

I'm going to share audios/videos which I can't make public for the sake of confidentiality



Tackling a Monolingual View of English among Japanese University Students through ELF-informed Instruction: What, How, and Afterward



Mayu Konakahara, PhD
Kanda University of International Studies

Teaching Global Englishes, 22nd January 2022, JALT Kyoto (via Zoom)

1

The Aim of this Talk



To discuss...

1. what seems crucial to tackle the monolingual view of English among Japanese university students and how those topics should be presented to them in class (Konakahara, 2020)
2. whether and how the ELF-informed instruction can help the students develop their ELF-oriented mindset afterward, focusing on two informants involved in the follow-up investigation



The instructional effect

ELF-related academic content courses (i.e., specialized courses) that I offered in AY2017



The post-instructional effect

Through a diary study (the two informants' reflection of their ELF experiences)

→ Based on the qualitative analysis of the informants' voices

2

Outline



- The Aim of this Talk
- Backgrounds
- Defining ELF Awareness and Awareness Raising
- This Study
 1. Research Sites, Informants and Data, Instrument for the investigation of instructional effect
 2. Informants and Data for the follow-up investigation
- Findings and Discussion
 - Overall Findings through and after the ELF-informed Instruction
 - Actual Voices from the Student Informants
 - In-class Activities: Examples
- Conclusion

3

Backgrounds



- **Globalization** → the **heterogeneity** in society
- **English** → still frequently viewed as a **static monolingual entity** and a **possession of its native speakers** (Lowe & Pinner, 2016; Widdowson, 1994)
- **The monolingual view of English** → **Japanese people's attitudes towards English**
 - ☺ their strong endorsement for its native varieties
 - ☹ their abasement of its non-native varieties (e.g., Chiba et al., 1995; Tokumoto & Shibata, 2011)
- ➔ Pedagogical intervention necessary to make people ELF-aware

4

Defining ELF Awareness and Awareness Raising



- One of the key elements of ELF awareness: **understanding of a trans/multilingual nature of English used in global contexts and the reasons behind it through awareness-raising** (see Sifakis, 2017)
- Two types of awareness raising from a pedagogical perspective (Bowles, 2015):

Can be used in specialized courses, teacher education modules, CLIL-based English classes

1. ELF-informed teaching: “the supply of appropriate ELF information to teacher educators, trainees, teachers and learners” (p. 198)
2. ELF-aware teaching: “appropriate use of this information in the classroom” (ibid.)

Can be applied in English classes in general

- Both types ultimately **aim to transform students’ monolingual view of English to plurilithic one** (i.e., a transformative approach in Sifakis, 2014)
- can develop learner agency (see e.g., Larsen-Freeman, 2019; Mercer, 2012 for the concept of learner agency)

5

This Study

Research sites, informants, data, and instrument

Partially based on...
Konakahara, M. (2020). From “English as a native language” to English as a lingua franca: Instructional effects on Japanese university students’ attitudes towards English. In M. Konakahara & K. Tsuchiya (Eds.), *English as a lingua franca in Japan: Towards multilingual practice* (pp. 183-210). Switzerland: Palgrave.

6

Table 1. Research sites: Three specialized courses in ELF offered by the current author in AY 2017

	Spring Semester (2017S)	Autumn Semester (2017A)
Uni. A	<u>1 course</u> <ul style="list-style-type: none"> An optional module in Japanese for each semester 15-week long (90 mins./class) 2nd to 4th-year students (Ss) majoring in modern languages 	<u>1 course</u>
Uni. B	<u>1 course</u> <ul style="list-style-type: none"> An optional module in Japanese 15-week long (90 mins./class) 2nd to 4th-year Ss majoring in intercultural communication teacher-education course 	-

All courses were conducted in Japanese.

