is informed by WE, EIL and ELF. Many of the same scholars from the Expanding Circle attend both the IAWWE and ELF conferences, and there are cases of ELF scholars who are attending

the IAWWE conferences for the first time. So there are examples of WE scholars moving from WE into an interest in ELF, and vice versa. This demonstrates a need for the 3 paradigms of WE, EIL, and ELF to somehow be merged under one umbrella, where a more nuanced understanding of the pluricentric nature of English today can be achieved and communicated to younger scholars and up and coming teachers.

The great interest in WE and ELF in European settings such as Greece, Italy, Turkey and Spain, and Eastern Europe, as well as the increase in cross-border study and business in the E.U. especially, shows that a native-speaker model is not what Europeans are looking for. Similarly in Asia, where there are more Outer Circle contexts that use English internationally (often in interaction with Expanding Circle users), there is an increase in interest in both ELF and WE, as evidenced by development of the ACE ELF corpus (Kirkpatrick 2010a, 2010b). Interest in WE-related paradigms also extends to Russia, Brazil, Saudi Arabia, and virtually all over the world where transnational attraction can be seen mushrooming in flows of people and capital, and increased popularity of Social Networking Services. Since a major part of global communication takes place internationally rather than intranationally, a broadened concept of WE, coupled with a pedagogy that teaches for educated Brazilian English, or educated Chinese English, or educated Spanish English, and at the same time trains students to interact and negotiate meaning with a wide range of different L1 users, rather than viewing NSs as the ideal interlocutor, is sure to be of use in other contexts than just Japan. The practices would of course have to be adjusted to the context, and needs, traits and learning style of each particular Expanding Circle context⁹⁸, but the problems encountered by international students and international business people around the world, all call for an enlightened form of ELT, which a broadened concept of the WE paradigm should play a leading role in developing and promulgating.

8.6 Conclusion

This study has provided clear answers to research questions one and two—including a clear direction for better meeting the DWE students' needs—and strong indications for a path leading to answers to questions three and four. The WE paradigm has done much to increase tolerance and understanding of the variation of English around the world, and has fostered renewed interest in EIL, and the emergence of new related paradigms such as ELF, all of which are based on a pluralistic view of English in our world

⁹⁸ But not necessary limited to the Expanding Circle as seen by the Monash University program in EIL (Sharifian and Marlina, 2012).

today. In addition, this study has helped to identify a little explored area within WE studies: application of the concept of the educated Speaker of English (e.g. Bamgbose 1982) to the Expanding Circle contexts. As such, it gives support of the need for the WE paradigm to reconceptualize its construct to take into account a modified view of English in the Expanding Circle that recognizes the important international domains where Expanding Circle varieties are functioning effectively to provide an array of new opportunities to their users. The study also indicates areas which require further research. One area would be to categorize specific lesson-plan level practices for the different 4-skills components as well as the content-based courses, and to systematically observe the outcomes of these practices. The curriculum changes must be instituted to ultimately find deeper answers to the questions posed in this study. A second area of further research would be to investigate the extent of attitudinal changes among DWE teachers, after one or two years of working with them to incorporate WE-informed views into their classrooms. A third primary area is to form an evaluation system for a longitudinal study which can assess whether the type of WE-informed course and curriculum enhancements recommended in this study are truly an advantage to the students in making them better-equipped for their future jobs.

It is hoped that this thesis has provided an initial opening to a new area of scholarly inquiry in WE, which will help to further explore and document the growing number of roles played by these Expanding Circle varieties.

Appendix 1– 17 Classroom Observation Vignettes

Classroom observation #1 was the semester-end examination for the first-year Oral Communication II class, January 2014⁹⁹. This was a class in which the 3 teachers that teach the class in the same period, 1st and 2nd periods, combine in one large computer room to conduct the final examination. T3 and T12 teach this class, as well as T20 who was not part of the teacher survey. T12 serves as the leader of this group, since he has been with Department of World Englishes (DWE) since the inception, and also teaches 2nd year Oral Communication classes. T12, in working with the other teachers, has developed a detailed grading scheme for the class. The students are graded over the course of the semester as follows:

Attendance	10%	Written Test	20%
ELLLO web listening	10%	Listening Test	10%
L.S. Wing Movies	5%	Speaking Test	10%
Movie Worksheets	10%	Transcription	10%
Class Error Quizzes	15%	TOTAL	100%

To monitor and record all these scores on a weekly basis seems a demanding task. On this particular test day, students from 3 sections (n=48) were instructed by T12 to sit at computers, and do the written test on their own which was passed out. After 15 minutes the test was gathered, and then T12 asked the students to sit with a partner and boot up their computers. ‘A san’¹⁰⁰ was instructed to download one recorded segment on the ELLLO website, while ‘B san’ downloaded another. The students are allowed to each listen over headphones to their 3-minute narrative 3 times. Students all take notes while listening, as they do during the semester for homework, and when done, must retell their narrative to their partner in three minutes (teachers use timers for this), from the notes. As students are doing this, the 3 teachers circulate around the room and grade their own students pair by pair, which is somewhat time-consuming. It was an impressive and smoothly-run examination, which the 3 teachers explained a lot of thought and refinement has gone into over the past five years over which the system has been developed. T12 conducted research into ways to get students to speak in longer narratives, since Japanese students tend to give extremely brief responses (Crane and Ujitani 2015) which can average only 5 or 6 seconds. T12 thus feels the act of reconstructing the ELLLO narrative helps students greatly in gaining confidence to express themselves in longer turns. T12 did mention that normally during the semester however, ‘A san’ also writes some questions at home, which other members of the small group of 4 are required to answer.

Classroom observation #2, conducted in late November 2013. In this case T12 was observed teaching a 2nd year Oral Communication class to a high proficiency group. After a short conversational warm-up on what students had done that weekend (a fairly standard ELT topic), the main activity that day was for

⁹⁹ Normally exams would be given during the examination period 2 weeks later, but in many cases NS teachers conduct them in the last official class.

¹⁰⁰ ‘San’ is a Japanese honorific for ‘Mr.’ of Ms.’ and ‘A’ and ‘B’ are used for anonymity

students to review the transcripts of their paired conversations which the teacher had just returned to the students. The feedback of the teacher included a 'dot' after any line which contained a grammatical, lexical, or pragmatic/discourse error. The teacher was very welcoming and invited the author to sit among the students, and move from one pair to another. The desks were organized in a large rectangle (each desk seats 2), with a total of 16 students. As the students worked, T12 and the researcher also had an opportunity to speak in the background at times. He explained that this was the second round of correcting the transcripts. When the researcher inquired as to when the original 5-minute recordings were done, T12 replied "mid-May." Since the school year begins in the 2nd week of April, with a 6-week break after the end of July, this meant that the students had been working on this project, repairing and refining one conversation, as an activity in their Oral Communication class for a good part of 2 semesters. T12 explained that they also use a textbook, *Let's Talk 3*, by Leo Jones, for about 30 to 45 minutes each week.

T12 explained that outside of class the students recorded a non-scripted conversation on some mutually agreed topic (food, festivals, friends, weekend activities, part-time jobs, travel, daily routines, movies, future plans, etc.) in mid-May, and then worked in class to write a transcript of that conversation. After several weeks of working on the transcript, the students would pass it in to T12, who then went through them and would note lines of the conversation which had some problem. One major reason T12 devised this activity is that a key stakeholder, the Program Director for Oral Communication, had chosen as a supplemental required text, Barker's *A-Z of Common Errors made by Japanese Learners*. T12 had designed the conversation-taping exercise as a way to work on those errors. He also informed me that the two other teachers who teach 2nd year Oral Communication had also adopted this exercise and followed the same techniques. Thus all 6 groups of 2nd year freshmen were involved with this task, working to improve the accuracy of the five-minute conversation. While many of the teachers mentioned in the survey responses that accuracy is not as important to them as fluency, this project being done by many 2nd year DWE students was quite accuracy based.

Classroom observation #3 was conducted in January 2014, and was of the same class type as classroom observation #2. This was the same level of class, O.C. IV for the 4th semester of Oral Communication (2nd semester for 2nd year students), but the way of running the class was significantly different. This highlights the important fact that even with fairly clear course goals, and specified components which a program director may require, teachers are quite individualistic and creative, so the same class category can vary widely from teacher to teacher. In this case T21, a teacher who did not return the written survey¹⁰¹, warmly welcomed the observer into his 2nd period class at 10:45am, and said to "Sit wherever you like, and join in." A small high-quality desktop speaker was playing *Eyes of the Tiger*, fed from T21's I-phone, which T21 explained was to help the students wake up. He had written on the white board today's schedule: 1. Test Practice – Impromptu Speaking, 2. New Article, 3. Nemo, 4. Course Evaluation. Similar to a pattern commonly used in skills classes in Japan, T21 had the desks arranged in '4 tops' with 4 groups of 4 students, the tables facing the hallway and the bank of windows, so that all students could look to the front of the classroom by looking to the side (no students have their back to the whiteboard). While this is the same class year and type as observation #2, in which error correction of the recorded conversation was the main focus, this class was quite different. Students spoke in each table's foursome about what they had done over the Christmas/New Year's break of about 2 weeks. In the group the researcher sat with, one student had been to the Philippines over the break to visit family and this became the main topic, as she described staying at her maternal grandfather's house. The instructor put on a baseball cap, and related how he had spent 6 days at a

¹⁰¹ He said he was extremely busy at that time, and was very apologetic

Japanese *onsen* hot-spring resort where people love to go in the bath 3 or 4 times a day, and joked, “My skin looked like a raisin!” The Japanese students seemed to be able to negotiate the analogy, and chuckled. T21 put a mnemonic acronym vertically on the board, S-E-L-L-S, and wrote a word that started with each letter: Smooth, Energy, Loud, Look, Smile. The use of humor and the points made via the mnemonic, T21 explained later, are done to overcome the students’ affective factors, and reticence. T21 next asked the students to all ‘take out your I-phones and record.’ He then asked them to record short conversations done in pairs. From time to time he corrected utterances as he moved from table to table. For example, when one student asked her partner, “What is your goal in 2014” he reformulated it as, “I think it means, ‘New Year’s Resolution.” He then instructed the students, “Take out your Nemos” which meant, take out your Nemo (the movie being watched outside of class in the computer lab) work sheets for that week. After 15 minutes of comparing answers with a partner, they passed in their worksheets, after which T21 asked students to take out their short news articles they had copied from English newspapers in the L.S. Wing, usually short items of about 1/8 of a page or less. Only one person per group had the responsibility to bring along an article. The groups were changed several times a semester, unlike some classes where groups may change from week to week or even within the course of one class. This discussion proceeded until the end of class, while T21 wrote the homework for the next week on the whiteboard. Several students were observed taking photos of the whiteboard with their I-phones. As with several of the other skills classes, students knew what was expected of them, the components were well-explained, and the workload was significant. In addition, students were active and engaged. As found in the teacher surveys, there was a strong CLT and task-based orientation to the class, and the class was enjoyable for the students. T21 was open and said he would like to hear the researcher’s impressions of the class at a later date, showing a positive desire to engage in dialogue.

Classroom observation #4 was observation of 2nd year Oral Communication in class final exam, for a slightly below average peer group. The observer arrived at 8:52 for the 9am class and most students were already in the room looking through their notebooks. Several students came in and sat down at 8:57. One of these turned to her neighbor and said in Japanese, “*Testu aru no?*” (Do we have a test?), making a writing motion. The teacher, T1 from the teacher surveys, came in at 9am and handed out a sheet to teach student, which contained their scores for each week on various components of the class thus far. She also asked them to team up with a partner. She then mentioned there were 8 possible topics for today’s test, and it would be decided by playing cards, with each pair being allowed to choose from the 8 face-down cards which were numbers Ace to 8. The students were each given a paper with the 8 topics and told then would have 10 minutes to talk about their topic and prepare to have a conversation with the partner in front of the teacher. The instructor mentioned to the observer that these were new original topics, and that the students would be evaluated on their clarity, fluency, communication ability, and use of conversation strategies taught in the class that semester. The teacher set up her own double desk in the corner of the room separated from the preparing students, and put another double desk facing hers, with about a one foot separation from her desk. T1 then called the pairs at random, to come over and sit in front of her, side by side, with the chairs somewhat angled towards one another. The researcher observed that one of the students in the first pair, was one who had been on the Boston 3-week study tour the previous summer when the researcher covered the last 10 days of chaperoning, and suffers both in school, and on that trip, from an extreme shyness, and tendency to wander off on her own and separate from the group. The researcher noted that for this paired-conversation exercise, while the self-conscious student did not make eye contact, she made effort to communicate effectively, giving feedback such as “That’s right” and nodding her head as a form of back-channeling. The topic related to future family goals, and the self-conscious student clearly replied, in a controlled matter-of-fact voice, “Especially I don’t like children.” The instructor occasionally

interjected a question of her own, when the conversation would seem to stall for a moment, such as “Where do you see yourself living 10 years from now?” The partner, who was more outgoing and friendly, responded, “With family and pets!” The timer then went off, and the instructor provided feedback on the overall performance of the pair and of each participant: “You have given long answers, shadowed...this means you were listening. You asked good follow-up questions, such as ‘You don’t?’ For the second pair, the topic was what the students had done over their holidays. One student responded, “I went to Parea” (pronouncing Paris the French/Japanese way), adding that she had been “to Disneyland in Parea.” The partner responded, “Oh Great! In Japan it was snow!” The instructor also corrected certain usages in the feedback session for this group, such as adding an ‘s’ to Paris, and saying, “It snowed.” Another pair drew a difficult topic, Recent News. This pair had trouble since they were unaware of any recent news events. One student mentioned he had been snowboarding for most of the vacation, and the other watched variety shows on television. They managed to joke about this, and still carried on a conversation. The next pair drew the topic of New Year’s activities. One student mentioned he had eaten ‘osechi’, the tradition Japanese New Year’s box meal, and tried to explain what it was. His partner mentioned that her grandmother ‘is Alzheimer’s’. The instructor mentioned in the feedback session that it is no longer politically correct to say this, and taught her the word ‘dementia.’ Another pair drew the topic ‘Free Talk.’ One student offered, “I have part-time job,” to which his partner responded, “I want to listen! What’s that??” in a quite exaggerated tone. The next pair drew the topic ‘What I liked about this class.’ The first partner mentioned, “Season Events....Halloween, Christmas...” The 2nd partner nodded and said yes, after which the conversation stalled. The instructor interjected, “What about ELLLO Web listening homework¹⁰², the textbook, the error test, etc. For ELLLO you have to take notes... did it help you?” The first partner responded, “Yes, after I did ELLLO how I can catch the words. It was difficult to...find...the conversation. Sometimes I listened to the one I don’t have interest.” The other partner responded, “I listen at least 3 times, but still can’t understand. The errors text is interesting, made for Japanese people, so it fits our class.” The students then understood what the teacher expected, and discussed briefly what they thought of the required movies for the class. The next pair of students were both wearing surgical masks (a very common practice in Japan, which based on the researchers own experience in Japan, have three common reasons: either the individual has a cold, or takes precautions not to catch a cold, or has not had time to put on their makeup), which makes hearing what they say a little difficult. The topic they had drawn was ‘The required 2nd year overseas study trips and classes.’ One partner explained that she had gone to Australia and taken the one-semester class given by an American full-time teacher, but said, “We don’t know about Australia, I didn’t study hard.” The other partner explained, “I didn’t like the afternoon classes in Boston.” The partner asked, “Which class?” to which the partner responded, “About history of Boston, so boring class!” She said she did however “liked the trip to New York, go to many famous place, we had many free time.” One partner concluded, “In my opinion, Singapore is best.” The partner asked “Why?” to which she responded, “We can really learn about our program!” During the feedback session the teacher explained, “Remember, when you are talking about the past, don’t use the present tense, and you cannot count time (many...)”

Classroom observation #5, also in November 2013, was of a 1st year Reading class taught by the full-time Program Director for all Reading and Oral Communication classes in the DWE, T15 from the teacher survey. Reading is an area this faculty member closely identifies with, particularly the concept of Extensive Reading. The students arrived early, some of them at 8:35 for the 9am class, as did the teacher. They -were studying their vocabulary text book, a landscape-oriented book also written by D.

¹⁰² Refers to English Language Listening Lesson Online website

Barker, author of the *A-Z of Errors* text. It contains the first 2000 frequency words, 25 per pages, and as one goes across the pages separate columns list part of speech, other forms in the word family, 2 or 3 main definitions, and several common collocations for the word. So to open the book on a table, there are 50 new vocabulary words. The Reading class has various components. Students have to cover and be tested on 50 new words each week (many of which they may already basically know), do a chapter in the *Reading Power* text, read at least one graded reader at their level and fill out a book report form on that book, do TOEIC homework found on an online website, and prepare for a vocabulary quiz or to tell the story of their graded reader to a partner, multiple times in shorter intervals. In contrast to observing T12, T15 asked the researcher to sit in the back corner and not become involved in the class, and makes no reference to the observer at any point. At the time the researcher arrived at 8:55, 14 of 16 students were already in the classroom, and the traditional wood and metal double desks were reorganized from their original arrangement in rows facing the blackboard, and pushed with four sets of two tables each facing each other, in what T15 refers to as '4-tops' since 4 students can sit in a group with 2 on each side, facing one another. The language was understood by all students to be all-English among themselves, even before the start of class. The topics for the day were already written on the white board e.g. (words 751-800), as well as the homework units for the next week (words 801-850). The class proceeded in a very business-like manner. T15 had an electronic timer hanging around his neck on a cord, and used it to time most of the designated activities. T15 also employed strategies to overcome students' reticence, such as mumbling on purpose, at which point a student quickly asked, "Can you say more loudly?"

The class proceeded steadily, with students answering a vocabulary test on that week's words, after which they grade their partner's paper based on answers provided verbally by T15, and then he calls the roll, and they announce the score they received on the test so he may write in on his grade list. T15 then moves on to asking students to say sentences using collocations, for words which he provides. They are all standing for this exercise, and are not allowed to look at their books. They may sit down after giving a correct collocation. For example, with the lexical item 'performance', one student responded, "The actor showed a performance." Other students' opinions of this were solicited, until finally someone suggested, "Did a performance", and eventually T15 had to provide "gave a performance." With the time at 9:52, the class then chorally repeated various vocabulary items after the teacher. T15 employed stress-timing, such as pronouncing 'total' with a voiced [r] flap in the middle, and the second vowel as schwa, the students still repeated it with Japanese mora-timing, a spelling based pronunciation with a clear 't' for the middle consonant, and a clear short 'a' for the final vowel. This also occurred with 'concern.' T15 pronounced it with stress on the 2nd syllable, with a schwa for the first 'o', while the students pronounced it with Japanese mora timing with a clear 'o' for the first vowel, and the post-vocalic 'r' was not pronounced, although T15 had pronounced it with a clear rhotic 'r'. The word 'significance' was also pronounced by the students with mora-timing including the final 'a', in spite of T15's schwa for that vowel, but their pronunciation was very clear and intelligible.