7

Table 2. Informants and data collected for the investigation of instructional effect in AY 2017

	2017S	2017A
Uni. A	Informants: $N=23$ Data: 1. Introductory questionnaire 2. Mid-term paper 3. Final paper	Informants: $N=18$ In total: 48 informants Data: 1. Introductory questionnaire 2. Two mid-term papers 3. Final paper 4. Weekly comments on class
Uni. B	Informants: $N=7$ Data: 1. Introductory questionnaire 2. Mid-term paper 3. Final paper	Students' voices were collected - at the beginning - in the middle, and - at the end of the semester

Note: One student from each university, who took the course in 2017S, participated in the follow-up investigation. – Yui and Chie (both pseudonyms)

8

Table 3. Instrument: Topics covered in each specialized course in AY2017

Topics	2017S		2017A
	Uni. A	Uni. B	Uni. A
1. Quantitative data on the use of English & its users in the world	✓	✓	✓
2. The influence of globalisation on people & languages in society: demographic information & linguistic landscape	✓	✓	△
3. A reconsideration of traditional notions such as first language, NESs, & ENL	✓	✓	✓
4. The global spread of English: its history & agency of language users	✓	✓	✓
5. Diverse English accents in the world	✓	✓	✓
6. Backgrounds & features of varieties of English in the Inner, Outer, and/or Expanding Circle countries	✓	✓	△
7. Historical & ideological reasons behind negative attitudes towards non-native English: the legacy of colonialism, standard English ideology, & native-speakerism	-	✓	✓
8. ELF communication: its dynamic, multilingual, & communicatively effective nature	✓	✓	✓

(see Konakahara, 2020 for the detailed explanation of each topic and types of activities)

9

Table 3. Instrument: Topics covered in each specialized course in AY2017

Topics	2017S		2017A
	Uni. A	Uni. B	Uni. A
1. Quantitative data on the use of English & its users in the world	✓	✓	✓
2. The influence of globalisation on people & languages in society: demographic information & linguistic landscape	✓	✓	△
3. A reconsideration of traditional notions such as first language, NESs, & ENL	✓	✓	✓
4. The global spread of English: its history & agency of language users	✓	✓	✓
5. Diverse English accents in the world	✓	✓	✓
6. Backgrounds & features of varieties of English in the Inner, Outer, and/or Expanding Circle countries	✓	✓	△
7. Historical & ideological reasons behind negative attitudes towards non-native English: the legacy of colonialism, standard English ideology, & native-speakerism	✓	✓	✓
8. ELF communication: its dynamic, multilingual, & communicatively effective nature	✓	✓	✓

Challenging Ss' established assumptions about "English" (and language itself)

Supplying the information about...

- How English spread to the world
- Varieties of English (World Englishes)

Deepening Ss' understanding of ideologies related to "English"

Deepening Ss' understanding of the nature of ELF communication

(see Konakahara, 2020 for the detailed explanation of each topic and types of activities)

10

Table 4. Informants and data collected for the follow-up investigation (from the summer 2017-2020)

Yui	Chie (both pseudonyms)
2 nd year undergraduate student in Uni. A (as of 2017)	2 nd year undergraduate student in Uni. B (as of 2017)
Volunteered to take part in the follow-up investigation (selected for convenience; Nunan, 1992) – participated since the summer of 2017	
Majored in English	Majored in intercultural communication
-	Studied in Australia in the autumn of 2016 (for one semester)
Studied in Lithuania from September 2017 (for one year)	Studied in the Netherlands from September 2018 (for one year)
Data: 163 diary entries (65,955 characters mainly in Japanese)	Data: 19 diary entries (13,869 characters mainly in Japanese)
Collected by using Google Docs / Analyzed in their contents (Schreier, 2012) <small>(see Konakahara, in prep. for its details)</small>	

11

Findings and Discussion



- Overall Findings: Through and after the ELF-informed Instruction
- Actual Voices from the Student Informants at the Beginning of the Semester
- In-class Activities: Examples
- Actual Voices from the Student Informants during and after the Semester

12

Overall Findings

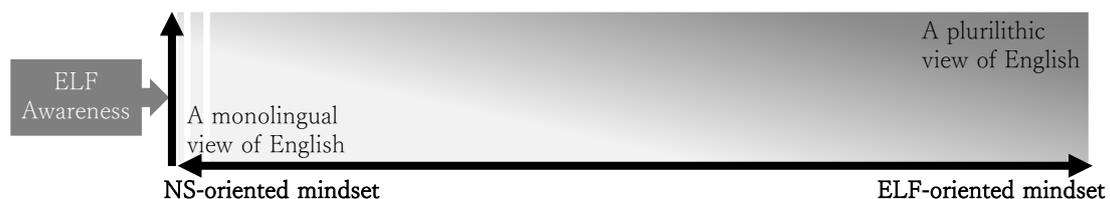
– Through and after the ELF-informed
Instruction –

13

Overall Findings: The investigation of the instructional effect

Students' (Ss') views of English gradually changed from native-speaker (NS)-oriented to more ELF-oriented through the instruction.