From the Reading Power reading, there was a short dialog within the assigned story, in which a customer says to a waiter in a diner, "2 over easy, 1 O.J. and 1 black." T15 queried the students about the meaning of this sentence, but none could provide any answers. Finally, T15 passed out a questionnaire (it was the period for official class evaluations), and told the students, "When you're done, say 'Done'." By this time, the class time was drawing to an end, so the instructor said, "We'll skip the TOEIC Homework today. I can take book reports today. Bring your vocabulary notebooks next week, and the sheet with your list of books read so far this semester." The class was systematic, and the students were engaged and knew what to expect. The class had many components, and the students

studied diligently. It is clear that T15 has confidence in his method, and has worked over time to refine his practices.

Classroom observation #6 was done in January 2014. It was Reading class for the lowest proficiency group in DWE, of 1st year students, taught by T2. She began the class by showing several New Year's countdown YouTube videos from the U.K. and Japan, one of which showed young Japanese "queuing at a temple" and doing the countdown on their I-phones, and then there was a video of a New Year's party in Scotland with unusual foods and singing. As the Scotland video played T2 whispered to the students, "It's very different, isn't it!" T2 then passed out a one-page easy reading to each table about New Year's customs in Scotland. One person at each table was assigned to read, and then the group tried to answer the questions that went with the reading. It was noted by the researcher that among this lower proficiency 1st year group, there was a fair amount of Japanese use at each table for clarification of meaning (for both the story and the questions), but students in general switched back to English to answer the task, and T2 did not mention the code-switching. She mentioned to the researcher later that with this lower group, they do seem to need more Japanese support during the class, although T2 speaks almost exclusively English. T2 then designed an exercise in which each student had to write out 3 New Year's resolutions, and then tell them to the group, in turn. T2 acted out her own resolutions. The first was to learn sign language, which she performed in sign language. The observer overheard a student say "*shuwa*" as she did this, which is the Japanese for sign language. T2 mentioned her 2nd resolution was to "eat less bread" and explained less vs. fewer. She finally mentioned her 3rd resolution, "to visit another country, perhaps Bhutan or Myanmar." The students then carried out the exercise at their tables, and T2 moved around and gave suggestions. For some of the student written resolutions, such as "I want to level up my English" (the particle 'up' is commonly used in Japanese advertisements in print and television: "House up", "Skill up", etc.), T2 gently provided alternatives, such as "Improve your English", or in the case of the student who wanted to "Lose my weight" T2 suggested "Lose some weight." The adjective "slim" was suggested to change to "thin". T2 then produced colorful prints for each table which showed tasty Japanese *osechi ryori* elegant New Year's *bento boxes* which are beautifully packed full of small compartments containing, shrimp, black sweet beans, egg sushi, colorful fish-paste squares, tiny grilled/candied minnows, yakitori chicken on a skewer, etc. She then had each student try to explain to his/her group one of the items in English. For example burdock root, which the researcher had never encountered in the USA, is called *Gobo* in Japan and is quite popular. T2 taught the word 'burdock' and other new words, such as 'soup stock' for *dashi*. This kind of exercise could be useful when Japanese may need to explain their customs to non-Japanese, whether in Japan or overseas. As the class was soon ending, T2 explained that there would be a test the following week on 100 words in the Barker vocabulary book (the same book used in Observation #7 which follows). One student asked in code-mixed language, "*collocation mo deru no?*" Will collocations be on the test too?? T2 said yes, and also that spelling was very important, and they must know the syllable stress patterns (writing the example of GO-Vern-ment on the board), and learn the work families. T2 also reminded students to bring in their final graded reader sheets, which showed how many books and total pages they had read during the semester. One student showed me her sheet, and it showed she had read 8 books that semester. The program director, T12, requires of teachers that at least one book be read every week. The class had been fun and the students were engaged. In some ways the class seems to put more emphasis on Oral Communication and culture than Reading, but this was just one snapshot of one week. The graded readers were not incorporated into the class time, although, on the particular week observed, they also were not incorporated in the Reading class of T15 (Reading Program Director). T12 has however, often mentioned to the researcher the importance he places on the book report forms.

Once again we see here significant individual differences among teachers, even within classes of the same skill and year.

Class observation #7 took place in April 2014 at the beginning of the school year, taught by T7, a native full-time professor in the DWE. This was a 2nd year required Reading class with one of the middle groups in proficiency of 6 groups. T7 took attendance, and 3 of 16 students were missing. The students were allowed to leave their desks in conventional rows. The instructor began the class by telling students to take out their *Reading Power* tracking sheet, which has the date, minutes, and a place for a score. *Reading Power II* was the main textbook. The students then did a reading on Planets, and answered the questions after the reading, similar to a TOEIC or TOEFL reading comprehension exercise. After the test, T7 went around the room and asked students to answer the questions. One student guessed 'B' then 'A', then 'C', before finally arriving at the correct answer, 'D'. This was followed by a 3-page reading T7 passed out copies of, called *The Silk Handkerchief*. Students were given 20 minutes to read it. T7 mainly stayed at the front of the room, and did not mix among the students as they did their reading. He observed that one student finished in 14 minutes. One thing that the observer noticed, was that this Reading class was indeed a reading class, which for Observation #5 and Observation #6 had extensive oral communication activities integrated into the reading class. After the reading and some discussion of the contents of the story, T7 asked the students to move their desks and chairs in the aforementioned 4-tops formation, and after a short discussion about something in *The Silk Handkerchief* which bore some similarity to 'The Mirror of Erised' in Harry Potter, he elicited from students what the nature of this mirror was. After coming back to the large group without a clear answer, T7 asked, "What does it show you?" Students consulted again among their groups, mainly in Japanese, and one student replied "It shows you what you want to see." T7 then explained, "Yes, it's Christmas and Harry sees his parents; the mirror shows you your strongest DESIRE." He then explained that ERISED was 'DESIRE' spelled backwards, to the surprise of the students. He then asked them to discuss, "If you looked in the mirror of ERISED, what would YOU see?" Some answered, "My grandfather, who died last year." One boy who wants to travel all over the world (related to the 'world mindedness' theme from the graduates' survey results) said, "Me; with a backpack in the Alps." The students then were assigned to read another story, *The Happy Man's Shirt*. This was followed by reading comprehension questions, after which T7 elicited from the students the moral of the story. He then connected this to the Mirror of Erised, in which the happy person is the one who sees herself as you are; the more you desire the less happy you are. The class progressed smoothly, and T7 made an effort of offering an English Reading class which also stimulated the students' critical thinking skills and taught them the value of literature to a certain degree. Graded readers were not used or discussed at any point however, although the teacher still requires students to read at least one of these books per week from the university library.

Classroom observation #8 was a 2nd year required Presentation class, in May 2014, of the highest proficiency group, was taught by T4 from the survey responses. On this day students were giving the first of three presentations they have to do over the course of each semester, so the observation could not look at the in-class development process, but focused on only the finished product. In this case they were individual presentations on famous businesses or marketing strategies. The student stood at a slim podium at the front of the small classroom and their PowerPoint appeared on a large flat-screen TV screen which is 'kiddy corner' in the front of the room. The first presentation was on 'Hi-Chew', a Japanese chewy fruit candy that comes in a long square pack of 8 candies, like throat lozenges, but very chewy. When the student had been in Korea, she had noticed a similar candy, called 'My-Chew' in the Korean convenience store. She then outlined a history of the company, and reasons for it being copied in Korea. The next presentation was a very competent presentation on the history of McDonald's from

its start with Ray Kroc in 1954 to the present. The presenters in both cases worked from index cards or read from the screen, although they did not seem to have confidence to make their own sentences from the 'points' in power point, so the slides our students produce tend to be heavy on photos and fancy animation features, and light on text. Culturally Japan uses memorization in schools much more than in the West, and students feel much more comfortable with a script that they can memorize, than with having bullets which they have to expand on 'live' into fuller discourse. The third presentation was on the development of *Pokemon* characters, and the fourth was on the development of the SONY Walkman. All of the presentations were well done and interesting to watch, and in spite of the difficulty of speaking in front of a group, since presentation is taught for 5 semesters, and each year all students participate in a major departmental presentation event with outside guests, it is no surprise that on the graduates' surveys, it is often listed as having been one of the most valuable classes. T4 also had all students evaluate the presentations with a form and rubric that has been refined over the years, and is agreed upon by the 3 presentation teachers. Since in Japan the ability to speak extemporaneously tends to be something that comes with age and seniority, the students in this class were confident, poised, and made use of eye contact and voice modulation, in spite of generally working from a set script.

Classroom observation #9 was of 3rd year Presentation class, in January 2015 taught by T14 from the teacher surveys. It was a slightly above average proficiency group. In one of Chukyo's newest buildings, the classroom has bright windows along the street side, and a huge flat-screen television of 46 inches. The teacher, from the US, took a USB drive and plugged it directly into the back of the television, and soon Taylor Swift's hit song about breaking up with one of the Kennedy scions was playing at a moderate volume, "Weee, are never, never, never getting back together...", as a form of background music, and also to communicate the message that this particular group of students would never be back together with this teacher, since it was the final regular class of the year. The teacher then did a game on acronyms as a warm-up. He asked them, "What did you write in your LRL last week?" The students looked puzzled, but one of them finally responded, "Learning Reflection Log?" He then wrote on the board and said, "These are questions you can ask your partner, "SHAYFT"? (So, how are you feeling today?), and "WDYWIYLRRL?" (What did you write in your learning reflection log?). The teacher then mentioned last week's reading about KIVA, a micro-loan organization, and the book *Make it Stick*, which is about how to improve your learning, since T14 said according to that book, people forget 70% of what they had just read or just heard very recently.

The teacher subsequently wrote on the white-board a list of things from the previous week's class, and said, "Take turns explaining to a partner about MUHAMMED YUNUS and COLLATERAL." These were topics from the 43-page text which this instructor, in collaboration with the other instructor for 3rd-year Presentation, had constructed. The teacher then brought the whole class back together in their individual seats, and called on one student, "Yoko¹⁰³, Martin Luther King, tell me something!?" She responded, "Freedom of Expression, Human rights..." He asked another student, "What about Yunus?" She responded, "Japanese farmers...use microcredit in Fukushima...after the tsunami..." The instructor pursued this activity of questioning the whole class, which involved longer pauses and less energy than the previous pair work, but he mentioned to the researcher afterwards that he also like to attempt a larger class discussion to some extent, even though it is difficult. The instructor then said it was the last chance for *Pecha-Kucha*, a Japanese term for 4-minute presentations of 20 PowerPoint slides which change every 20 seconds. Several students do this per week. The first presentation was on "How to

¹⁰³ pseudonym

enjoy drinking alcohol appropriately” and was clever and entertaining, and the students gave a nice hand of applause at the end. The next was entitled, “The Step of Getting Happiness.” The student explained “My dream is overseas wedding.” She presented statistics on Japanese who get married overseas, which is a kind of boom, since it saved money on having a large local wedding, and has the honeymoon built into it. In places such as Hawaii, Tahiti, and the Gold Coast in Australia, it is big business. Students also were required to ask several questions after each *pecha-kucha*. Regarding overseas weddings, one student asked, “I heard shy guys are against this...what would you do if a Japanese guy says, ‘Japan, Japan, Japan’?” The presenter replied, “I claim very much!” The final *pecha-kucha* was on a new concept, “The Hometown Tax”, which somehow involved local residents targeting uses for the local taxes, such as some university fund-raising plans which allow the graduate to target their donation to library, sports teams, etc. For example, in Nagoya one could target Nagoya Castle, Highashiyama Zoo, or hospitals, and in return, the taxpayer receives local specialties as a form of thanks, depending on one’s tax level. After the *pecha-kucha* session, the teacher did a short grammar clinic on the white-board, pointing out some common errors. For example, for the question ‘Did you rise your dream of marriage?’ he suggested to use ‘increase’ in place of ‘rise’. On the first desk near the door entering the classroom, the teacher had an I-pad which was propped up with a stand, which had a large time display that he had started at 90:00, and counted down the 90 minutes of the class, while playing soft background music. It now showed 22:00. As a final activity, students were put back in groups of 3 or 4, and discussed TED Talks they had watched on the internet as another part of their homework. They each created a narrative from notes (as is done with the ELLLO listening segments in the 2nd year Oral Communication classes) they had taken while watching a TED Talk, and told their group. The members of the group had to each ask one question after the student concluded, and then tell about their own TED Talk. At the end of the class, the teacher said, “I hope you’ll all continue to watch TED Talks. Next year, as 4th year students, you won’t have many English classes, so think of ways to keep up your English. Thank you very much; it’s been a wonderful year.”

Classroom Observation #10, in April 2014, was a 2nd year content-based DWE seminar class taught by an Expanding Circle teacher, T9, who in the teacher survey on her understanding of WE, expressed gratitude to the DWE for being willing to hire an NNS teacher of English. She opened the class by mentioning she had just returned from 2 weeks in her native country, was having a little trouble shifting back into English. She allowed the students to have 5-8 minutes of ‘open conversation’ which she finished setting up her laptop. She also mentioned, “I read all your Learning Reflection Logs, and thanks for posting on our Facebook site.” She showed a few of the interesting postings students had made on the website over the break, on the large flat-screened TV at the front of the room. The website has a light blue U.N. Logo displayed. It was clear the teacher has put much energy into creating this website and other aspects of the class.

The theme of the year-long seminar class is connected to The United Nations, and humanistic issues which the U.N. addresses. The first topic for the day was for students to resume working on their U.N. Party menu. Students were allowed to keep their desks in the conventional rows, although they made some effort to turn their chairs around, or sit closer to someone next to them. T9 then asked, “Who wants an I-Pad to do some research”, since she had checked out 14 I-pads and wheeled them down from the L.S. Wing one floor above her classroom. Students were each required to bring one food item for the U.N. lunch which was planned to be held 3 weeks later, in the L.S. Wing, with the DWE students and exchange students invited. All the dishes had to be locally grown in Nagoya or Aichi Prefecture, to show support for increasing the food self-sufficiency rate in Japan, which students were aware had

fallen to below 40%. About 30 minutes was allotted for students to discuss in small groups about what they would make for the lunch, and the instructor circulated to the various groups to give advice or ask questions. One student who was from an earlier year, but had failed the seminar class in the past and also had earned few credits in the DWE so far, was in attendance, but it was not easy for the teacher to involve him in any group since he came in late, had missed the previous week's class, and exhibited a lack of energy compared to the other students.

After this group time, on the whiteboard T9 then elicited from the students a list of questions for them to consider and discuss at the lunch party: 1. The impact of importing food on Japan, 2. Actions to promote food self-sufficiency, 3. Environmental impact of importing food, 4. Negative points of low food self-sufficiency. Since the researcher had been warmly welcomed and invited to participate, he raised his hand and said, "Possible positive effects of importing food in Japan" which T9 also wrote on the board for students to consider. Several other administrative tasks were then addressed relating to the upcoming lunch and other homework components such as commenting on the class website. At the end of the class, students filled out a light blue class feedback form, which in addition to the reflection logs and other activities, showed an impressive dedication on the part of the teacher.

Classroom observation #11 was of T24, an NS teacher, who is full-time at another private university. He is a program administrator there for non-English major English classes. The class was a 2nd year Communicative Writing lesson, observed in January 2015. It took place in one of the DWE's modern computer rooms, with 16 students. Written on the whiteboard at the front of the room, was "Final Portfolios, Final Reflection, Self-Reflection, Final Draft of Paper #2, Rough Draft of Paper #3, Revision, Titles, Introduction, Conclusion, Summary and Final Thought." T24 then mentioned, "OK, first up, your timed writing. Have you made any New Year's Resolutions? It's kind of a promise, such as 'to be a fluent speaker, like a native speaker, by the end of the year'." Employing a mnemonic like the SELLS one used earlier, He continued, "Be SMART": Be Specific, Measurable, Attainable, Rewarding, and Timely with your resolutions. So think about why? How do you benefit? When will you do it? If you don't have a deadline and a goal, you will lose focus. So remember, fluency is the goal. OK, start, you have 10 minutes." He started his timer and then came over to talk with me quietly. He said in 10 minutes most of these students could produce about 150 words, but the best could do 250 words or more. The students kept a 'Timed Writing Log' and at the end of the semester they included this with their portfolio. He mentioned that this also helps with typing speed (the researcher could not help wondering if we were training our students to join the stenography pool, although graduates have expressed their gratefulness for being able to touch type). T24 mentioned even in a writing class, he likes to see students be more active. It is not so measurable, but he can say to them, 'You have to ask me at least one question per writing class.' After completing the timed writing, T24 then asked all the students to change seats and sit at a classmate's computer, and write at least 2 or 3 comments at the end of the New Year's resolution draft. He reminded them, "You are writing for an audience, so let's see what others say!" He then came over to me again, as the students worked, and said, "I look for ways to get some dynamic team-building in a class where normally there isn't much of that. I've been thinking a long time how to do this, and experimenting with various techniques." T24 then moved on to teaching students about how to formulate good titles for their papers. He said it is often good not to make the title until the end. "You want a cool title, get attention, give a hint, it prepares the reader. It should be short, about 7 words (see my handout), and specific. Capitalize the first word and proper nouns, and if you use a colon, then the first word after that is capped. It's not a sentence or a question (such as 'Is TV good?'). As the students worked on their titles, T24 came over to me again, and explained, "The

students do 2 papers per term, reasons and examples. They have four choices: evaluation, argument—because so many go overseas in the 2nd semester of 2nd year, classification, or problem solution. They have to put sources in the argument paper again, since so many are going for 1 year overseas where they have content classes.” T24 then visited various students as they worked at their computers, and suggested improvements in their titles, and then sent students one by one to the whiteboard along the side of the classroom closest to the computers, to write their titles on the board, once again turning a writing class into an interactive class. He then also asked students to work with a partner to redo their titles and improve them. The final task was for students to hand in their Peer Review Sheets from the previous week. They had taken home essays by a classmate, and been asked to write questions or make comments on the classmate’s paper, mostly related to the content rather than grammar. He mentioned he does Peer Review about 3 times per semester. They also do a bit of using correction symbols he teaches them to use. He concluded, “remember, when you’re writing, ask other people to read it, because writing is about communicating!” It was an impressive class, and the students seem to like it very much. T24 has been teaching the highest proficiency 2nd year students (and the 2nd highest as well) for the past 8 years, and preparing them well. The class showed a strong CLT flavor to teaching writing, but many of his ideas seem quite unique and stimulating to the students. One student commented to me in the hallway afterwards, “I like this class much better than last year’s writing class, when they didn’t really teach me anything.”