- Through the instruction, the Ss gained an informed understanding of the sociolinguistic realities of English, the problematic nature of native speakerism, and explicit pragmatic knowledge of achieving successful communication in ELF settings (see next slide).
- Although the theoretical understanding did not always guarantee positive self-evaluation of communicative behavior, the Ss became critical about the notion of nativeness, acknowledged varieties of English, valued mutual intelligibility through accommodation.



14

The following three points were deemed crucial to tackle the students' established assumptions about English:

Topics	2017S		2017A
	Uni. A	Uni. B	Uni. A
1. Quantitative data on the use of English & its users in the world			(1) Traditional notions about "English" (e.g., L1, NESs, ENL)
2. The influence of globalisation on people & languages in society: demographic information & linguistic landscape			
3. A reconsideration of traditional notions such as a first language, NESs, & ENL			
4. The global spread of English: its history & agency of language users	✓	✓	Not enough
5. Diverse English accents in the world	✓	✓	
6. Backgrounds & features of varieties of English in the Inner, Outer, and/or Expanding Circle countries			Varieties of English (WE)
7. Historical & ideological reasons behind negative attitudes towards non-native English: the legacy of colonialism, standard English ideology, & native speakerism			(2) Native speakerism
8. ELF communication: its dynamic, multilingual, & communicatively effective nature			(3) The nature of ELF communication

15

Overall Findings:

The investigation of the post-instructional effect – case studies focusing on two informants



The two informants enacted their agency and further developed their ELF-oriented mindset through the subsequent ELF experiences. They...

- cherished diversity in English and message conveyance and
- disassociated themselves from native speakerism.



But they were NOT fully ELF-oriented because they are still somewhat constrained by NS norms, having ambivalent attitudes towards English.

- ELF-oriented: Their evaluation of others' English and communication with others is positive.
- Native-speaker-oriented: The self-evaluation of their English is somewhat negative.

➔ The ELF-informed instruction is partially effective in developing the informants' ELF-oriented mindset in the subsequent overseas experiences

(see Konakahara, in prep.)

16

Actual Voices from the Student Informants

– At the Beginning of the Semester –

17

In-class Activity (1) Introductory questionnaire (InQ)



 To elicit Ss' views on English – their responses will be informally analyzed later in class in relation to native speakerism

 Online survey (e.g., Google Form)

1. It is frequently said that 'English' is important in the globalized world. What 'English' or 'English communication ability' do you aim at?
2. How do you feel about your own English?
3. How do you feel about your classmates' English?
4. How do you feel about lecturers' English?

18

Many Ss were NS-oriented than ELF-oriented

START

Many Ss

- albeit not exclusively, had a **simplistic, monolithic view on English**, regarding what is believed to be ENL as correct and real one (cf. e.g., Matsuda, 2003b; Suzuki, 2011)
- evaluated **correctness** and **nativeness of English positively** but devaluated English of their own as well as Japanese lecturers'.

On the other hand, a few Ss

- partially **ELF-aware** through their ELF experience but **still subconsciously constrained by NS norms**

(Ss' responses were originally written in Japanese and thus translated into English by the current author .)

19

Ss' native-speaker (NS-)oriented opinions at the beginning of the semester

START

- “[I’d like to acquire] **native-like pronunciation** [...]. [My English] is still **poor**. [...] I have trouble being understood in English due to my **bad pronunciation**.” (2017S-UniA-INF08-**Yui**)
- “[I speak in] **halting [English]**” (2017F-UniA-INF04)
- “Personally, [**classmates’ English**] is fairly **easy-to-listen-to**, but **it is not the English [I’d like to] aim at**. [...]” (2017F-UniA-INF11)
- “I feel that **English spoken by Japanese teachers are** somewhat **monotonous**. **English spoken by its native teachers** is **unique** and **easy to understand**.” (2017S-UniA-INF03)
- “**Japanese teachers’ English generally sounds like katakana English [reluctantly]**” (2017F-UniA-INF15)



20

Ss' partially ELF-oriented opinions at the beginning of the semester
– but still subconsciously constrained by NS norms

START

- “Given that there are **more L2 English speakers than NESs** [native English speakers], I think that it is necessary to have **ability for listening to English spoken by various people and communicating with them**. Also, I think it is important to **express our own opinions without flinching – I myself may speak in Japanese-accented English though [⋯]**” (2017S-UniB-INF03-**Chie**) Studied in Australia in 2016
- “[English] is the world common language, and it is **one of the tools to communicate [with people] worldwide**” (2017F-UniB-INF02)
→ BUT: “[I] feel **uneasy about [teachers’ English] pronunciation**”

21

These comments suggest that...

START

For many Ss,

although English = An international language widely used in the world

English = Property of native English speakers (NESs)

(cf. Matsuda, 2003)

→ A mere exposure to diverse English and/or intercultural experience seem NOT enough for Ss to eliminate the ideologies regarding English and thus legitimate their English and understand the nature of English in the globalised world (see also Murata et al., 2017)

→ Explicit instruction is essential to raise students’ critical awareness toward English.

22

In-class Activities – Examples –

23

In-class Activity (2) Questioning the Ss' assumptions about "English" – Part I



 To familiarize Ss with the sociolinguistic realities of English by showing quantitative and qualitative data on the use of English and its users

Interactive Quiz

Part I

1. How many countries are there in the world today?
2. What is the world population today?
3. What is the population of the country you reside in (i.e., Japan)?
4. How many people (or what percentage of people) speak English today?
5. **Generally, English users can be categorized into three types. Can you guess what they are? Can you estimate the percentage (or the number) of each type of English user?**
6. The English language is the official language of at least ___ countries.
7. ___ percentage of the world's snail mail is written in English.
8. ___ (fraction) of the world's mail, telexes, and cables are in English.
9. More than ___ (fraction) of the world's technical and scientific periodicals are in English.
10. **Listen to an instance of ELF conversation. Guess which country each speaker is from.**
(Based on Crystal, 2003; Matsuda & Duran, 2012; Terauchi, 2015)

24

In-class Activity (2)
Questioning the Ss' assumptions about "English" – Part I



5. [...] Can you estimate the percentage of each types of English user?

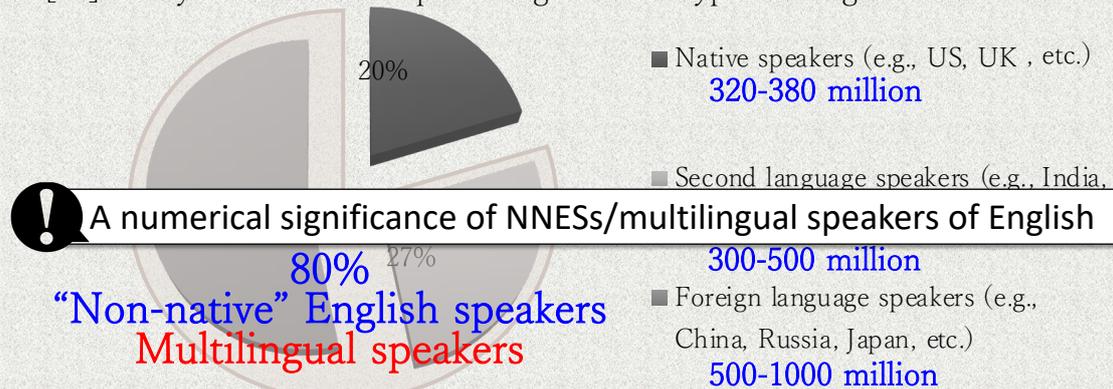


Figure. The percentage of each type of English users (Based on Crystal, 2003)

25

In-class Activity (2)
Questioning the Ss' assumptions about "English" – Part I



10. Listen to an instance of ELF conversation.
In the data, three university students are talking about their study habit. **Guess which country each speaker is from.**



! The diversity of English, that of English users, and the frequent opportunity to use English as a lingua franca, albeit not exclusively, among multilingual NNEs

Do you think this kind of conversation in English occur frequently? Why or why not?