Classroom observation #12 was conducted in January 2014, 3rd year Creative Writing. The 3rd year writing class is required, but students are allowed to choose their 1st, 2nd and 3rd choices (similar to seminar selection) from three options: Academic Writing, Journalism, and Creative Writing. In the 12 years of the DWE, Journalism is customarily the most popular, followed by academic, and then creative. All students are usually able to get their 1st or 2nd choice. In these classes, of the usual 6 sections for skills classes, each specialty usually has between 25 and 36 students, and two teachers combine in one large landscape-oriented computer classroom. In this case, two part-time NS teachers work together, although they do have their separate name-lists of students who are registered from their section. One teacher mentioned to me that they do 3 pieces of writing per semester, allotting 4 to 5 weeks for each. The other teacher explained to the students, “Today is a treasure hunt. Please make groups of 4 students. Go find a story you haven’t read by looking at the titles. They are spread out on the desk over here.” He repeated, “Read someone’s story you haven’t read yet.¹⁰⁴” The students were slow to get up, but finally began moving over to the large table with about 30 stories on it. The students were told to take 10 minutes to read a story.

The stories run about 700 words, although one of the teachers pointed out one that was 8 pages long, about 2,000 words. The researcher observed the titles and jotted some down, which were almost all from one to three words in length: ‘Twins’, ‘Dreams Come True’, ‘Darkness and Cold’, ‘We are Heroes,’ ‘Wedding Trial’, ‘Grandmother Scam’, ‘Destiny’, ‘Changing of Life’, ‘Surprising’, ‘One Rainy Day’, ‘Without Knowing,’ ‘Same Dream’, ‘Supper for Today’, ‘Home Stay’, ‘A Character in a TV Game’, ‘A Magic’, ‘Watchers of Fairy Tales’, ‘Tetsuya Suddenly...’, ‘Human and Robot’, ‘Milk Tea’s Life’, ‘Memory Buyer’ and ‘Happy Merry Christmas’ (The teachers chuckled at that name). The timer then went off. The teachers had prepared a page with a question for each story, so no matter what stories the members of the group had chosen, each would have one question on the sheet. In the group the researcher sat with, one student had selected the story, ‘Surprising’, so one of the other students said, “In ‘Surprising’, how

¹⁰⁴ Students were already familiar with several other classmate stories

does Chie escape from Chen?” The student then tried to answer in a short narrative.¹⁰⁵ The teachers moved around to different groups, but did not actually sit and join any of the groups. They mentioned to the researcher that this practice in groups of 4 was good for narrative building skills. The teachers had also developed a page of questions in which the students had to find in which story a certain event had happened: “In what story does Mana wake up crying?” As one teacher ran this portion, the other teacher explained to me, “In the first semester we do poetry, descriptive writing, and a short-play script. For the play, they got together and performed it, so they were more interested in it. They voted for the most ‘goofy’ script. This helps with developing dialogue.” One teacher explained that he corrects more for content at this point. The other teacher then asked the class, “How many groups answered all the questions? Yeah? OK, we’re going to have to bring this to a close....can you just listen to me for one sec...?” (He had some trouble getting attention of students) “This is not only a story that you write for your teacher, that’s why we are encouraging you to read s many people’s stories as possible.” The teacher from Canada also then gave instructions for the following week, which were to finish their story and send it to their teacher by e-mail by that Sunday. Some students did not seem to fully understand the instructions and could be observed confirming with a classmate.

Classroom observation #13—conducted in December 2014—was the Journalism class, one of the 3 classes which students choose from for their 3rd year writing class, similar to the Creative Writing class in observation #12. This class again had two teachers—both NS—combined in another large computer classroom, with 36 students. The students were casually working in small groups at nearby terminals, putting together colorful posters to advertise the DWE Gazette, a glossy 16-page full-color magazine which is the final project every year for this class, 500 copies of which had just been received from the printer. The DWE allocates budget for this printing every year. The students would select one best poster at the end of class, to be the official poster.

The teachers, both seated at swivel chairs at the front console, mentioned that some of the students had joined in the 2nd semester after getting back from abroad, but had been fitted smoothly into groups. During the first semester, they explained, the students worked on a variety of articles, including news stories about Japan and the world, interviews with people who use English in their job, interviews with teachers, and human interest stories about Chukyo and trends in Japan. Headlines and bylines were added afterwards. Most of the work in the first semester is writing isolated articles, either solo or in pairs. During the second semester, they work on narrowing down the body of work, and the class work together to choose the best pieces to include in the Gazette. One teacher mentioned, “We watch the dynamics of who emerges as leaders. They have to produce something meaningful, not just formulaic.” The other teacher then added, “It’s student-driven. They brainstorm the topics. We decided, ‘Let’s leave it up to the students.’ We tend to infantilize them here sometimes, so we wanted to get out of that pattern.” They explained that once they make the groups for each section, such as cover page, world issues, Chukyo news, job issues, overseas study, teacher interviews, graphics, etc. then each group works on stories or functions of their group, and then sends a representative to the editors meeting, where final recommendations are made for what to include in the Gazette. The teacher from South Africa mentioned, “Here, natural leaders emerge, there is no animosity.”

¹⁰⁵ While moving to another group, the researcher suggested to the teachers to send one or two good stories to him, or the director of the writing classes, to be considered for the DWE’s academic society journal.

Classroom observation #14 was a required second year Computer Skills class, which is still considered one of the core English skills classes within the DWE and is linked to the Communicative Writing classes. In this case the class was taught by a Japanese national who works only part-time, but has 5 classes within the DWE and also teaches 2 classes in BACS and 2 classes in the College of Liberal Arts. The class (again with 16 students—the highest peer group) took place in a well-equipped computer room, with PCs spread around 3 large figure-8 shaped tables. T22 is extremely tech-savvy, often in the vanguard to buy the latest I-phone and keep in touch with other technological developments. The Computer skills classes also have several prescribed components, including weekly typing practice on an online typing program. The class began with an online typing test, in which students must try to reach or surpass the 35 words per minute goal. The medium of instruction in the class was all Japanese, although T22 is very fluent in English. After the students had completed the typing test (T22 can access their results via the system), the instructor then asked the students to resume work on their budget projects. The budget program comes with the Excel software. Students are required to keep track of their personal expenses each week, and enter columns for their allowance (income) and various types of expenses: juice, snacks, clothes, supplies, parties, and miscellaneous. The students were engaged and chatted a bit with those at adjacent computers, since the topic is very close to their daily lives. The program has various dropdown menus and features for totaling various columns by week and category, and keeping a ‘Carryover balance’. There is one large screen at the back of the room, and T22 was able to show the students new features and how to use them, as he added new technical features each week. When T22 introduced one new feature, the student who sat next to the observer replied in English, “It’s Magic!!” The budget work took the entire remainder of the class, and every 10 minutes or so T22 would introduce another new feature or review something students were having trouble with. Although this was the highest proficiency group, Peer 1, the students benefitted from learning complicated techniques in Japanese, and also became more skillful at Excel skills which might prove valuable in their future companies. On the student surveys presentation and computer skills were mentioned as something that the DWE students felt they were well-prepared in, and this class demonstrated why.

Classroom observation #15 was a 2nd year Computer Skills class, second semester, observed in December 2014. This class was held in a large computer room that is portrait oriented, with a long teachers’ desk at the front of the room, and three rows across of 2-person student desks each with a computer, and going back for 18 rows. It is the same course as classroom observation #14, which was taught by a Japanese part-time teacher with his own class of 16. Due to the limited number of computer rooms, 2 teachers—both NS—were combined in this class, with a total of 32 students. This classroom is state-of-the-art, and the two teachers, who mainly sat at the front of the room at consoles while giving their instructions, can watch what each student is doing at their terminal by clicking the corresponding seat number. The instructors, using a microphone, then told the students to practice typing the ‘topical’ 400-word text which was they put up on the center monitor on the desk between each pair of students. After this they instructed the students to begin updating their budget programs with new income and expenditures, which had been explained several weeks earlier, and the students were for the most part familiar with how to do. The teachers then briefed me on what they did in the first semester. They review PowerPoint, learning how to add in a commentary, and also do an integrated project in which Word, and Excel graph, and photos (using the menu logo of the small dog which shows different options) in which the photo is, for example, situated in the document with text wrapped right to the edge of the photo image on all sides. They also learned how to download a video segment onto their PowerPoint, insert audio files, or how to record their own voice on to their slides

The students were mainly all seated near the back half of the classroom, and the observer noted that many students were helping one another with the budget software in Excel, and checking if someone knew how to do a certain feature. The two teachers essentially never got up from their chairs at the front of the room until the class was nearing its end, although they had explained several particular functions of the software in the course of the class, by utilizing the center screens, and large overhead monitors spread throughout the classroom

Classroom observation #16 was Early Child English Education, an elective class, open to all the DWE students but required for those in the teacher training program. The professor is a part-time Japanese national, who is a specialist in this area. The professor, T23, is quite familiar with World Englishes (WE) and other related paradigms, and has done papers on intelligibility and related topics. Her class is conducted entirely in English, which is rare among Japanese teachers of electives, but she feels that the DWE students are capable of following the class in English. She began the class with the B-I-N-G-O song (and Bingo was his name-o) a fun warm up. The students clapped along to the beats of B-I-NGO, -B-me-NGO, and mentioned, "You don't need almost any knowledge of English to sing this. Try to have the students articulate all the sounds." She also used numbers to count out the beats, saying numbers are very familiar to young learners of English, and speaking from experience, that "kids like saying things fast, you want to have them repeat as many times as possible." She also did this with the days of the week, having the students repeat those as quickly as possible, with stress on the first syllable of each day. She also mentioned that hand action helps, that children get joy from holding their hands up in the air. T23 then had the DWE students all stand up and played Simon Says with them, saying "Kids love it!" Following the various games and songs, T23 then did a short lecture in which she used PowerPoint, again all in English, to explain some SLA theory to the students. She did a simple explanation of the history of ELT theories, from Grammar Translation, to the Audio-Lingual Method, and Cognitive Code Learning. She then asked the students what the 4 skills of English were. The students were very hesitant to answer, but eventually, quite quietly some did raise their hands and respond, in this class of 40 2nd and 3rd year students. She then explained about Communicative Language Teaching, and referred to the previous week's class in which they had gone over the Ministry of Education's (MEXT) goals for elementary 5th/6th grade classes, which include the words Communication and Culture/International Awareness. She then outlined some of the features of CLT classes and activities, including information gap exercises and role plays, explaining that it should be student-centered, rather than teacher-centered. She also objectively mentioned to students that some people criticize CLT, and that the pendulum tends to swing between CLT, and then people complaining that we need more grammar. She ended by asking the students to consider how these methods could be best combined. The class finished with the "Good Bye Song" as a final upbeat activity. It was an admirable job of teaching such a content class in English.

Classroom observation #17 was also not in the 4-skills or specific English class, but a class in the 2nd semester of 'Outline of World Englishes'. The class was held in December 2013 from 9am until 10:30am. It was required of all first year DWE students until 2015 (n=96) through 2014, but not BACS students. In April 2015 it was changed to just one semester, but required of all freshman in the CWE across three majors (n=192). The course is delivered in lecture format, in Japanese, except for when examples are given of actual English language. T25, a Japanese professor, delivered the 2-semester course for the DWE. The professor took attendance beginning at 9:00 am and read out the last two digits of each

student number, rather than calling the name. With 96 students, this took approximately 10 minutes. T25 then handed out a stapled 3-page A4 document with the class outline for the day, which is common in large Japanese lectures and academic papers. There was no use of PowerPoint or other visual aids. The lecture was interesting and well-organized, briefly covering major events in Indian history from the first contacts with the British in 1579 through the formation of Bangladesh as a separate entity in 1971. The professor then looked at the overall linguistic scenario in India, contact with English in different periods, the language policy of Indian schools, and finally provided examples of Indian English, including innovations such as 'teachress', 'brahmin-hood', taxi-*wallah*, issues of rather written-like forms: "I pray with my two folded hands to your kind honor to have kind consideration for my pitiable consideration", use of a uniform tag question "She won't be singing tomorrow, isn't it?", and the extended use in India of the present progressive, "I am understanding what you are saying." He concluded by summarizing the results of a questionnaire done in India which highlighted the 10 most common reasons in India for needing English.

The lecture was very clear and well-paced, and students in general were paying attention. Such a logically laid-out lecture, with a very good typed handout, would be very useful to students when studying for the term exam, which is the main form of evaluation. This was the first week to begin to look at Outer Circle indigenized varieties of English, since the professor also said at the beginning of class, "*senshuu made wa inna sakuru, kyo kara was outa sakuru*" (until last week we did the inner circle, from today we start the outer circle). T25 explained that he spends the first semester looking at Old, Middle, and Early Modern English, and then begins looking at Inner Circle varieties in the second term, and finally looking at the Outer and Expanding Circle contexts in the latter part of the second term. The history of English is long, and it is good to make the point that English has changed continually over time, continuing into its present spread around the world and the appearance of indigenized varieties of English. This general syllabus was followed from 2002 thru 2014.

Appendix 2 Graduates' Survey

Narrative Inquiry - Questionnaire for Graduates of Chukyo Department of World Englishes

J.F. D'Angelo, July 2013

This questionnaire is part of my doctoral research (博士), regarding curriculum design. Your name and data will be kept private, and you will not be referred to by your real name when using your data. The name will help me in case I need to contact you to ask any further questions. These are mainly open-ended questions, because it is important to me to hear your 'voice' rather than just choose from a point scale, so I truly appreciate the time you spend on these questions. The purpose of this questionnaire is to continue to develop better English curriculums at the university level in Japan, and not only regarding Chukyo. It is OK to be critical of our 'gakka', since the purpose is to improve it, so please feel free to be very honest. Since it has been a few years since you graduated, please try to refresh your memory of your classes and experiences in our college. Thank you for your help!

Name in romaji: _____ Year of graduation: May 20____ Gender M / F

Original Peer Group: _____ 3rd year Class Group: _____ Hometown + Prefecture _____

1. Did you study English earlier than junior high school (in school or private)? If so explain a bit, including if you spent time overseas.

2. Was your junior high school and high school English learning what you would call "typical", or did your school have any special English program(s)?

3. What was your reason for choosing to come to Chukyo Kokusai Eigo? Was it your first choice?

- 4a. Try to remember, what were your future goals regarding English just as you started in the "Kokusai Eigo Gakka"?

- 4b. As a freshman, did you have any clear idea of the type of job you wanted to do?

4c. What motivated you the most with regard to your English learning in your first, 2nd and 3rd years at Chukyo? Please refer to your motivation for learning English for each year spent at Chukyo

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5. Before graduating from Chukyo, what aspects of our program did you feel were most or least useful? Please explain.

6. Before graduating from Chukyo, what aspects of our program did you feel were least useful? Please explain.

7. What is the meaning of "World Englishes" in your opinion? Which parts of Kokusai Eigo's curriculum gave you some understanding of the meaning of the concept "World Englishes"?

7a. Does your understanding of World Englishes theory have any effect on how you think about your own use of English?

8. By the time you began job-hunting, had your expectations for using English in your future changed, as compared with when you were a freshman?

9. What is the current industry (gyokai) in which you work? Please tell me something about the size of your company (number of employees, local vs. national, etc.), and what type of international business it may have:

10a. Are you involved in an international part of your company? If so, has this been from the start, or did you later move into an international section?

10b. Does your company have any type of TOEIC or other test/qualification standards for working in the international section?

11. Do you use English in your personal or social life, outside of work? How often (including use of social media such as Facebook, etc.), and in what situations?

12. Do you use English, or have you used English in the past, for your job? If no, do you think you will have a chance to use English in the future for your job?

13. If you do or have used English for your job, is it both written and spoken, or one more than the other? Please explain.

14. Who are the people with whom you use English for your job? From what countries?

15. What types of work needs to be transacted (done) in English (including spoken—face to face or via telephone/skype, written, or translation)?

16. Describe your successes with using English for your work:

17. Describe your problems with using English for your work:

18. If you have communication difficulties using English for your personal or business needs, which areas cause the problem? Pronunciation? Vocabulary and Grammar knowledge? Differences in Communication Style? Cultural differences?

18b. How do you overcome such difficulties (Please refer to all the issues you mentioned from Question 18a)?

19. If you use English, is it mainly in Japan, or overseas? Please explain?

20a. If you use English for your personal or work life, what part of the Chukyo curriculum were useful for you? Mentioning specific classes would be good because it would assist us to know which parts of the curriculum are useful.

20b. Which parts of the curriculum could have been changed or improved to help you with your English needs? (for personal or work life) You can include classroom topics and also overseas study experiences.

20c. What motivates you now to use English? How do you see yourself as an English user 10 years in the future?

21a. In your English skills classes (O.C., Reading, Writing, Workshop, Joho Shori Enshu) taught by non-Japanese or Japanese teachers, what style(s) of teaching/learning did you like or not like? (For example: doing pair and group work, or working alone?)

21b. If your 3rd year seminar class was taught in Japanese, what were the advantages and/or disadvantages of that?

21c. Regarding other elective (sentaku) content classes such as 'kyotsu kamoku' (from the kyoyo-bu: such as women's studies, peace studies, psychology, etc.) you took to graduate, are there some other types of classes that would have been more useful to you, or were you in general satisfied?

22. What elective classes in our department (which were taught in either Japanese or English) were most useful for you related to the job you do now? (Such as Oceania Studies, Ibunka Rikai, Australian literature, Sociolinguistics, Business Translation, etc.)

23. What elective classes in our department (which were taught in either Japanese or English) were least useful for you related to the job you do now?

24. Can you recommend any type of elective classes within our department that should be added to the curriculum?

25. In general, do you feel that the balance between English classes and Japanese classes was good at Chukyo, or do you recommend some change? Please explain your answer a bit.

26. Do you continue to study English or improve your English? How do you do this and why??

27. Japan tends to be very 'structured' in terms of testing and getting qualifications; For example, passing the road test to get a driver's license has a certain correct way that it must be done. Do you think Japanese students expect, or feel more comfortable, with this style of learning for English as well?

28. Any other comments you would like to make: about the English learning experience you had or your use of English in the workplace now?

Thank you so much for your cooperation!

Appendix 3 Clusters and Codes for Graduates' Survey

Q3 – What is the reason you chose to come to Chukyo's Dept. of World Englishes (DWE)?

CLUSTER 1 - Chances to study overseas

- 1.1 **OVERSEAS** – General chance to go overseas, 3 weeks or otherwise, including semester, one year
- 1.2 **OVERSEAS SINGAPORE** – Specifically Mentioning the Singapore trip
- 1.3 **OVERSEAS TWICE** – The two required 3-week trips, Singapore plus 2nd year Boston/Hawaii/Aus.
- 1.4 **EXCHANGE** = reference to 1 year overseas study

CLUSTER 2 - Particular other features of Chukyo WE program

- 2.1 **CURRIC** = Mention of our Curriculum
- 2.2 **LSW** = reference to our Learning Support Wing
- 2.3 **PEER SYSTEM** = reference to the Peer Support System
- 2.4 **WE** = mention of Depart. of WE Name attraction, 1st year of New Depart, WE concept (re: not worrying overly about making grammatical errors, etc.)

CLUSTER 3 – The drive to learn English

- 3.1 **GENERAL** = Reference to the General like of English
- 3.2 **PRACTICAL COMMUN ENGLISH** = Desire for "Real"/Practical Communication in English
- 3.3 **SPECIFIC 4-SKILLS** = Mention of Presentation or other specific classes

CLUSTER 4 – Cultural Exchange/Interaction (World Mindedness)

- 4.1 **CULTURAL COMMUN** – Any reference to desire for cultural exchange and communication
- 4.2 **TALK TO NATIVES** – Mention desire to speak with NS teachers

CLUSTER 5 – Other, Practicality

- 5.1 **CHS** = referral by Chukyo High School or other recommended high school
- 5.2 **N/R** = No real reason
- 5.3 **CONVENIENT LOCATION** = Close to home, convenient

Q4a – What was your future goal for English, as an entering freshman?

CLUSTER 1 – Global/World Connectivity

- 1.1 **CULTURE COMMUN** – Reference to wanting to relate with other cultures
- 1.2 **FOREIGNERS** = Reference to wanting to Help/Work with Foreigners (in Japan?)
- 1.3 **GLOBAL/WORLD** = Reference to want to assist with Global/World issues/world involvement
- 1.4 **HUMANITARIAN** = Any reference to working on Humanitarian needs
- 1.5 **EXCHANGE** = Reference to wanting to go on 1 year Exchange in 2nd or 3rd year
- 1.6 **WORK ABROAD** = Express clear desire to work abroad

CLUSTER 2 – Specific Business/Career Goals, including teaching, motivation

- 2.1 **BUSINESS ENGLISH** = Refer to wanting to learn Business English, English for Business Purposes
- 2.2 **ENG USING JOB** = Any reference to wanting an English Using job
- 2.3 **TRANS/INTERP** = Reference of desire to become a Translator or Interpreter
- 2.4 **ENG TEACHER** = Reference to wanting to become an English Teacher

CLUSTER 3 – Integrative motivational Reasoning

- 3.1 **LIVE OVERSEAS** = Any reference to desire to Live Overseas
- 3.2 **LOVE RELATIONSHIP** = Desire to Marry or have a relationship where English would be the Medium

CLUSTER 4 – General Language Proficiency motivations

- 4.1 **NATIVE PROFIC** = Any reference of desire to Develop NS-like proficiency in English
- 4.2 **FLUENT/PRACTICAL** = Any reference to wanting to raise Fluency in English, using real English
- 4.3 **ENG PROFIC** = Mention of wanting to improve English (Speaking) proficiency

CLUSTER 5 – Air travel related

- 5.1 **AIRPORT/CABIN** = Any reference to working at the Airport: becoming a Cabin Attendant
- 5.2 **AIRPORT/GROUND** = Reference to working at Airport: as Ground Staff

CLUSTER 6 – Intellectual Betterment

- 6.1 **ACADEMIC/INTELLECT** = Mention of doing more Intellectual/Academic work, including on ISEP

CLUSTER 7 – Apathy toward study in general

- 7.1 **N/R** = Nothing really, anything indicating a general malaise regarding study

Q4b – What future job type were you targeting in your freshman year?**CLUSTER 1 – Freshman Job Target - Air Travel Related**

- 1.1 **AIR CABIN** = Airport, Cabin Attendant
- 1.2 **AIR GROUND** = Airport, Ground Staff

CLUSTER 2 – Freshman Job Target – Specific Job type/Industry

- 2.1 **BUSINESS GENERAL** = To work in the Business field in General
- 2.2 **ENGLISH USING JOB** = To get a job using English, including foreign-affiliated firm in Japan
- 2.3 **FASHION** = Fashion Industry
- 2.4 **REAL ESTATE** = Real Estate
- 2.5 **SPORTS** = Sports Business
- 2.6 **TRADING** = Trading Company
- 2.7 **TRAVEL/TOURISM** = To Work in the Travel/Tourism field, including Tokyo Disneyland, etc
- 2.8 **TRAIN MOTORMAN/TRANSPORT** = Desire to work for commuter or transportation company

CLUSTER 3 – Freshman job target Helping people, global involvement

- 3.1 **GLOBAL WORLD MINDED** = Global/World Involvement, link with many people
- 3.2 **NGO** = NGO/Humanitarian

CLUSTER 4 – Freshman job target General Language Proficiency or Integrative target

- 4.1 **ENGLISH PROFIC** = English Proficiency
- 4.2 **LIVE OVERSEAS** = Live overseas

CLUSTER 5 – Freshman job target Education/Language

- 5.1 **ET** = English Teacher
- 5.2 **JT** – Japanese Teacher
- 5.3 **TRANSL/INTERPRET** = Desire to work as a Translator or Interpreter

CLUSTER 6 - Other

- 6.1 **NR** = No real job type

Q4c - What motivated you the most in your 1st, 2nd and 3rd years at Chukyo?

CLUSTER 1 - Motivations that relate to the teaching approach experienced

CLASSROOM PROFIC = references to a desire to understand better in classroom proficiency

NS TEACHERS = expression of desire to be able to communicate with native-speaker teachers

QUALIFICATION = (moved to code 4.4) See 4.4

CLASSES/MOI (medium of instruction) = references to the use of English in classes and medium of instruction and how this was experienced or how it related to learning English better

TEACHING MODE (NEG) = reference to how the teaching mode/approach influenced the participant negatively, i.e. did not result in her/him learning English or completing the course or being boring because it repeated what happened in high school

TEACHING MODE (POS) = reference to how the teaching approach influenced the participant positively, i.e. resulted in her/him being excited about taking English e.g. if the way of teaching was new or different from high school

THESIS = any reference to the thesis and how this TASK motivated the student to improve English

EVENT = any reference to specific events or presentations arranged in the department and how this influenced the motivation of the participant (like Company Convention)

WE = reference that learning more about the notion of WE influenced the student's motivation

1.10 **FLUENT** = references to fluency in English related to all skills (speaking, academic writing etc.)

CLUSTER 2 - Motivations related to the culture of learning of participants

PEER SYSTEM = references to the peer groups, related to the "competition" element with peers

2.2 **FRIENDS** = reference to friends and how they helped or motivated the participant to learn English

2.3 **TOE** = any reference to the improvement of test scores like TOEIC / TOEFL

2.4 **LSWING** = any reference that the spending time in the Learning Support Wing was motivational

2.5 **EXCHANGE STUDENTS** = reference to wanting to communicate with Chukyo Exchange Students

CLUSTER 3 –Motivation re: Individual drive to learn English

DESIRE/LIKE ENG = mention of personal or individual desire to be able to use English, or any reference by the participant that she/he LIKES English

HAPPY = any reference that the participant became happier as her/his proficiency improved

EFFORT = any reference to the effort participants made to improve their English

3.4 **SELF-STUDY** = mention of ways in which the participant used different methods to study English on her/his own

CLUSTER 4 –Motivation re: Instrumental drive to learn English

TOOL = perception that English is a tool that can help one DO things and LEARN things or get a job

JOB = any reference to the perception that to be proficient in English would open up job / is related to job opportunities

MMM / MEDIA = expressing the need to learn English to access media such as films, books, music or other forms of entertainment

QUALIFICATION = expression of desire to complete a qualification, TOEIC (was 1.3 originally)

CLUSTER 5 –Motivated re role of English in the world, drive to learn English, World-Mindedness

GLOBAL/WORLD = any reference to globalization and the role of English in the global world

CULTURE COMMUNIC = communicate with people in an international context

EXCHANGE = Any reference to wanting to go on exchange programs, Singapore, etc.

INTEGRATIVE MOTIVATION – Reference to wanting to live overseas and integrate with residents

CLUSTER 6 – POOR MOTIVATION

6.1 **NOT GOOD MOTIVATION** – Motivation level was not good at Chukyo

6.2 **NO MOTIVATION** – Had no motivation at Chukyo

Q5 – Before graduating, what class did you think was most useful?

CLUSTER 1 – Useful Classes related to 4-Skills program

- 1.1 **COMP SKILLS** = Computer skills class (Excel etc.)
- 1.2 **DISCUSS/DEBATE** = Discussion/Debate
- 1.3 **PRES** = Presentation Class
- 1.4 **RDG** = Reading class
- 1.5 **VARIOUS SKILLS CLASSES** = Variety of (required) Skills Classes
- 1.6 **WRITING** = Writing Class
- 1.7 **OC** = Oral Communication/Interactive/participatory/natural conversation class

CLUSTER 2 – Useful Program related things, features, or activities of the Department

- 2.1 **ENG ONLY** = English Only policy in Learning Support Wing (LSW)
- 2.2 **EVENT** = Events in Dept. (The company convention, etc.)
- 2.3 **LSW** = Learning Support Wing
- 2.4 **PEER SYST** = Peer System
- 2.5 **SMALL CLASS** = Small Class size

CLUSTER 3 – Useful Classes related to Overseas (Global/World-Minded) Exchange

- 3.1 **BOSTON** – Boston 3-week class & study tour
- 3.2 **EXCH** – ISEP 1 year exchange
- 3.3 **OVERSEAS TRNG** = Overseas training (including internships and overseas study programs)
- 3.4 **SINGAPORE** - Singapore Class & 3-week study tour
- 3.5 **WORLD-MINDED EXCHANGE** – Classes that expanded one's world view, mtg. many people

CLUSTER 4 – Useful Classes related to Academics – Seminars, etc

- 4.1 **CROSS CULT** = Cross Cultural Studies Class
- 4.2 **ELECT** = Elective/Specialty classes
- 4.3 **THESIS** = Graduation Thesis class
- 4.3b **ACADEMIC WRITING** = 3rd year academic writing class
- 4.4 **WORKSHOP** = Workshop Class (an EMI class with various topics)
- 4.5 **TEACHER TRAINING** = Teacher Training class (kyo-shoku)
- 4.6 **PROFESSIONAL** = Classes taught by a professional w/working experience
- 4.7 **ENGLISH AS MOI/EMI** = Content classes where English is the Medium Of Instruction

CLUSTER 5 – Useful Classes Specific to WE

- 5.1 **WE/KEG** = Any mention of WE concept, (kokusai eigo gairon)

CLUSTER 6 – Useful Specific mention of NS or Non-Japanese teachers

- 6.1 **NATIVE SPEAKER** = Native Speaker classes
- 6.2 **VARIOUS CCOUNTRY TEACHERS** = Various Country's teachers

Q6 – Before graduating, what class did you think was least useful?

CLUSTER 1 – Least Useful Elective or University-wide Liberal Arts credit classes

- 1.1 **INDIAN** = Indian Teacher (visiting Prof for one year)
- 1.2 **PHON** = Phonetics
- 1.3 **PHYS ED** = Physical Education classes
- 1.4 **REQ'D** = Other Required classes
- 1.5 **TOEIC** = TOEIC/TOEFL & other Qualification classes
- 1.6 **WE/KEG** = WE, Kokusai Eigo Gairon
- 1.7 **GEN'L ELECTIVES** = Electives in General

CLUSTER 2 – Least useful specific activities within 4-skills Program

- 2.1 **HW** = Homework (too much)
- 2.2 **PAIR** = Talking with Japanese partners
- 2.3 **RCDG** = Recording voices (part of phonetics?)
- 2.4 **TYPING** = required typing practice for WPM in Writing classes
- 2.5 **LSWING RULES** = 'English Only' rules in LSWING, etc.

CLUSTER 3 – Least useful classes related to 4-Skills Program

- 3.1 **COMP SKILLS** = Computer Skills
- 3.2 **NO THEME** = Lack of Themes in skills classes
- 3.3 **READING** = Reading class
- 3.4 **WORKSHOP** = the Workshop class

CLUSTER 4 – Other

- 4.1 **ALL** = All classes useful
- 4.2 **NONE** = Nothing was
- 4.3 **NOMEM** = I don't remember/Blank
- 4.4 **LACK OF EXCHANGE** = Inadequate chance to interact with Exchange Students from Abroad

CLUSTER 5 – Least useful: Classes related to Overseas Study (rare student!)

- 5.1 **OVERSEAS STUDY** = Overseas Study/Study Abroad, had already been overseas, etc.

Q7 – What is the meaning of WE?

CLUSTER 1 – Try to provide an actual Definition of WE

- 1.1 **ALL OVER WORLD** = WE means communicating with people from All Over the World
- 1.2 **GLOBAL WORLD/WORLD-MINDEDNESS** = Globalization of world, getting along with many
- 1.3 **INTER-CULTURAL** = Dealing practically with Intercultural communication or w/Other-Cultures
- 1.5 **NO ONE STANDARD/NNS REALITY** = No one correct standard, NNSs outnumber NSs, etc.
- 1.6 **PRACTICAL COMMUN** = Practical Communication
- 1.7 **TOOL** = English is primarily a Communication Tool
- 1.8 **VARIETIES** = Tolerance of Many Varieties of Eng. Around the world and their features
- 1.9 **CREATIVITY/ERRORS** = Accepting newly coined words, etc.
- 1.10 **EMOTIONAL DEFINITION** = They explain WE via 'having an open heart' etc. (ELF-like?)

CLUSTER 2 – Got meaning of WE from One of the Study Tours

- 2.1 **AUS/BOSTON** = Australia/Boston class/trip
- 2.2 **PHILIPPINE TOUR** = Philippines Study tour (with Palisada sensei)
- 2.3 **SINGAPORE** = Singapore class/Study Tour

CLUSTER 3 – Got meaning of WE from Intro. To WE or another class at Chukyo

- 3.1 **CROSS-CULTURAL STUDIES** = *Hikaku Bunka Ron* class (comparative cultures)
- 3.2 **WE/GAIRON** = Yoshikawa's *Kokusai Eigo Gairon* (Outline of WE) class
- 3.3 **ZEMI** = from Seminar teacher, 2nd or 3rd year?
- 3.4 **OVERALL PROGRAM** = Got meaning of WE from our overall program

CLUSTER 4 – Got meaning of WE from variety of Teachers nationalities

- 4.1 **VARIOUS COUNTRY TCHRS** = Various Countries Teachers

CLUSTER 5 – Other

- 5.1 **NOT SURE** = Not sure
- 5.2 **MUST CONFORM** = Feeling that WE still have to conform to NS pronunciation, etc.

Q7a – Does WE theory have an effect on your view of English now? (Not on all responses)

CLUSTER 1 – WE Theory gave me confidence to use English

- 1.1 **CONFIDENCE** = It Gave me confidence to go out and use English
- 1.2 **NO WORRIES** = WE theory gave me idea: Don't worry @ making errors
- 1.3 **YES ONLY** = reply only YES, without elaboration

CLUSTER 2 – The Question was not on the survey

- 2.1 **NOT ON SURVEY** = Not on survey, the question was deleted on later versions

CLUSTER 3 – Other

- 3.1 **BLANK** = Blank
- 3.2 **NO** = No; Not in my situation

Q8 – By the time you started job hunting had your expectations changed for using English?

CLUSTER 1 – My Expectations to use English had not changed

AIR CABIN = Still wanted to be Cabin Crew

1.2 **NO CHANGE** = Answered purely “No”

1.3 **NOT CLEAR** = My Goals Not clear as a freshman

1.4 **ORIGINAL** = Still kept My Original goal

1.5 **STILL TRAVEL BIZ/TOUR** = Still wanted to work in travel/tourism industry

CLUSTER 2 – My Expectations had increased

2.1 **HIGHER** = Higher Expectations

2.2 **WORLD-MINDEDNESS** = Wanted to go out and be a global person

2.3 **SPREAD WE** = Wanted to go out and educate people about WE

CLUSTER 3 – My Expectations had decreased

3.1 **LOWER** = Lower expectations (with realism?)

3.2 **PLAN B** = Had to choose another goal, but still may use English someday

CLUSTER 4 – Other

4.1 **NO RESPONSE**

4.2 **INDEPENDENT GOAL** = Found concrete goal, independent of using English or not

Q9 – What is current industry, company size (# of employees), extent of international business?

CLUSTER 1 – Currently working in industry, high tech or logistics

- 1.1 **AIRCRAFT MFG** = Currently working in Aircraft manufacturing industry
- 1.2 **AUTO-RELATED MFG/AUTO SALES** = Currently working in Auto/auto-parts Manufacture or sales
- 1.3 **FOOD** = Currently working in Food Industry
- 1.4 **I.T.** = Currently working in Info. Technology
- 1.5 **MFG/MFG SALES** = Currently working in Manufacturing or sales of products
- 1.6 **PHARM** = Currently working in Pharmaceutical Industry
- 1.7 **TRADE/LOGISTICS** = Currently working in Trade/Logistics, Import/Export

CLUSTER 2 – Currently working in Human Services

- 2.1 **BRIDAL** = Currently working in Bridal Planning/Support
- 2.2 **REAL ESTATE** = Currently working in Real Estate
- 2.3 **SPORTS/HEALTH** = Currently working in Sports/Health
- 2.4 **WELFARE** = Currently working in Welfare
- 2.5 **NGO** = Working for NGO or volunteer organization

CLUSTER 3 – Currently working in retail or media

- 3.1 **ADVERTISING** = Currently working in Advertising
- 3.2 **FASHION/ACCESSORY/APPAREL** = Currently working in Fashion-related business
- 3.3 **MASS MEDIA** = Currently working in Mass Media, Magazines
- 3.4 **RETAIL** = Currently working in Retail, Furniture, etc.