(The audio collected by the current author)

26

In-class Activity (2)
Questioning the Ss' assumptions about "English" – Part II



-  To familiarize Ss with the sociolinguistic realities of English by showing quantitative and qualitative data on the use of English and its users

 Interactive Quiz

Part II

Question "nativeness"

1. Can you think of a **clear definition of NESs** (or L1 speakers of English)?
2. What is her "first language"? Read the linguistic profiles of two persons, Clair and Jane. Which language(s) do you think each person could speak best? Is their first language the first-best languages? (based on Kirkpatrick, 2007)
3. Whose English is this? (1) Listen four speeches and guess each speaker's background. (adopted from Pinner 2015 with modification)
4. Whose English is this? (2) Which extract is the speech made by a NES/a NNES?

27

In-class Activity (2)
Questioning the Ss' assumptions about "English" – Part II



2. What is her "first language"?

Read the linguistic profiles of two persons, Claire and Jane.

- Which language do you think each person could speak best?
- Is their first language the first-best language?

(Based on Kirkpatrick, 2007)

28

Case 1. Claire

- ◆ Born in Sicily
 - Learned Sicilian as her L1 & standard Italian as an L2
- ◆ Migrated to Australia when she was 8
 - Learned English as an L3
- ◆ Now: 40 years old; has been in Australia for more than 30 years
 - First-best: **English (L3)**
 - Second-best: **Standard Italian (L2)**
 - The worst: **Sicilian (L1)**
- ➔ She is a NS of Sicilian, but cannot speak it well
- ➔ She is a NNES, but speaks it fluently



The elusive notions of L1, native speakers, nativeness (pp. 8-9)

29

In-class Activity (2)

Questioning the Ss' assumptions about "English" – Part II



3. Whose English? (1) Listen to four speeches and guess each speaker's background.

#1 Britain 1 – RP Queen Elizabeth II

#2 Britain 2 – Cockney David Beckham

#3 Bri The diversity in English as a native language (ENL), the elusive notion of ENL, native English speakers, nativeness

#4 North America Barack Obama

(Adopted from Pinner 2015 with modification)

31

In-class Activity (2)
 Questioning the Ss' assumptions about "English" – Part II 

4. Whose English? (2) Which extract is the speech made by a NES/a NNES?

<p>Person 1. "Rarely is the question asked: Is our children learning?"— Florence, S.C., Jan. 11, 2000 "They underestimated me."—Bentonville, Ark., Nov. 6, 2000</p>	<p>Person 2. "A development agency cannot disregard the state and just start building the country." "Humanitarian to a certain extent can override that and try to deal with the people suffering right away."</p>
---	--

32

In-class Activity (2)
 Questioning the Ss' assumptions about "English" – Part II 

4. Whose English? (2) Which extract is the speech made by a NES/a NNES?

<p>Person 1. George W. Bush "Rarely is the question asked: Is our children learning?"— Florence, S.C., Jan. 11, 2000 "They misunderestimated me."—Be</p>	<p>Person 2. Sadako Ogata "A development agency cannot disregard the state and just start building the country." "Humanitarian to a certain extent can override that and try to deal with the people suffering right away."</p>
--	---


Questioning the Ss' image of nativeness
 (i.e., correct, perfect)

(Source: http://www.slate.com/articles/news_and_politics/bushisms/2009/01/ws_greatest_hits.html)

(Source: 柴田真一 (2010).『ダボス会議で聞く世界がわかる英語』(pp. 194, 196). 東京: コスモピア)

34

In-class Activity (2)

Questioning the Ss' assumptions about "English" – reflective questions



Reflective Questions

"native" = 「生まれつき の、生得の」	"Native" → Good, positive??	"native language" → the best language???	Being a native speaker of the language → perfect????
?	… What does a "native" speaker of a language mean?	Can we clearly define what is being "native"?	Or do we need the concept of "nativeness" for English speakers in global contexts?
			?