CLUSTER 4 – Currently in Air or other Travel industry

- 4.1 **AIR CABIN** = Currently working as Airline Cabin Crew
- 4.2 **AIR GROUND**= Currently working as Airline Ground Staff
- 4.3 **TOURISM** = Working in Travel/Hotel/Tourism/Transport

CLUSTER 5 – Currently working in English Teaching, education

- 5.1 **ELT** = Currently working in English Teaching Profession

CLUSTER 6 – Not currently working at a company

- 6.1 **HOUSEWIFE/MOM** = Currently working as Housewife/Mom
- 6.2 **N/W** = Not working now

(Q10) 10a/10b – (Do you work in the international section?) From the start? TOEIC required?**Q10a. (Worked in International Section from the start?)****CLUSTER 1 –Yes I do (or have in the past) work in the international section**

- 1.1 **START** - Worked in the international section from the start
- 1.2 **LATER** - Later joined the international section
- 1.3 **OVERSEAS** = Living/Stationed for work overseas
- 1.4 **USED TO/PERIODIC** = Periodically, or used to work in international section

CLUSTER 2 –No I do not and have not worked in the international section

- 2.1 **NO** = I do not work in the international section of my company
- 2.2 **TRYING TO** = No, But trying to work in international section
- 2.3 **NONE** – My company does not have an international section

Q10b. (Is TOEIC required by your company? Any Level?)**CLUSTER 1 – Yes TOEIC is required**

- 1.1 **YES GENERAL** – Yes, the company encourages staff to take TOEIC
- 1.2 **YES LEVEL** – Yes, and the company has specific Target Scores for TOEIC, or for certain jobs
- 1.3 **YES, OTHER** – Interviews, or other measures are used

CLUSTER 2 -

- 2.1 **NO** – No, the company does not have a TOEIC policy of any sort
- 2.1 **NO, BUT RELATED** – No, but related or parent company does

Q11 – Do you use English in your personal/social life? How often and in what situations?**CLUSTER 1 – Yes, in work or after work real situations, part of life**

- 1.1 **AFTERWORK** = Use English when party with co-workers
- 1.2 **OVERSEAS/ESL LIFE** = Living Overseas
- 1.3 **FRIENDS** = with International Friends
- 1.4 **ONLY WORK** = Use English Only during work time
- 1.5 **SPOUSE/PARTNER** = Use English with non-Japanese Spouse/Partner

CLUSTER 2 – No, Don't use English in Personal/Social Life

- 2.1 **BUSY** – Too Busy
- 2.2 **HOPE TO** = Not so far, but hope to
- 2.3 **NO** = I don't use English in personal social life

CLUSTER 3 – Yes, for Transnational/World-Minded Online situations but not face-to-face

- 3.1 **SNS** = Social Network Services (FB)
- 3.2 **WEB** = Internet

CLUSTER 4 – Only use rarely, as performance variety

- 4.1 **HELP** = Help Foreigners on Street, etc.
- 4.2 **TRAVEL** = Only when I travel overseas

CLUSTER 5 – Only As a study activity

- 5.1 **MEDIA MUSIC** = Media, Music, News, YouTube, Entertainment
- 5.2 **STUDY** = Like to study

Q12 – Do you, or have you used English in the past, for your job? If no, do you think you will have a chance to use English in your future job?

CLUSTER 1 – Yes I do use English for my job

- 1.1 **YES FREQUENT** = Yes + Use quite regularly, or did use frequently
- 1.2 **YES INFREQUENT** = Yes, but not so often
- 1.3 **YES, FOR SIGNS/DECORATIVE PURPOSES** – For company adverts etc.
- 1.4 **YES DOCUMENTS/TRANS** – Yes, for documents or translating
- 1.5 **YES, E-MAIL** – Yes, but mainly for e-mail

CLUSTER 2 –

- 2.1 **NO** = No I don't or haven't
- 2.2 **NO BUT OPTIMISTIC** – I think I will have the chance in the future

Q12a. (Will you Use English in the future for your job?)

CLUSTER 1 – Yes I will use English for my job

- 1.1 **YES** = Yes, I plan to use English on my job
- 1.2 **HOPE** = I hope I will use English on my job

CLUSTER 2 –

- 2.1 **NO** = No I don't see myself using English on the job

Q13 – If yes to 12, Is it Spoken? Written? Or one more than the other?

CLUSTER 1 – Use mainly Spoken on the job

1.1 **SPOKEN** = Have need mainly for Spoken English at my job

CLUSTER 2 – Use Both Spoken and Written on the job

2.1 **S/W** = Use both spoken and written English at my job

CLUSTER 3 – Use mainly the Written form on the job

3.1 **READING** = Reading

3.2 **WRITTEN** = Written

Q14 – WHO do you use English with on the job? *Can reveal a lot about ELF use Susan: I agree**CLUSTER 1 – Responded by Location/Region as to WHO use English with**

- 1.1 **ASIA** = Use English mainly with people in Asia
- 1.2 **EUROPE** = Use English mainly with people in Europe
- 1.3 **NORTH AM** – Use English mainly with people in North American
- 1.4 **VARIOUS COUNTRIES** = Use English with people from a wide range of Countries
- 1.5 **AFRICA** = Mainly with colleagues in Africa
- 1.6 **FOREIGNERS VISITING JAPAN** = With foreigners who come to Japan
- 1.7 **SOUTH AMERICA** = With those from South America
- 1.8 **OCEANIA** = With those from Australia, New Zealand, etc.

CLUSTER 2 – Responded by type of work person

- 2.1 **BOSS** = Use English mainly with Boss
- 2.2 **COWORK** = Use English mainly with Co-workers
- 2.3 **CUST LOCAL** = Use English mainly with Local Customers
- 2.4 **CUST INTL** = Use English mainly with International Customers

CLUSTER 3 – Responded that mainly use English with own family

- 3.1 **FAMILY** = Spouse/Kids

Q15 – What type of work is transacted in English? Including face to face, telephone, e-mail, etc.)**CLUSTER 1 –Interprets to mean Medium of work**

- 1.1 **DOC** = Documents, invoices, packing slips, etc.
- 1.2 **EMAIL** = E-mail
- 1.3 **FF** = Face to Face
- 1.4 **MTG** = Meetings
- 1.5 **SKYPE** = Skype
- 1.6 **TEL** = Telephone
- 1.7 **WRITTEN** = Written

CLUSTER 2 – Correctly Interprets by type of work

- 2.1 **ALL BUSINESS** = All aspects of business
- 2.2 **SALES** = Sales/marketing
- 2.3 **TRANS** = Translation
- 2.4 **INTERPERTING**= For work on Interpreting
- 2.5 **IMPORT CUSTOMS, CONTRACTS, BILLS** = Specifically mentioned these

CLUSTER 3 – Teaching/ELT

- 3.1 **ELT** = English Teaching
- 3.2 **TRAINING** = For corporate training

CLUSTER 4 – Misinterprets

- 4.1 **MISS** = Otherwise Misinterprets question

Q16 – What are some successes you have had using English at work?

CLUSTER 1 – Successes with type of work

- 1.1 **EMAIL** = Can handle English e-mails well
- 1.2 **GENERALLY EFFECTIVE** = Can do my English Work effectively
- 1.3 **INTVW** = Doing interviews
- 1.4 **TRANSL** = Can do Translation well
- 1.5 **WRITTEN DOC** = Can deal well with written documents
- 1.6 **MEETINGS** = Successful in meetings
- 1.7 **CUSTOMER SUPPORT** = Can support customers well
- 1.8 **PROMOTED** = Was promoted for good job w/English

CLUSTER 2 – Successes by interaction type (Susan: Creating Relationships)

- 2.1 **AIRPORT STAFF** = Airport, helping others via bilingual communication
- 2.2 **BRIDGE/BOSS** = Bridge for my company with the world, helping my boss w/English
- 2.3 **CO-WORKERS DAILY** = Co-workers daily
- 2.4 **WE OUTLOOK** = Don't worry/hesitate about perfect English, communicate effectively w/anyone
- 2.5 **OVERSEAS POSTING** = Communicated well overseas, got sent overseas
- 2.6 **JAPANESE KINDNESS/HEART** = Was appreciated for Japanese kindness, hospitality

CLUSTER 3 – Success on a limited Performance basis

- 3.1 **TOURIST HELP** = Can Help tourists well in Japan

CLUSTER 4 – ELT field

- 4.1 **ELT** = working well as an English teacher

CLUSTER 5 – Misinterprets Question

- 5.1 **MISINTERPRETS** = Misses the point of the question, or generalizes it

CLUSTER 6 – Not Satisfied

- 6.1 **NOT SATISFIED** = Need English but don't feel so successful
- 6.2 **NOT SURE** = Not sure if I have had successes

Q17 – What if any problems have you had, using English at work?

CLUSTER 1 –Problems related to Technical Terms, Lexis, Written language

- 1.1 **BUSINESS ENG** = Not really command of Business English
- 1.2 **VOCAB/TECH TERMS** = Vocab is not enough, probs. w/technical terms
- 1.3 **WRITE/READ** = Spoken is OK but trouble reading/writing
- 1.4 **EXPLANIING CULTURE** = Problems explaining Japanese cultural things
- 1.5 **I.C.C./NEGOT PROBS** = Intercultural problems or problems with negotiating meaning
- 1.6 **TELEPHONE SKILLS** = Problems with call handling

CLUSTER 2 – Problems related to phonology

- 2.1 **PRONUNC** = Problems with my pronunciation or understanding others pronunciation
- 2.2 **NON-NATIVE SPKR** = Is not positive about Non-Native Speakers' pronunciation

CLUSTER 3 – Problems related to spoken language, idiom

- 3.1 **EXPRESS** = Cannot express myself well
- 3.2 **HUMOR** = Don't get jokes
- 3.3 **'PROPER'** = Cannot use 'proper' English (Non WE view)
- 3.4 **GENERAL DIFF** = Have general communication difficulties
- 3.5 **INTERPET/TRANS DIFF** = Have difficulties with interpretation or translation
- 3.6 **ELT Ss** = My Students are unable to use English in class

CLUSTER 4 – No problems with using English

- 4.1 **NONE** = No problems, nothing special

Q18a – If you have communication difficulties using English, which areas cause problems: Pronunciation, Vocabulary and Grammar knowledge, or Differences in Communication Style, or Cultural differences?

CLUSTER 1 – Lack of PRODUCTIVE proficiency or opportunity

- 1.1 **ALL** = All areas need improvement
- 1.2 **EXPRESS** = Expressing myself, or use of expressions
- 1.3 **GRAMMAR** = lack of Grammar knowledge
- 1.3a **PRAGMATICS/SENTENCE CONSTR**= Trouble with difficult sentence constructions
- 1.4 **INTERACT OPPTY** = Not enough chances to interact
- 1.5 **POLITE/REG** = Speaking politely
- 1.6 **VOCAB** = Vocabulary lack
- 1.6a **TECH TERMS** = Inadequate command of technical terms

CLUSTER 2 – Mutual 2-way difficulties

- 2.1 **COMM STYLE** = Communication style differences
- 2.2 **CULT DIFF** = Cultural Differences
- 2.3 **PRONUNC** = Pronunciation (mine or others)
- 2.4 **VISUAL LACK** = Telephone interaction hard because cannot see face

CLUSTER 3 –Problems with RECEPTIVE language issues

- 3.1 **CODESW** = Code switching by interlocutors
- 3.2 **LISTENING** = Listening

CLUSTER 4 – No problems

- 4.1 **NONE** = No problems
- 4.2 **NOT SO MUCH** = Don't have so much difficulty

Q18b– How do you overcome such difficulty?**CLUSTER 1 – Overcome via Negotiation, Attitude, Communic. Strategies, Accommodation (ELF!)****Susan Comment: I agree (re ELF)**

- 1.1 **ASK/REPEAT** = Ask again for clarification, ask them to repeat
- 1.2 **BODY LANG** = Use body language, gestures
- 1.3 **CULT EXPLAIN** = Explain Japanese culture
- 1.4 **GET HELP/OBSERVE OTHERS** = Ask foreign or other staff for help, or observe how they do
- 1.5 **NEGOT** = Have a flexible mind, try to understand unclear point
- 1.6 **NO FEAR OF ERR** = Not be afraid of making mistakes
- 1.7 **PARDON/CLARIFY** = Say excuse me, ask for clarification to repair breakdown
- 1.8 **PICTURE** = Draw a map/make a picture
- 1.9 **REPHRASE** = Put in other words
- 1.10 **SIMPLIFY** = Say again in easier words –
- 1.11 **MORE INTERACTION** = Try to interact more in English, and learn from interlocutors

CLUSTER 2 – Overcome through study

- 2.1 **EDUC** = Read a book on the topic, try to develop
- 2.2 **STUDY** = Listen to CDs, Internet site listening, etc.
- 2.3 **VOCAB** = Remember words, practice vocab

CLUSTER 3 – No Action

- 3.1 **NONE** = Don't do anything
- 3.2 **CAN'T OVERCOME** = Can't seem to overcome the problems

Q19 – Do you use English mainly in Japan? Overseas?**CLUSTER 1 –Mainly Overseas**

- 1.1 **BIZ TRIP** = On a business trip
- 1.2 **OVERSEAS/ESL LIFE** = Living Overseas
- 1.3 **OVERSEAS** = Mainly Overseas interaction

CLUSTER 3 – Mainly in Japan

- 2.1 **AIRPORT** = Airport
- 2.2 **JAPAN** = In Japan
- 2.2b **IN JAPAN SOCIAL/MEDIA** = Interprets question socially, rather than work related
- 2.3 **EMAIL/SKYPE** = Mainly in Japan, by e-mail

CLUSTER 2 – Both Overseas and in Japan

- 3.1 **BOTH** = Both in Japan and Overseas
- 3.2 **HOME SPOUSE** = At home with foreign spouse

CLUSTER 4 – Unclear Response

- 4.1 **SPKG** = For Speaking

Q20a – Which part(s) of the DWE curriculum were useful for your job?**CLUSTER 1 –Specific 4-skills classes were useful for job**

- 1.1 **COMPUTER SKILLS CLASSES** = Computer Skills class (Eigo Joho Shori)
- 1.2 **GENERAL COMMUNIC** – Communication classes in general
- 1.3 **ORAL COMM** = Oral Communication classes
- 1.4 **PRESEN** = Presentation classes
- 1.4b **PRESEN RESEARCH** = The research and vocab learning as part of Presentation preparation
- 1.5 **READING** = Reading classes
- 1.5b **ACADEMIC READING** = Academic reading was very useful
- 1.6 **WORKSHOP** = Workshop classes
- 1.7 **WRITING** = Writing classes
- 1.8 **BASE FOUNDATION** = Classes were useful as a base of English knowledge

CLUSTER 2 –Specific Components within 4-skills classes

- 2.1 **LSWING CONVERS** = Conversation in LS Wing was effective (not classes)
- 2.2 **MOVIES/SUBTITLES** = Movie watching, with subtitles
- 2.3 **EVENT/TEAMWORK** = The teamwork and skills we developed getting ready for Events

CLUSTER 3 –Non 4-Skills Language classes, or academic classes

- 3.1 **CROSS CULT STUDIES** = *Ibunka Rikai* (Cross Cultural understanding)
- 3.2 **ELT METHODS** = English teaching methods class (*Eigo Kyojuho*)
- 3.3 **INT’L BIZ THEORY** = International business theory class
- 3.3b **CAREER DEVPT CLASS** = Career development class was very practical
- 3.4 **PHONETICS** = Phonetics, *Onseigaku* class
- 3.5 **TRANSL** = Translation class
- 3.6 **ZEMI** = Seminar class

CLUSTER 4 – Overseas Study Opportunity

- 4.1 **EXCHANGE/ISEP** = ISEP Exchange
- 4.2 **SINGAPORE** = Singapore class was very eye-opening about the world

CLUSTER 5 – Other, Don’t Remember

- 5.1 **ALL USEFUL** = All classes were useful, cannot pick one
- 5.2 **NO MEM** = No memory, completely forgot

Q20b– Which parts of the DWE curriculum should change or be improved?**CLUSTER 1 –Specific 4-skills classes or required core classes should change**

- 1.1 **BATAM** = Visiting Batam Island near Singapore “a waster”, or needed more time in Batam Island
- 1.2 **READING** = Reading class should be changed, more strict/difficult, don't like reading in J either
- 1.3 **OVERSEAS** = Study programs should be improved: internships, etc. more chance to talk to locals
- 1.4 **SINGAPORE** = Singapore class needs to be improved
- 1.5 **COMPUTER SKILLS/OFFICE** = Computer skills, learning of Office needs to be improved
- 1.6 **JOURNALISM/WRITING** = Journalism/Writing classes need to be improved

CLUSTER 2 – More Student-centered, interactive needed, structural change of J. Universities

- 2.1 **CLASS FREQUENCY** = Want to take classes 2 or 3 times/week like in US
- 2.2 **EXPRESS** = More chance to express opinions, have discussion
- 6.1 **NOT SATISFIED** = Need English but don't feel so successful
- 2.2b **MORE REALISTIC INTERACT** = Need more realistic/meaningful interaction in English
- 2.3b **MORE EXPANDING CIRCLE INTERACT** = Need more interaction with NNSs
- 2.4 **STUDENT CENTERED** – Prefer classes that are not teacher-centered, more **interactive**, circle
- 2.5 **VOLUNTEER OPPTY** = Need more opportunities to do volunteer work

CLUSTER 3 – Specific non 4-skills classes should change

- 3.1 **PHONETICS** = Phonetics class was a waste (*Onseigaku*)
- 3.2 **WRITTEN/RESEARCH** = Would have been good to do more written academic papers
- 3.3 **ZEMI** = 4th year seminar by Richard
- 3.4 **SOPHISTICATED/ACADEMIC NEED** = English classes need more sophisticated topics

CLUSTER 4 – Needed more vocabulary for business or grammar development (for job?)

Susan Comment: Interesting Contrast from above, from 18a where grammar seems not import.

- 4.1 **BUSINESS ENG** = Would have been good to have a business English class
- 4.2 **GRAMMAR** = Need more time to understand grammar (Teacher training Student?)
- 4.3 **VOCAB GENERAL** = Wish I could have learned more vocab
- 4.4 **VOCAB TECHNICAL** = Need more technical vocabulary
- 4.5 **TOEIC** = Need more effective preparation for TOEIC, etc.

CLUSTER 5 – Other/Don't remember

- 5.1 **BLANK** = left blank, indicates all classes were OK?
- 5.2 **NO MEM** = Don't remember well, can't think of
- 5.3 **MISINTERPRETS** = Misunderstands the question

Q20c – What motivates you now regarding English? How do you see yourself in 10 years?

CLUSTER 1 – ‘L2-Self’ related Motivation, Pride, Globalization (EIL/ELF)

- 1.1 **DREAM** = It is my dream to work overseas/with English
- 1.2 **COMPLIMENTS** = Good feeling when people compliment my English
- 1.3 **PEER COMP** = To keep up with their fellow graduates who are using English in their job
- 1.4 **WORK/BIZ SURVIVAL/NORMAL**= For **my** work every day, part of **my** everyday life (L2 identity)

CLUSTER 2 – Interpersonal/Friendship Motivation, ‘Transnational Attraction’ Creating Relationships (Susan)

- 2.1 **EXPRESS/COMMUNIC** = Want to be able to express my opinions with people around the world, exchange w/other cultures
- 2.2 **FLUENCY** = Want to be fluent/natural, like friends from other countries
- 2.3 **FRIENDS** = To communicate well with friends from abroad
- 2.4 **GLOBAL WORLD** = Global opportunities thanks to English
- 2.5 **WORKING HOLIDAY** = Want to go on 1 year working holiday (Australia or Canada)
- 2.6 **VOLUNTEER/NGO** = Help in a poverty situation, etc.

CLUSTER 3 – Instrumental Motivation

- 3.1 **CO-WORKER** = To communicate well with co-workers from overseas
- 3.2 **ENGLISH TEACHING** = Am teacher, need to improve (or want to teach children, start own school)
- 3.3 **TOOL** = Need English for instrumentality, work documents, etc.
- 3.4 **PROMOTION/NEW JOB** = To get a better job or promotion
- 3.5 **RELOCATE** = Will live in another country, Zambia (as a teacher)

CLUSTER 4 – Integrative Motivation

- 4.1 **ESL/FAMILY** = Married overseas husband, have children (not only USA, etc.)

CLUSTER 5 – Travel-related Motivation, Performance, Hobby (Susan: A form of World-Minded Integrativeness)

- 5.1 **HOBBY** = Just want to keep up my English
- 5.2 **MMM** = TO enjoy movies and other media more
- 5.3 **TRAVEL OVERSEAS** = To use English for overseas travel, felt need in Hawaii

Q21a – What style (Japanese teacher vs. non-Japanese teacher) of skills classes you do like?

CLUSTER 1 –Prefer Western/Native traditional SLA learning style, teachers

- 1.1 **DEBATE/GROUP** – Liked debate style in class, interactive activities
- 1.2 **ENGLISH ONLY** – Like an environment with no Japanese allowed
- 1.3 **ENGLISH USING**– Prefer if the main language of the classroom is English
- 1.4 **FREE STYLE** – Enjoyed learning from non-Japanese, hadn't experienced that style
- 1.5 **NON-JAPANESE** – Non-Japanese teachers more effective: more chance to comm. in English, get feedback, 'grow up'
- 1.5b **LEARN CULTURE OF NON-JAPANESE** = Learning culture of Non-Japanese teachers
- 1.6 **PAIR/GROUP WORK GOOD** – Like working in pairs or groups, motivated me, very social
- 1.6b **PAIR MORE THAN GROUP** = Prefer pair to group, since in group some don't speak up
- 1.7 **PEER EXCHANGE** – Like talking w/peer group, sharing opinions, get other people's creative ideas
- 1.8 **VIDEO TAPING** – Liked recording w/a partner in class, could review grammar, pronunciation, important
- 1.9 **WRITING TOGETHER** – Better to not just work alone in writing class

CLUSTER 2 – Enjoy Both Styles

- 2.1 **BALANCE OK** – Can always make improvements, but was fine
- 2.2 **BOTH STYLES** – Enjoy both Japanese and non-Japanese style of teaching

CLUSTER 3 – Don't like NS style teaching, Prefer Japanese teachers or more academic content

- 3.1 **ALONE** – Preferred working alone
- 3.2 **MORE CONTENT** – There should be more classes teaching history or philosophy
- 3.3 **NISHI TETSU** – Japanese professor could provide technical terms, big fan of Nishimura Tetsuya
- 3.4 **PAIR/GROUP NOT GOOD** – Spoke Japanese to each other, no one corrected mistakes. Some don't participate
- 3.5 **WASTED TIME** – Pair work, drawing pictures, teachers didn't correct our mistakes
- 3.6 **WRITING/COMPUTER SKILLS ALONE** – For writing class working alone is best

CLUSTER 4 – Other, Don't remember

- 4.1 **NO MEMORY** – Don't remember clearly which style preferred
- 4.2 **ZEMI/CIRCLE STYLE BEST** = Like best when Students chairs are in a circle

Q21b– What are the advantages or disadvantages, if your 3rd year seminar was in Japanese?

CLUSTER 1 – Advantage Input: Understanding of Content

- 1.1 **COMPREHENSION** – When taught in Japanese, can understand better
- 1.2 **CONTENT** – We can focus on the content if in Japanese, concepts, topics
- 1.3 **DEEPLY** – Can understand more deeply/specifically in Japanese, if topic is difficult
- 1.3b **SHARE MORE** = Can share opinions more easily
- 1.4 **HONYAKU/TRANS** = Liked the business translation class (woman sensei, Hashimoto)

CLUSTER 2 – Advantage Output: Writing Thesis

- 2.1 **EXPRESS** – We could share what we think or feel clearly in Japanese
- 2.2 **JTHESIS** – Taught us how to write thesis sentences in Japanese

CLUSTER 3 – Advantage Regarding how to learn English

- 3.1 **EXPLAIN** – J teachers would tell us how to learn English

CLUSTER 4 – Disadvantage: Specific Japanese methods, lack of English

- 4.1 **MEMORIZATION** – Exam/test was just memorizing
- 4.2 **OVERRELIANCE** – Using Japanese overlies on mother tongue, no using English

CLUSTER 5 – Other

- 5.1 **NON JAPANESE** – My seminar was not taught in Japanese
- 5.2 **NO ADVANTAGE** – There was no advantage to thesis in Japanese
- 5.3 **NO MEMORY** – Can't remember well

Q21c – What general liberal arts classes were useful, or did you want more of?**CLUSTER 1 – Specific English or Humanities Disciplines**

- 1.1 **ABORIGINAL STUDIES** – Enjoyed Ms. Aoyama’s class (Doesn’t mention Australia as title)
(Is in our department actually, not one of the liberal arts electives)
- BIOLOGY/LOTS** – I liked biology, too many (?) too much?
- 1.2b **OTHER SCIENCES** = Other Science classes
- 1.3 **CULTURES** – I liked classes where I could learn different cultures (including Chinese lang class, etc.)
- 1.4 **ECONOMY/ACCOUNTING** – I liked economics, accounting electives
- 1.5 **FEMINISM/GENDER/WOMEN’S STUDIES** – Gender studies, feminism was good, sex gap
- 1.6 **KEIEI/MANAGEMENT** – Management class was most useful
- 1.7 **LAW/POLITICAL SCIENCE** – Law classes were useful
- 1.8 **LINGUISTICS** – I liked linguistics
- 1.9 **LITERATURE** – American, British
- 1.10 **MEDIA ENGLISH** – Media English class was useful
- 1.10b **OTHER ENGLISH-RELATED** = Other classes connected to English
- 1.11 **PEACE STUDIES** – Peace studies was useful, Mr. Kim, interested in peace since
- 1.12 **PHONETICS GOOD** – Phonetics was useful
- 1.13 **PSYCHOLOGY** – Psychology class was useful
- 1.14 **SOCIOLOGY** – Liked sociology class
- 1.15 **WETERN HISTORY/ANCIENT HIST** = Classes on WEtern History or Greece/Rome
- 1.16 **ENJOYED VARIOUS** = Enjoyed a wide variety of Liberal Arts electives

CLUSTER 2 – Other languages

- 2.1 **LANG CHINESE** – Chinese class was good to know. Would have been better w/ small group work
- 2.2 **LANG GERMAN** - German class was useful
- 2.3 **LANG RUSSIAN** =Russian class was useful

CLUSTER 3 – Were Boring, 1-way method, not so useful

- 3.1 **NOTHING PARTICULAR** – Nothing in particular was so useful
- 3.2 **NO MEMORY** – Don’t really remember, completely forgot, except for English speaking classes
- 3.3 **NOTES/LISTENING TO LECTURES** – Most of liberal arts classes are just taking notes/listening, so don’t remember well, listening to lectures is boring (cultural trait?) (Can’t remember if just taking notes/listening??)
- 3.4 **SLEEP** – I tended to sleep in those classes
- 3.5 **TIME WASTER** = Were a waste of time if not in English
- 3.6 **TOO MANY**= There were too many liberal arts requirements, took time away from our major!

CLUSTER 4 – Needed more of

- 4.1 **BUSINESS FUTURE** – Needed more classes for our future business. Others can learn from a book
- 4.2 **PROJECT BASED** – Classes such as presentation should have been project based, about companies, etc.

CLUSTER 5 – Generally OK

- 5.1 **INTERESTS** – Took what I was interested in, so was mainly satisfied
- 5.2 **SATISFIED GENERALLY** – Satisfied in General (Direct from the question)

Q22– What elective classes in our department were useful for your current job?

CLUSTER 1 – Specific Classes

- 1.1 **AUSTRALIA/ABORIGINAL** – Australia Bunka Gaku (Not correct name-was Oceania Studies)
- 1.2 **BRITISH LITERATURE** = British literature class
- 1.3 **BUSINESS ENGLISH/TRANSLATION** = Business English (maybe thinking of 'Eigo honyaku' by Hashimoto. Hashimoto's business class, the class where we learned how to write business letter
- 1.4 **CROSS CULTURAL STUDIES** – Ibunkai rikai, really liked Ms. Okumura's class
- 1.5 **INTERNSHIP/OVERSEAS TRAINING** = No Japanese was used, made me feel global logistics
- 1.6 **KOKUSAI RIKAI KYOIKU** = (Int'l Understanding Education) Did we ever offer such a class?
- 1.7 **NIHON KYOJUHO** (Japanese Lang. Teaching) – Most useful to see IT environment in @ country
- 1.8 **PHONETICS** – Onseigaku
- 1.9 **TOIEC/QUAL** = TOEIC or other qualification class

CLUSTER 2 – Mentions a non-department university-wide class

- 2.1 **ECONOMY** – Economics class
- 2.2 **MANAGEMENT** = 'Keikegaku'

CLUSTER 3 – Mentions a required skills class

- 3.1 **COMPUTER SKILLS** – Typing faster, Computer skills, joho shori class
- 3.2 **CW/TYPING CLASS** - Typing helps most in my job (part of Communic./Academic Writing class)
- 3.3 **THESIS CLASS/CW CLASS** – Gary's on Cross Cultural Communication, but was not elective, used lots of Word software
- 3.4 **SPEAK OUT** – Any class I had to speak out
- 3.5 **WRITING/PRESENTATION/READING/OC** = Writing & Presentation (Actually not electives) and other skills classes, although these were required, not elective.

CLUSTER 4 –No Memory, or None were useful

- 4.1 **NO MEMORY** = Sorry, I don't remember. I forgot. I'm afraid I don't actually remember any
- 4.2 **DIFFICULT** – Difficult since I only use speaking in my job
- 4.3 **NONE/NOT MUCH** = None were useful, not much was useful, none, I didn't take it (!!)
- 4.4 **MISINTERPRETS** = Misinterprets question

Q23 – What department electives were least useful for your current job?**CLUSTER 1 – Mentions specific class**

- 1.1 **BRITISH LITERATURE** – Professor Fukuyoshi's British Literature
- 1.2 **EIGO JOHO SHORI** – Confusing since had English textbook but computer was Japanese mode
- 1.3 **WE OUTLINE** – Kokusai Eigo Gairon w/Yoshikawa

CLUSTER 2 – Most were quite useful

- 2.1 **ALL USEFUL/NONE LEAST** – All were useful, can't remember least, nothing
- 2.2 **USEFUL FOR LIFE** – Cultural classes not useful for job, but never feel not useful

CLUSTER 3 – No Memory, Or misses point of question

- 3.1 **MISSES POINT** – Misses point of question
- 3.2 **NO MEMORY** – I forgot; can't remember
- 3.3 **NOT USEFUL** = They were not so useful in general

Q24 – Can you recommend some electives to add to our department?**CLUSTER 1 – Business/Career-related Classes**

- 1.1 **APPLIED BUSINESS CLASS** – Applied business class like Management Dept. has
- 1.2 **BUSINESS ENGLISH/ AFTER COMPANY** – More Busin. Eng or focus on after we join a company
- 1.3 **BUSINESS BASICS IN ENGLISH** – Basic Business class such as economics or mgmt. in English
- 1.4 **CAREER THINKING** – Class to make Ss think what they can do using English (like Career Devpt)
- 1.5 **CAREER FIELD TRIPS** – Where Ss can actually see jobs related with English
- 1.6 **GLOBAL COMPANY STUDIES** - Global company studies, McDonald's owner rights
- 1.7 **KEIEIGAKU (MGMT)** – More Keiei-gaku / Management classes
- 1.8 **TECHNICAL TERMS** – Need class to learn technical terms
- 1.9 **TRANSLATION CLASS** – Translation class

CLUSTER 2 – Communication, Discussion and Cultural Exchange/Study (Relationship Building)

- 2.1 **COMMUNICATION CLASS** – Communication class (?)
- 2.2 **CROSS CULTURAL** – Ibunka rikai is important to communicate w/foreigners
- 2.3 **DEBATE/PRACTICAL CLASSES** - Debate or project based
- 2.4 **DISTANCE LEARNING** – Distance learning class
- 2.5 **EVERYDAY USE** – Have to use English every day, so get vocabulary
- 2.6 **OTHER FOREIGN LANGS** – Other language classes such as Spanish, or Korean
- 2.7 **OTHER OVERSEAS** – More choices for the 3 week programs
- 2.8 **TALK VARIOUS TOPICS** – Nice classes to talk w/teachers @ various things

CLUSTER 3 – More Academic Classes or Other Content

- 3.1 **DEEP ACADEMIC/EMI CONTENT** – More classes like hikaku bunka ron (cross cultural studies) where we focus deeply on some subject not just English
- 3.2 **NUTRITION** - Hard to take care of our bodies for study & work

CLUSTER 4 – Japanese classes

- 4.1 **JAPANESE PRESENTATION/DISCUSSION** – More presentation/discussion classes in Japanese
- 4.2 **JLT** = Japanese language teaching for foreigners

CLUSTER 5 – No Idea or Blank

- 5.1 **BLANK** – No response
- 5.2 **MISSES POINT** – Fill in lyrics of music
- 5.3 **NO IDEA/NO MEMORY** – No idea of classes to add, don't have any idea, I can't think of that, nothing special

Q25 – Was the balance good between Japanese-medium and English-medium classes?

CLUSTER 1 –Balance was good

- 1.1 **GOOD BALANCE** – Balance was good between two, need both, plus “WE room” only English.
- 1.2 **SKILLS IN ENGLISH** Most classes were in English, electives were in Japanese; this was good.
- 1.3 **OK/PRETTY GOOD** – It was OK, pretty good
- 1.4 **LSWING GOOD** = The English Only policy in the LS Wing was good
- 1.5 **TEACHING STYLE DIFF** = A big difference in teaching style between Japanese and non-Japanese

CLUSTER 2 – More English Medium would be good

- 2.1 **ALL ENGLISH BETTER** – It’s better if all classes taught in English, compulsory classes in English
- 2.2 **EXCEPT COMPUTER** – All English good, except computer classes
- 2.3 **GRADUAL INCREASE** – Each year should lean more towards English (actually it’s the opposite!)
- 2.4 **INCREASE ENGLISH/EMI** – Increase practical chances to use English in class. EMI. Difficult if didn’t go on exchange.
- 2.5 **OTHER DEPARTMENTS** – Ours was good, but other departments should at least experience
- 2.6 **MORE STUDY ABROAD** = Need to make more study abroad opportunities

CLUSTER 3 – It Depends

- 3.1 **DEPENDS ON GOAL** – Depends on what the academia wants

CLUSTER 4 – Dropped from later versions

- 4.1 **NOT ON SURVEY** – I dropped this off later versions

Q26 –Do you continue to study English? How? Why?**CLUSTER 1 – Yes, Business-Related or as Teacher**

- 1.1 **ADVANCEMENT/RELOCATION** – Yes, in order to get a better job
- 1.2 **DISCIPLINES** – Try to learn culture and religion in English (Works in Paris as writer)
- 1.3 **DOCUMENTS** - Study since need to read the documentation on my job
- 1.4 **GRADUATE SCHOOL** – Still have interest in going to graduate school in English
- 1.4b **BECOME TEACHER** = Want to be a teacher in the future
- 1.5 **GRAMMAR** – Study grammar directly
- 1.5b **TEACHER/TEXT** = Buy English texts to improve my teaching
- 1.6 **READING/WRITING ON JOB** – Need for job
- 1.7 **WORK** – Use it for my work.
- 1.8 **YES** – Study a lot

CLUSTER 2 – Yes, World-Minded Integrativeness

- 2.1 **CROSS CULT UNDERSTG** – I speak to people, best way to improve myself, see different points of view.
- 2.2 **EXPRESS** – Want to study to tell what I think.
- 2.3 **LANGUAGE SCHOOL (FORMAL ENGLISH)** Attend Conversa. school /take part in online lessons, buy textbooks
- 2.4 **SOCIAL MEDIA/FRIENDS** – Use to talk to friends in person or on internet
- 2.5 **SPEAKING** – Study mainly by speaking
- 2.6 **TRAVEL OVERSEAS** – I like to trip
- 2.6b **FOREIGN PEOPLE** = I talk to foreigners as much as possible
- 2.7 **WANT TO** – Not right now, but want to, study but want to use for work

CLUSTER 2b – Yes, self-improvement (or just integrate into Cluster 3?)

- 3.1 **ENJOYMENT/LIKE** – Want to study since I like English, but don't need for job
- 3.2 **IMPROVEMENT/NOT SATISFIED** – Can communicate, but want to improve.
- 3.3 **LISTENING/MEDIA/BOOKS** – Listen to CDs, watch movies, read newspapers/books
- 3.4 **TOEIC/QUALIFICATION** – Want to get higher score on tests
- 3.5 **VOCABULARY** – Check words I don't know, study vocab 15 minutes/day

CLUSTER 4 – Yes, Family Related

- 4.1 **CHILDREN** – Want to, after kids grow up, with my children, want to teach kids
- 4.2 **ESL FAMILY LIFE** – Live overseas, need to communicate with spouse, partner, etc.
- 4.3 **NATIVE LIKE** – Want to be equal to NSs (? Or is this under business, or world minded?)
- 4.4 **PART OF DAILY LIFE** – I study all 4 skills, need it for work and social life

CLUSTER 5 – No

- 5.1 **NO/NOT RECENTLY** – Recently I don't study English, not really

Q27 – Is the Japanese ‘structured’ learning style good for learning English?**CLUSTER 1 – No, not really for practical use**

- 1.1 **ACTUAL EXPERIENCE** – Need real experience talking to various people, to be able to communicate, need to talk with Singaporeans, Filipinos, etc.
- 1.2 **NOT GOOD** – Want to be English speaker, not an English scholar
- 1.3 **OVERSEAS** – Need to just go overseas

CLUSTER 2 – Yes, but also need practical

- 2.1 **YES** – Should be proud, place to write qualifications on your resume, students are not used to something unclear. Japanese are conservation, have trouble to challenge communicative style. Like to study at the desk
- 2.2 **YES PLUS PRACTICAL** – Yes, suits us, but also need to add practical component.
- 2.3 **YES & NO** – Makes Japanese feel comfortable, but they need to know taking those tests is not the goal, need to be able to USE English. Depends on what society demands

CLUSTER 3 – Yes

- 3.1 **GOOD** – Fits Japanese style & way of education, structure has to match level/peers.

CLUSTER 4 – Case by Case

- 4.1 **PERSONAL FIT** – Need to find out which way is best for you, it’s up to the student

Q28– Do you have any additional comments, about your English learning experience, or current use of English? (Answers seem to really support WE views?? – The true open-ended Qs)

CLUSTER 1 – Need more Business

- 1.1 **BUSINESS ENGLISH** – Really wish we had more Business English, how to write or talk in a formal way (Educated English point!)
- 1.2 **CAREER THINKING** – From freshman make them think what they want to do, give them opportunities

CLUSTER 2 – WE/WE Outlook was really enjoyable experience!