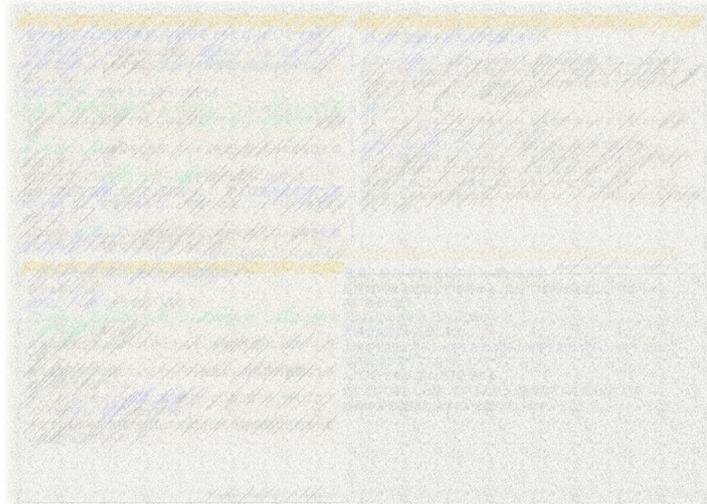
35

In-class Activity (3) Native speakerism



 To deepen Ss' understanding of the concept of standard English ideology and that of native-speakerism

 (Three sub-activities)
Sub-activity (1)
Reflection: Analyze the Ss' responses to the Introductory Questionnaire



37

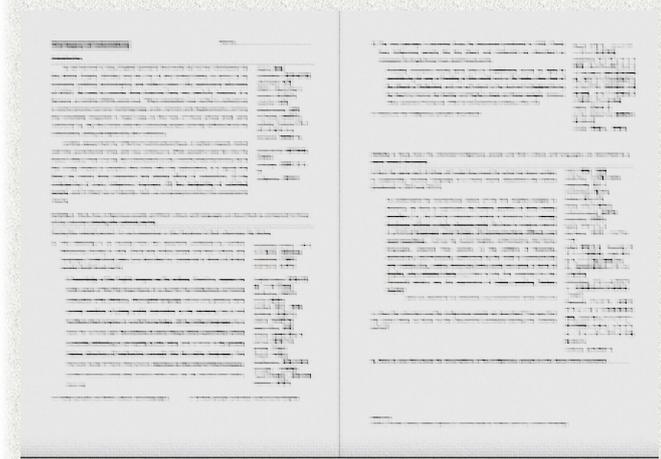
In-class Activity (3) Native speakerism



To deepen Ss' understanding of the concept of standard English ideology and that of native-speakerism



Sub-activity (2) A combination of reading, discussion, and a lecture
 → To understand the legacy of colonialism
 → Related to a negative view of NNE
 (based on Jenkins, 2015)



Source: Jenkins, Jennifer. (2015). *Global Englishes: a resource book for students* (3rd ed.). London: Routledge.

38

The denigrating of colonized people

Reading and discussion:

- Read four quotations on the reading materials (Jenkins, 2015, pp. 58-59).
- Compare how **local language and culture** and **English and its culture** were described by the 19c-20c writers.

39

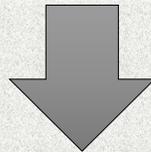
During the colonial period, in the literature...

Not uncommon to find references

1. to the native populations of colonized lands as 'savages',
2. to their languages as 'primitive', and
3. to their cultures as 'barbaric'

(Jenkins, 2015, p. 58)

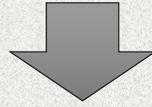
41



The phenomenon persists
to the present day
in attitudes toward the English
of non-native speakers,
and particularly towards their accents.

(Jenkins, 2015, p. 58)

42



For the **prevailing attitude** of **L1 speakers** as well as
 that of a sizeable majority of **L2 speakers**
 is still that
 ‘**good English**’ is **synonymous** with **that of** educated
native speakers born and **bred** in the **United Kingdom** or
North America.

(Jenkins, 2015, p. 60)

43

In your mind...