- 2.1 **CHUKYO WE GREAT** – Chukyo was one of my best memories. This survey reminds me of Chukyo, thanks! Questions made me remember old days, consider my future again.
- 2.2 **PASSIVE BENEFIT** – Don't have chance now, but taught me how fun it is to know English
- 2.3 **WE** – Really loved Chukyo, my dream is to teach WE views to other people. Most important thing is to tell what I think, not just use 'right' English. WE idea had **big impact** on my thinking. Most important thing is not to fear mistakes and try to express what I want to tell.
- 2.4 **INTENSIVE CURRICULUM** = We were always using English at Chukyo due to intensive curriculum, which is the same way I improve now in my work/private life.

CLUSTER 3 – Need more Specific or Academic Content, “English PLUS”

- 3.1 **CONTENT HIGHER** – Some of the classes contents need to be more **challenging and exciting** for students who are eager to learn.
- 3.2 **DISCIPLINE/FIELD** – We need to learn specific field in English.
- 3.3 **EXPRESS VIEWS/KNOW CULTURE** – Should always have your own views, whatever language you are using, must also understand 'culture' of English (she uses in mono-cultural sense). Even if can speak English, doesn't help unless you have something to talk
- 3.4 **TOOL** – English is just a tool to communicate, but DWE put too much emphasis on the communication, not the content (real ELF view)

CLUSTER 4 – Need more interaction, using English in real situations (World Mindedness??)

- 4.1 **LACK OF CHANCE** – Life at Chukyo was good, but afterwards not much need for English
- 4.1b **TALK TO FOREIGNERS** = Need more and more chances to interact with 'foreigners'
- 4.2 **NON NATIVE COUNTRIES** – I recommend students go overseas, not only NS countries.
- 4.3 **ON THE JOB TRAINING** – Is good way to learn 'living' English
- 4.4 **OVERSEAS LONGER** – Should stay overseas longer if really want to use English
- 4.4b **TALK TO NSs** – Need more opportunity to talk to Native Speakers
- 4.5 **PRACTICALITY** - English is a language to communicate w/others, so it should be useful in our real life if we really want to improve it. If WE study English just for a test at school, it will never be useful
- 4.6 **SPEAKING OVER READING** – Felt speaking was more important (tour guide)
- 4.7 **REGRETS** – If I had my university life again, I want to study harder and go abroad longer
- 4.8 **WORKING/ACTIVE USING** – I improved most when working with English, Chukyo also helped me do this.
- 4.9 **TRY NEW EXPERIENCES** – As much as possible, try new things, have many new experiences

CLUSTER 5 –No Comments added

- 5.1 **BLANK** Left Blank
- 5.2 **NOTHING SPECIAL** – Have nothing special to add

Appendix 4 Teachers' Survey

Teacher Focus Group Guide – Final Version

JFD'A 10/16/2014

(The below questions are primarily referring to University level context)

What are some of the characteristic traits of Japanese students as foreign language learners, and how do you feel these influence their success at FL learning?

2.1 What would you say is your broad **approach** to Teaching English in Japan?

2.2 Please describe a typical Oral Communication English lesson that you (would) teach in Japan, and what is your **approach** to teaching English pronunciation in Japan?

(Can skip if covered in 2.2)

3.1 What should the priorities and goals be for teaching English Speaking and Listening in Japan?

What should the priorities and goals be for teaching English Reading in Japan?

What should the priorities and goals be for teaching English Writing in Japan?

4.1 What is your attitude towards error correction and accuracy when you mark English Essays or Written work produced by your students?

4.2 What is your attitude towards error correction and accuracy when you evaluate English Oral Presentations by your students?

5.1 Do you know what a Content or CLIL-based approach to teaching is? Could you please explain your understanding to me briefly?

5.2 Are you able to teach Content, or CLIL-based classes in Japan? If yes, in your opinion, how successful is this approach? Should it be explored in Japan and would it improve the English proficiency of Japanese students?

6.1 In your opinion, what is **world Englishes** about? Could you please explain your understanding to me briefly?

6.2 In your opinion, how might a World Englishes approach differ from an approach where English is regarded as an International Language, or English is regarded as a Lingua Franca?

6.3 How might a WE/EIL/ELF approach be used in the English classroom in Japan?

6.3.2 Conversely, in what ways do you feel such an approach might be irrelevant or not beneficial to university students in Japan?

6.4 Follow up:

How might such an approach be combined with what you already do best, as a teacher?

7. What kind of in-service teaching training do you feel would be helpful to learn more about how to incorporate some WE/EIL/ELF-informed concepts into your teaching in Japan?

Thank you so much for your cooperation!

Appendix 5 Cluster Codes for Teachers Survey Responses

Q1. What are some of the characteristic traits of Japanese students as foreign language learners, and how do you feel these influence their success at FL learning?

CODE “clusters” for interpretation

CLUSTER 1 – Personality Traits

SHY/PASSIVE = Reference to Ss being Shy/Quiet/Reticent/Passive/don't offer opinions in front of others or group/risk averse/social pressures inhibit free expression/don't want to stand out /think it's rude to interrupt/expect to be directed/Not pro-active/lack involvement /dependent/don't take lead/take time—slows pace of learning

1.2 **ERROR AVOIDANCE** = Fear making mistakes/*honne-tatemae*/Avoidance of imperfection

1.3 **MOTIVATIONAL FACTORS** = Split into 2 groups: Entrance exam unmotivated, want to use: motivated.

1.4 **ENGLISH AS REMOTE** = Lack of clarity about goals of studying English

CLUSTER 2 – Educational System related

2.1 **STRICT EDUC CULTURE** = Refer to Examination culture, Japanese acting Japanese, accuracy overemphasized, Don't ask questions; don't expect to be called on, Isolated study, Teacher-centered educational experience/Zen/silence is sign of respect

2.2 **J APPROACH TO ENGLISH** = Think native speaker level is the goal, so develop inferiority complex, Due to grammar-translation method, don't THINK in the language, Unsuccessful at FL learning, Don't speak in sentences

2.3 **UNIVERSITY WEAKNESS** = Goal of J Universities not same as other part of the world

CLUSTER 3 – Japanese Society Related

3.1 **JAPANESE AESTHETIC SENSE** = Japanese like visual input

3.2 **GROUP SOCIETY (NEG)** = Reliance on peers

3.3 **AUTHORITY/HEIRARCHY** = Infallibility of authority figures

CLUSTER 4 – Good Points of J students

4.1 **WORTH ETHIC/DILIGENCE** = Good at following instructions, Good at memorizing

4.2 **GROUP SOCIETY (POS)** = Good at group work

4.3 **LATENT EAGERNESS** = First overseas trip makes a huge difference

4.4 **UNDERESTIMATED** = Better than foreign language students in home university

4.5 **OUTGOING!** = They're Outgoing (!)

CLUSTER 5 – Outside the box or counter-intuitive, critical responses

5.1 **CONTEXT OVER CHARACTER** = More Contextual than Japanese characteristics – don't need foreign language in Japan so motivation is lower

5.2 **LEADING QUESTION** = Question asking me to make stereotypical judgments

Q2.1 What would you say is your broad approach to Teaching English in Japan?

CLUSTER 1 – Develop Speaking/Oral Communication skills

1.1 **SPEAKING IS MAIN** = Conversation classes: Make English a skill, not a subject, something REAL. Fluency training over accuracy, Give Opportunities to speak/use English as much as possible. At Core, to see Ss SPEAK as much as possible. Encourage communication and **self-expression**. Speak! 6 yrs of stored knowledge, proceduralise this w/o fear of /failure embarrassment

CLUSTER 2 – Personality/Attitude-related factors

2.1 **CREATE FUN/SAFE ENVIRONMENT** = Affective Filters focus, feel safe, Enjoy – make them enjoy learning/social aspect

2.2 **AUTONOMY** = Making Students take responsibility for their learning

CLUSTER 3 – Particular Theoretical Approaches/Methods

3.1 **CLT/TASK-BASED/KRASHEN SLA** = Enjoy easy material, massive input CLT: Small Group/Pairs, Communicative Language Teaching (CLT), Communicative Approach, Task-based/focused

3.2 **AUTHENTIC/CLIL** = Authentic Materials if possible, Content-based, Content/Skills integrated approach –Need something to talk about first (someone mentions before Q5.1, 5.2)

3.3 **MORE THEORETICAL** = Socio-cultural theory of learning

CLUSTER 4 – Particular Teacher's role

4.1 **LANGUAGE PROVIDER** = Culture/Vocab: Can learn from dialog practice, Teach Articles, accuracy ("this is a pen"),

4.2 **FACILITATE/CUSTOMIZE** = Guide/Facilitator, Facilitator for Role Plays, Student-Centered/Learner-centered/Edutainment, Flexibility/Variety – Ss are all different, relate to them as people, no one best approach, Can't stick to one method

OVERCOME AFFECTIVE FACTORS = Provide positive image of foreigner, Host Family made a big difference for me, try to give that, pass out too few papers, mumble on purpose

4.4 **SHOW RELEVANCE** = Show students the relevance of English to their future lives

CLUSTER 5 – Other/Critical Responses

5.1 **SATISFY SOCIETY STAKEHOLDERS** = Priority seems to be shifting to TOEIC prep

5.2 **SATISFY MY BOSSES** = Trying to keep my job! (power reference)

5.3 **INVALID SURVEY** = Do you really think teachers will answer this objectively?

Q2.2 Please describe a typical Oral Communication English lesson that you (would) teach in Japan, and what is your approach to teaching English pronunciation in Japan?

CLUSTER 1 – Classroom Logistics, Techniques, Sequencing

- 1.1 **CONVERSATION STRATEGIES** = Also for assessment: speaking test, timed conversations
Dialogue/Role Play in pairs, makes cultural notes. Choose rp from book, perform in front of class
Learner Strategies – Monitor Ss and teach successful strategies,
- 1.2 **LOGISTICS/POLICY** = Pair Work – Build to group work, then present, change pairs, scaffolded, Round robin every 5-6 mins. Progress step by step, Facilitator – Guide and Model, most work is done before class. English Only: Almost all in English, Fluency/Confidence building
- 1.3 **ACTIVITIES PRACTICED** = Warm Up/Game, Shadowing - from behind, Listening/Dictation Activity, *with gap fill, check accuracy. Students relate PERSONAL stories to each other. Extempore 1 min./Content-based/Creative speaking*
- 1.4 **LEVELING** Level = O.C. Depends on the level of students, Appropriate Level, Varies – Lesson varies, but...

CLUSTER 2– Theoretical Basis

- 2.1 **CLT/TASK=BASED** = CLT and Tasks- in small groups until rapport develops
PPP – Presentation/Practice/Performance plus task-based
- TOPIC/CONTENT ORIENTED** = Topic/Issue/Situation-based syllabus – Prefer opinion-gap to info-gap.
Topic: Same for 2-3 weeks Four Skills, read/write/listen focus on speaking/listening
- STUDENT CENTERED** = Student-Centered (strongly), limit teacher talk time
- METHOD THEORY** = PPP: Presentation/Practice/Performance plus task-based
- 2.5 **MORE THEORETICAL** = Pragmatics foreground – How people really communicate, length of turns, reaction plus statement, teach back-channeling to show interest, body language

CLUSTER 3 – Language Functions

- 3.1 **DEALING WITH ERRORS** = Note them down in info-sharing session, Grammar – Look for 3 grammar mistakes, choose one to watch

CLUSTER 4 – Pronunciation, Not Much

- 4.1 **INTELLIGIBILITY FOCUS** = Any reference to not needing much work, only in cases of intelligibility, etc.

Possibility that teacher has been in Japan too long.

CLUSTER 5 – Pronunciation Yes

- 5.1 **IN CERTAIN CASES** = reference to certain sounds which need some work
- 5.2 **YES, IMPORTANT** = Teacher feels it is important and needed, to do pronunciation work

CLUSTER 6 – Other/Critical

- 5.3 **JAPAN NOT UNIQUE** = As in Any Culture (*denies ELT needs any localization)

Q3.1 What should the priorities and goals be for teaching English Speaking and Listening in Japan?

CLUSTER 1 – Methods/Materials

- 1.1 **REAL ENGLISH USE** = Activate the English they already know, Create real situations where really need/want to say something, facilitate opportunities to communicate in English.
- 1.2 **COMMUNICATION STRATEGIES** = clarification, showing interest, clarification/circumlocution. Help make meaning. Increase Pragmatic Awareness, how friendly they have to be, etc.
- 1.3 **AUTHENTIC/INTERESTING MATERIALS** = Interested/Engaged – Choose topics they are interested in, have to read to have topics to talk @, Genuine Stuff – Podcasts, not textbook CDs
- 1.4 **ACTIVE PROJECT WORK** = Posters, etc. engage in creative work, will learn English as by-product of English for communication. Will overcome passiveness

CLUSTER 2 – Affective factors

- 2.1 **CONFIDENCE/COMFORT** = Priority is to usher them into. Give prior planning, scaffolding. Confidence and Volume are the keys. Self-image, be connected, know how to repair breakdowns
- 2.2 **FLUENCY OVER ERRORS** = Fluency evaluated higher than Accuracy, if mistakes don't "count" will change attitude (writing too)

CLUSTER 3 – Language specific

- 3.1 **GRAMMAR** = Reference to Grammar/Vocab/Expressions: teach so can use language correctly
Teach structure via conversation rather than lecture/explanation (implicit).
- 3.2 **LISTENING TIPS** = Listening – Use keywords from ELLLO to Retell/summarize to partner. Generate intelligible utterances. Active listening (pragmatics) when you don't have the floor.
- 3.3 **NS-ORIENTED PRONUNCIATION TIPS** = Pronunciation: They value learning how to better. Dragon Dictation: Voice recognition software. Listening to different accents useful for WE perspective, but grounding should be NS. Rhythm & Intonation and how they affect meaning & communication

CLUSTER 4 – Other/Critical/Outside-the-Box Responses

- 4.1 **TOO BROAD** = Books are written on this topic – too broad
- 4.2 **NATIVE TEACHERS BETTER** = Japanese teachers tend to fall back into using Japanese
"If 'speaking and listening' means communicating orally...."

Q3.2 What should the priorities and goals be for teaching English Reading in Japan?

CLUSTER 1 – Extensive/Easy, Appropriate Level

1.1 **PRO-EXTENSIVE READING** = Extensive reading – Must be free choice to be excited but weak in choosing. ER essential, no extensive dictionary use, very easy material, Graded readers good for 1st yr., non-fiction, teach reading for pleasure outside of class. Enjoy/Interest/Pleasure/Relevant/Fun/Comfort– Learning follows (not aware of EMI trend?) Level Students correctly, Comprehension & Fluency Strategies, Comprehensible input

ANTI-EXTENSIVE READING = Graded readers – They hate them, would rather not do.

1.3 **EXTENSIVE & INTENSIVE** = Plus Intensive, totally support ER, give scaffolding for Academic Reading

CLUSTER 2 – Connection of Reading to other language Skills

2.1 **READING AND 4-SKILLS** = Reading informs Writing, Prelude to O.C., Four skills integrated, variety of activities, indiv/pair/small group, Vocab study/Vocab development is important, grammar reinforcement, Natural English reading, enhances overall language profic., not reading skills per se

CLUSTER 3 – Class Techniques, Nature of Reading

3.1 **RELEVANCE/CONTENT** = Authentic/Relevant readings, Teen Literature good, various Genres

3.2 **CLASS LOGISTICS** = Let them read in class, Discussion after reading needed, Reading Circles – Motivational, Learn from others, Exams individually constructed from student materials

3.3 **CERTAIN TECHNIQUES** = Teach Skimming/Scanning

Community of Readers, Lifelong Reader

CLUSTER 4 – Other/Critical

DON'T TEACH READING = I don't teach reading (The Japanese do)

4.2 **STUDENTS DON'T READ** = Ss Don't read in Japanese either. Don't Enjoy reading: Due to Smart phone SNSs, will get worse, Only 5-minute attention span

4.3 **NOT UNIQUE** As in Any Country... (Denies need for localization)

Q3.3 What should the priorities and goals be for teaching English Writing in Japan?

CLUSTER 1 – Specific Techniques

TIMED WRITING = Timed writing is good, Produce a coherent paragraph in a reasonable time, 180 words/10 mins./Quantity, Ss are too grammar conscious. Fluency/Cohesion first. Extensive

REWRITES/DRAFTS = Effective to use rewrites

LEVELING = Depends on Level, creative easier than academic for low level

LOCAL FOCUS = Grammar/Structure is important, Sentence Structures in textbook I wrote

LOCAL/GLOBAL BALANCE = Teach both top-down (Org.) and bottom-up (Grammar), Thesis Statement, Topic Sentence, Paragraph. Meaning is key.

CLUSTER 2 – Problems with J Student writing

ERROR HANDLING Common Errors – Ss need help with common errors

CORRECTION CODES = They work well, I use them

2.2b **CORRECTION CODES INEFFECTIVE** = Codes do not work well

2.3 **ORGANIZATIONAL ISSUES** = Cohesion/Organizational Skills – Horrendously difficult for Ss, paragraphs and logic, get ideas through

2.3b **JAPANESE STYLE INTERFERENCE** = Transfer: used to long Japanese sentences, start sentences with conjunctions; Don't learn in Japanese High School, accustomed to using 1st person

2.4 **TEACH WESTERN STYLE** = English Writers: Understand thought processes, need to learn English Writing Process, Western Way – Teach the sandwich

2.5 **CRITICAL THINKING LACK** = Meager Thoughts – Students lack critical thinking skills

CLUSTER 3 – General thoughts on writing

3.1 **READING CONNECTION** = Give samples of good writing, Reading/Writing Connection – They go hand in hand, Essential, good writers are good readers

3.2 **ORAL STORIES** = Oral Stories – Strongly recommend to turn these into writing

3.3 **TEACH GENRES** = Genre/Style – Ss should have opportunity to write in a variety, incl. business & academic, letters

CLUSTER 4 = Other/Critical

4.1 **JAPAN NOT UNIQUE** = As in any country... (Brian) Top Down approach

DON'T TEACH WRITING = I don't teach writing (The Japanese do)

4.3 **SURVEY WEAKNESS/NEEDS** = What kind of writing? Academic/Creative? Big Difference (Yes!), Academic more than Essays, once know Ss needs

Q4.1 What is your attitude towards error correction and accuracy when you mark English Essays or Written work produced by your students?

CLUSTER 1 – Correction Issues

1.1 **QUITE STRICT** = Correct Grammar & Spelling (Writing more important than for speaking), Certain grammar mistakes will not get the idea across, others OK (intelligibility), Quite Strict

Correct & accurate is the goal (final draft, not for Timed Writing)

1.1b **STAKEHOLDERS DESIRE** = Japanese companies want workers with high TOEIC, etc.

1.2 **USE CODES/SELF CORRECTION** = Error Codes/Circle errors only – Get Ss to identify most common errors, raise awareness; Self-Correction wherever possible, but takes time, use symbols

1.2b **CORRECT SELECTIVELY** = Correct Selectively; Correcting not effective unless students work on that, Saudi ex: red marks) don't overcorrect, gives message that grammar is what is important, Error Correction can be sensitive

1.3 FOCUS MORE ON GLOBAL = Global comprehensibility, plus selected # of common errors, made by all; Evaluate paper more on global points, organization, persuasiveness, 5 senses (nice!), comment more on structure than sentences

CLUSTER 2 – Macro Writing Issues

2.1 **CONTENT IS KEY** = Content more important than grammar, pay attention mainly to content, including metaphor

2.2 **CLARITY** = Clarity is key

2.3 **LEVELING** = Depends on type of writing, & level of student

2.4 **READING ENHANCES** = Reading a lot can enhance writing, less mistakes

CLUSTER 3 – Specific Writing Teaching Methods

3.1 **DRAFTS/PORFOLIOS** = Drafts/Portfolios/Rewrites, Ss memorize a paragraph then write it out

3.2 **PEER EDITING** = Become critical readers for semantics & grammar

3.3 **PROCESS WRITING** = Follow Process Writing Method

3.4 **REFLECTION LOGS** = Use Writing Logs/Reflection Logs

CLUSTER 4 – Other/WE Aware

4.1 **OPEN TO JAPANESNESS/VARIATION** - Certain structures I leave as is, almost poetic (that's WE!); Do not remove anything that says this is written by a Japanese person; balance between error and variation, interpretable, comprehensible, intelligible language

4.2 **TONGUE IN CHEEK RESPONSES** Strive for Perfection; I think I covered that

Q4.2 What is your attitude towards error correction and accuracy when you evaluate English Oral Presentations by your students?

CLUSTER 1 – Correcting is Natural

1.1 **COMMON ERRORS** = Barker book on common errors; Common Errors: make General comments at end of class. Write on board, correct them together, Need to do more of. Give Feedback (but Ss never take notes!) Use Tony's transcription and correction technique.

1.1b **CORRECT INDIVIDUALLY** = Give Feedback individually, unless most Ss are making the same error then explain in class. Correct before presentation, never during. Takes notes during presentation.

Presentation allows us to focus on one student

1.2 **SOCIETY DEMANDS** = Students do not want to stand out, prejudices exist, Stakeholders want

1.3 **SENPAIS** = Ss involved in Senpai Project take correction more seriously, want to be good! Rehearse it a lot.

1.4 **PRONUNCIATION** = Find out before presentation how to say new words

1.5 **WRITING PRECEDES** = Writing precedes pres, so errors corrected before reach this stage

CLUSTER 2 – Limited Correction

2.1 **POWERPOINT** = Correct Distracting/Glaring errors on PowerPoint

2.2 **VERY LIMITED CORRECTION** Let small errors pass, focus on intonation/friendliness;

Little error correction on grammar, only 5% of grade, focus on presentation

SCORING RUBRIC = Use a scoring rubric for various components of Presentation

SHADOW BACK = Use shadowing responses to rephrase, indirectly correct

CLUSTER 3 – Presentation Style, Contents more important

3.1 **FLUENCY/DELIVERY** = Content/communication & fluency of delivery is paramount. Fluency, Social appropriateness, spontaneity

3.2 **AUDIENCE FIT** = Accuracy at Topic level, is highly important, Accuracy by whose standards?

Comprehensible/Intelligible/Interpretable to audience

Q5.1 Do you know what a Content or CLIL-based approach to teaching is? Could you please explain your understanding to me briefly?

CLUSTER 1 – Quite Clear

1.1 **HAVE CONTENT/LANGUAGE BOTH** = Content/Communication/Cognition/Culture? Integrated Language; Content-based approach, little direct teaching of English, depends on the Level; Content and Language Integrated Learning – I always integrate language and content

1.2 **HAVE BEEN DOING** = I have been doing CLIL for many years, content and task-based learning (CBEC at my school-Integrated and Coordinated curriculum, plus Discussion and Debate)

CLUSTER 2 – Some confusion

2.1 **MENTION MAINLY CONTENT/OR EMI** = Content teaching in the L2, best in immersion setting, Content is the Focus; Internet Readings, Europe uses widely, being experimented with here
Content classes that are not specifically language classes: lang. acquis. is a by-product; Learn language incidentally, language learning is secondary, inadvertently learns language; Learning a subject through a foreign language

2.2 **MENTIONS LANGUAGE PRIORITY** = Meaningful Context for learning language

2.3 **WEST-INFLUENCED TOPICS** = Topic is the main focus (environmental problems, whaling issue, same-sex marriage, immigration)

CLUSTER 3 – No/Critical/Other

3.1 **DON'T KNOW** = Don't know much about it

3.2 **MISINTERPRETS?** = My seminar, gradually reduce Nihongo use

3.3 **CONTINUUM** = For Japan, Content/Language continuum – How far you can go?

Q5.2 Are you able to teach Content, or CLIL-based classes in Japan? If yes, in your opinion, how successful is this approach? Should it be explored in Japan and would it improve the English proficiency of Japanese students?

CLUSTER 1 – Yes, plus explanation

1.1 **YES SUCCESSFUL** = Doing it for years, History class - some will not understand, gains are seen later, 'cool' factor, feeling of experiencing the language at a 'real' level. It's mature study: Far more enjoyable and effective than language-based. Nagoya Congress – got students involved in.

Proficiency Improves due to Meaning Making opportunities; Topic Studies Class I teach

YES FOR HIGHER LEVEL = Higher Level Students, yes – English majors at Univ.,

Yes, but material needs to be graded, not clear if improves proficiency more than other methods;

Only with higher levels; can only do "eikaiwa" up to a certain level; For some lower level students it is too much

SHOULD BE EXPLORED = More International Students lately, so need content-based instruction, which is like CLIL; Simultaneously/Subconsciously improving Ss English, should be explored in Japan, will keep Ss interest

YES, MORE AT OTHER SCHOOLS = Yes, Yes! A trend at many schools; More so at other schools, where classes are based around themes

HOW IT WOULD IMPROVE PROFIC. = Vocab is recycled in reading, discussion, & writing

CLUSTER 2 – Not really, plus explanation/misunderstands

2.1 **NO I DON'T** = Do not teach any, but As Anywhere would have to be carefully constructed; No, not able to teach these classes to date, would improve proficiency if within the interest of Ss (He has had our higher level OC classes all these years!)

2.2 **MISUNDERSTANDS** = Explains in terms of Senpai Project discussions, etc

2.3 **QUESTIONS PREMISE** = CLIL is not a stand-alone method, part of a repertoire

2.4 **BLANK** = Leaves Blank

Q 6.1 In your opinion, what is world Englishes about? Could you please explain your understanding to me briefly?

CLUSTER 1 – Attempts to Define

FOCUS ON VARIETIES = Shows Awareness of varieties; Varieties of English: Study of, how evolved and changed depending on context of situation, a collection of all the varieties, be they native, 2nd, or Foreign; Global Spread of English. 'Bounded' varieties stand on their own rights; Localized Varieties are studied globally

1.1b **SPECIFIC VARIETY** = Indian English as example, lingua franca among hindi dialects (!) which differs from 'standard' English of Britain or the U.S.

1.1c **FOCUS ON SPEAKING** = How English is spoken differently in many countries

1.2 **OWNERSHIP/NUMBERS/STANDARDS** = NNSs outnumber NSs; Ownership – English language is not just property of Anglo-Saxon countries; WE denies that NS varieties are the only correct ones; Non-Linguistic Imperialism

1.2b **GAVE OPPTY TO NNS TEACHER** = Multilingual Teaching Staff, gave Filipina a chance, Sakai built this! Helped me get a job! NUS didn't trust my French English.

1.2c **CULTURAL EQUALITY** = Equal Credibility, respect for Cultures that use English, Equal Treatment

1.3 **IMPLICATIONS FOR J STUDENTS** = Communication – Helping students learn to use their own English to communicate; Pride: Tell Ss, Be proud of your background, fewer want to be like NSs

1.4 **SOCIO-POLITICAL IMPLICATIONS** = Social & Political connections English holds on various communities

1.5 **REAL EXPERIENCE** = WE in action – Saw with Tibetan refugees in India

1.6 **NS STILL AT TOP** = Ranges "from beginner NNS to NS and all in between" (doesn't get it)

CLUSTER 2 –Blank or No idea, Critical

2.1 **BLANK** = Blank (J. Moore)

2.2 **QUESTIONS UTILITY** = What has WEs accomplished? Teachers educated @ WE more than Students

2.3 **PURELY LINGUISTIC FIELD** = Field of Linguistics, deals with Description of Varieties as used in various places @ the world; Observation: Descriptions and comparisons of various Englishes

Q6.2 In your opinion, how might a World Englishes approach differ from an approach where English is regarded as an International Language, or English is regarded as a Lingua Franca?

CLUSTER 1 – Understands WE or EIL/ELF Fairly well

TEACH/EXPOSE Ss TO VARIATION = Adjust: Teach Ss to adjust different varieties; Bring variation to Ss awareness; Preparing for the real world, Weirdness, need a model to work w/but will end up w/J. English

1.1b **TEACH TOLERANT ATTITUDE** = Try: You have to try to understand Thai Eng., etc. – overcome Prejudice; WE knowing - Are very sensitive and aware of multiple nature of E. Open to diversity, inclusive. Appreciate variety. Against Cultural Imperialism.

1.1c **TEACH INTELLIGIBILITY** = Intelligibility – How to improve

1.2 **EXPLAINS DIFFERENCES WELL** = WE focuses on the varieties awareness, EIL on NNS/NS, NNS/NNS interaction; WE is more sharply and culturally defined and emphasizes the contrasts;

1.3 **CLEAR ON EIL** = EIL Focus on Meaning Making; Equip Ss w/linguistic tools to communicate internationally, as opposed to locations.

1.4 **CLEAR ON ELF** = ELF – Is more of a situational variety, generated in a particular interaction of the users. Two speakers strive for intelligibility and common ground. ELF – Eng as a 2nd lang. which serves as a common means of communication for speakers of diff 1st languages, do the math!

1.5 **VERY INTERESTED** = AHA! – The Heart of the matter. I'm also deeply interested

CLUSTER 2 – Misunderstands EIL/ELF

2.1 **INTERPRETS EIL AS A VARIETY** = EIL – Not as welcoming to diversity! More prescriptive, about a 'core', whereas WE about accepting variety. About finding a variety that can be understood by everyone? A variety that 'works'. A pre-existing fossilized variety, practice those constructions! (Treating Eng as "Int'l Eng")

2.2 **OK ON ELF, BUT NOT EIL** = ELF: Diff from WE in that it operates across borders, and majority of users needn't be NSs, Have right to decide the kind of E they use. (then contradicts re: EIL)

2.3 **UNCLEAR RESPONSE** ELF is – WE/EIL plus ELF!

CLUSTER 3 – Not sure but Open/Critical/Blank

3.1 **NOT SURE, WANT TO KNOW** = To be Honest, Can't distinguish between WE, EIL and ELF. How are they different? Honestly don't know diff betw WE & EIL. Not clear - on practical diffs what it means for TESOL/TEFL.

3.2 **NOT SURE OF IMPORTANCE/PRACTICALITY** = Wonder if it is significant enough to worry about!? Idealized Concept, beautiful in theory, not a base standard (I'm finally asking @ teaching)

3.2b **VIEWS ENGLISH AS UNITARY** = English Only – I put arrows on board to tell Ss to put their bags off to the side, put "English Only" on the board! (RM) Never go to class w/o A timer!

3.3 **NOT A METHODOLOGY** = WE is NOT an approach, people who say so are misguided, it's a description. neither are EIL or ELF

3.4 **NOT ACCESSIBLE TO ALL** = EIL isn't reality – Rural individual finds little need for (like R. Kubota 2010), Gatekeeper – Can provide new opportunities.

3.5 **CHINESE AS LINGUA FRANCA** = Chinese may be Lingua Franca of future, world trends change

3.6 **BLANK** = Left Blank

Q6.3 How might a WE/EIL/ELF approach be used in the English classroom in Japan?

CLUSTER 1 – Make effort to suggest ways

TEACH NEGOTIATION & INTERCULTURAL COMMUNIC SKILLS = Teach Communication Strategies, Negotiation between 2 speakers of different backgrounds/abilities

TEACH CULTURE, CROSS CULTURAL EDUC = Cross-Cultural Education – Provide more (off the top of my head – shows not thinking @), more Cultural input

1.3 **MATERIALS BASED ON NNS SPEAKERS & CONTEXTS** = Topics on Englishes: Yumiko goes to Singapore, not London. Day in the Life of a Nigerian blogger. Listening practice of varieties (Business Venture) recorded material of NNSs. Newscasts from other countries, too much NS modelling, Reading material from NNS contexts.

1.4 **ACTUAL NNS INTERACTION OPPORTUNITIES** = Distance Learning conferences w/Philippines, can see Strategies being used. Utilise Returnees from abroad – Ask them to report on their experiences with who they met, etc.

1.5 **BUILD CONFIDENCE IN J VARIETY** = Confidence building, tell reality of who they are most likely to be using Eng with; Fear of making mistakes can be lessened. OK to speak their own variety; Pride in J English as 'real

1.6 **HIRE NNS TEACHERS** = Multicultural teachers on staff

CLUSTER 2 – Don't understand, Critical

2.1 **DON'T FULLY UNDERSTAND** = Don't really understand this, simply not focusing on UK and USA? India, HK, South Africa? Wider?

2.2 **HARD TO IMPLEMENT IN JAPAN** = Monocultural: Our classes in Japan are too monocultural to do this; Practicalities of Time and Materials, Students Interests?

2.3 **ABSOLUTELY NOT METHODOLOGIES** = WE/EIL/ELF absolutely are not methodologies, only Listening is of some use; See earlier comments that WE is just Observation, unless want to go to Nigeria, etc.

2.4 **NEEDS/GOALS ANALYSIS FIRST** = Needs Analysis: No one method can work with all Ss. Some want higher educ, some want to work in Int'l organizations, then there is 'general cadre' who just need basic fluency, purposes differ

2.5 **CONCENTRATE ON BASIC ENGLISH SKILLS** = It's very simple: I just want them to be able to describe the book they're reading. "You're talking about theory I'm talking about teaching"

2.6 **BLANK** = Left Blank

Q6.3.2 Conversely, in what ways do you feel such an approach might be irrelevant or not beneficial to university students in Japan?

YES FREQUENT = Yes + Use quite regularly, or did use frequent

CLUSTER 1 – See potential problems with WE-informed approach

JAPANESE SOCIETY = Monocultural: Difficult in the context we are in; Prejudice in Japan makes it hard to hire Asian-looking people, plus dichotomy between NS and Japanese staff at universities; A Societal problem; Stakeholders, Parents don't want

STUDENT EXPECTATIONS = Students' goals/desires – Some might want to be like NS; NS Entrenched views: Some students may feel NNS model is not good for them; Needs Analysis –Differences in students' goals need to be taken into account

MAINSTREAM TEACHER BELIEFS = Best to Learn from L1 Base group, Americans, writing style: since too many varieties; Could be confusing to lower level students

"ENGLISH" CULTURE = Belief that English has a dominant culture. When speaking a different language, you are IN that culture, observe it and be IN it. Language and culture are closely connected.

1.5 **GRAMMAR ABSOLUTIST** = Grammar rules exist: Do you really want to teach what goes against convention; there are grammar rules!

1.6 **A LIMITED TOPIC** = One course in enough, Don't see need for an entire department/major

CLUSTER 2 – No comment

2.1 **NOT SURE** = Not sure, as above

2.2 **BLANK/NO COMMENT** = Blank, or say have no comment

Q6.4 Follow up: How might such an approach be combined with what you already do best, as a teacher?

CLUSTER 1 – Try some suggestions

LISTENING EXAMPLES = Always search for listening examples of Englishes; Introduce speakers from more varieties. From Asia-Pacific (closest neighbors)

1.1b **CULTURAL ACTIVITIES/ICC** = Introduce cultures which have a nice contrast, understanding a different culture's way of speaking. Combine with Content-based approach nicely. Select themes from @ the world. Intercultural Communicative Competency = Develop for Ss

SHOW BENEFITS CLEARLY = Here's what we're gonna study! Present it in the right way, benefits need to be apparent to all parties (Ts and Ss)

CREATE CONTACT OPPORTUNITIES = Interactional Opportunities: Develop more chance to use ELF, study abroad other than Inner Circle; Volunteer Work/International Service Learning

1.4 **INCREASE INT'L PRAGMATIC SKILLS** = Say something more quickly, react

1.5 **TEACHER SELF=EDUCATION** = Teachers should know type of words which vary (cookie/biscuit)

CLUSTER X – No Ideas/Critical

2.1 **NOT SURE HOW** = Sorry, not sure enough to be able to answer this one; No ideas

2.2 **LIKE AMERICAN ENGLISH** = Actually, I appreciate this viewpoint, but I like American English (Japanese participant)

2.3 **NOT AN APPROACH** = Again, it's not an approach

2.4 **STUDENT NEEDS** = Trying to keep aware of Ss needs, at my own miniscule level

2.5 **NO ANSWER** = Blank/No comment; Deleted question when returning attachment; Interview, Did not get into this question

Q7. What kind of in-service teaching training do you feel would be helpful to learn more about how to incorporate some WE/EIL/ELF-informed concepts into your teaching in Japan?

CLUSTER 1 = Has Ideas, or shows interest to learn

NEED PRACTICAL TRAINING = Application: How the Theory can be practically applied is main concern of classroom teachers; Be fully clear about what this really means, and how to implement

Explanation – For a start, explain what are the differences Practically and what they mean for Practice.

Most of us got master's before the onset of this 'movement'; Need teachers meeting like BACS Saturday meeting; Cocooned – Teachers are cocooned in their EFL world here in Japan, raise awareness!

Understand the concept, but for teaching, I don't have clear idea

1.1b **NEED TO EDUCATE ADMIN** = Educate the top admin people also, because they make decisions: Think any NS can teach. Teachers are more professionally oriented than admin that controls things!

OPEN/LIKE TO LEARN MORE = Curious – I'm curious; Training Appreciated; More training is always useful; Would like to learn more

PARTICULAR IDEA = Have Lectures from invited guests, experts and budding experts, offering ideas on how to incorporate WE; Too many varieties to learn, but focus on a few common cultures, teachers should also learn Sg English, etc.

CLUSTER 2 = Negative, Critical, Don't know

2.1 **STUDENT NEEDS** = Before classroom discussion, answer issues with clarity of student needs, or waste of money!

2.2 **INVALID PREMISE** = It's a loaded question, you're implying there are methods. Kachru and Smith called for development of WE teaching materials, the call was never answered, since people realized it's not a methodology. Not teaching any linguistics classes at the moment. Teaching 'anything goes' is not helpful to anyone.

2.3 **MANY HAVE NO IDEA** = Still some teachers have no idea what WE is, especially at private lang. schools

2.4 **BLANK/NO COMMENTS** = Blank; No comment

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