NESs, ENL

= 😊 Good, intelligible (easy to understand), beautiful
 Positive

NNESs, NNE

= 😞 Bad, (sometimes) unintelligible, not beautiful
 (rubbish)
 Negative

44

In-class Activity (4) ELF communication



To deepen the Ss' understanding of the dynamic, multilingual, and communicatively effective nature of ELF communication

The combination of role plays, discussion, and a follow-up lecture (with videos/audios of ELF conv. where possible)

Transcripts of actual instances of ELF communication extracted from the previous studies – both handouts & slides

Backgrounds to Excerpt 3 – Salzburg opera

Signaling & resolving strategy

- Participants: Language teachers in London ロンドンでの語学学校の先生ら
- S1: German
- S2: Italian
- S3: Italian

Situation: They are talking about a show that S1 had gone to see the previous weekend.
彼らはS1が先週末に行ったオペラについて話している

Analysis of Excerpt 3 Salzburg opera
(S1: German; S2: Italian; S3: Italian)

1	S1	it's really nice
2	S2	it's really nice
3	S3	yes it's very nice
4	S1	I think I will go there more often
5	S3	@@@@@@@@
6	S3	[if you find the tickets]
7	S1	mhm?
8	S3	[if you find the tickets]
9	S2	yeah
10	S1	yeah of course... you have to book in

Trouble source: Overlap with laughter → non-hearing (オアハハハ)
笑いと重なり、聞こえなかった

Indirect clarification request (signaling)

Self-repetition (resolving)

Analyze from a conversation analytic perspective (i.e., an emic/participant's perspective)

47

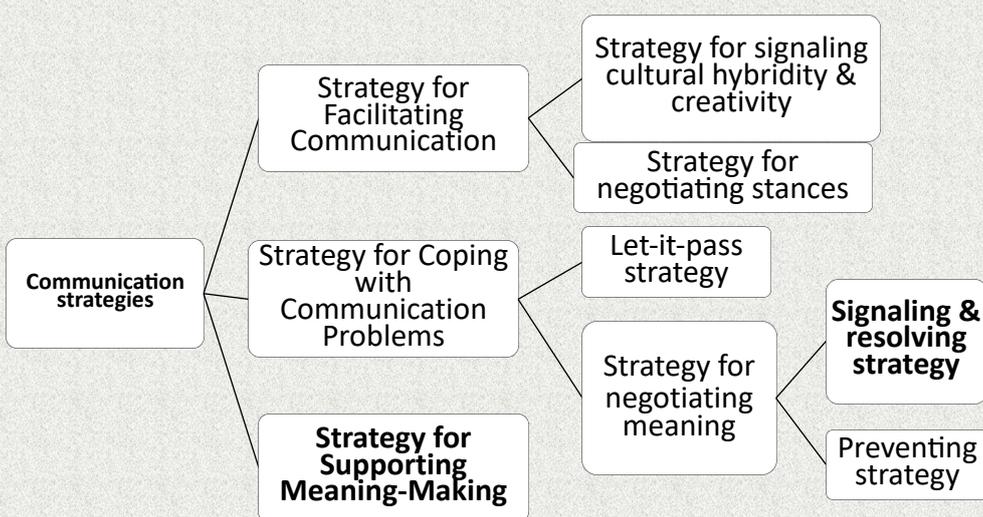


Fig. Types of communication strategies in ELF communication (based on the findings in Cogo, 2009; Cogo & Dewey, 2012; Firth, 1996; Mauranen, 2006; Seidlhofer, 2009, Wolfartsberger, 2011, cited in Konakahara, 2015)

48

Let's watch actual cases of ELF communication (1)

They are talking about communication difficulties they have in the UK. TH, CN, and JP are flatmates, while KR and JP are former flatmates. KR met TH and CN for the first time at this information gathering.



49

Communication strategies for supporting a speaker's meaning-making: Resources for showing listenership

Backchannels

- *mm, mm hmm, uh huh, ah*, and their variants
- *yes, yeah, yah, no*, and their variants
- Laughter and head nods

Repetition and Paraphrase

- Repeating or paraphrasing what the conversational partner has said

Utterance completion

- Producing part of the current speaker's utterance during or not during the speaker's word search

Overlap

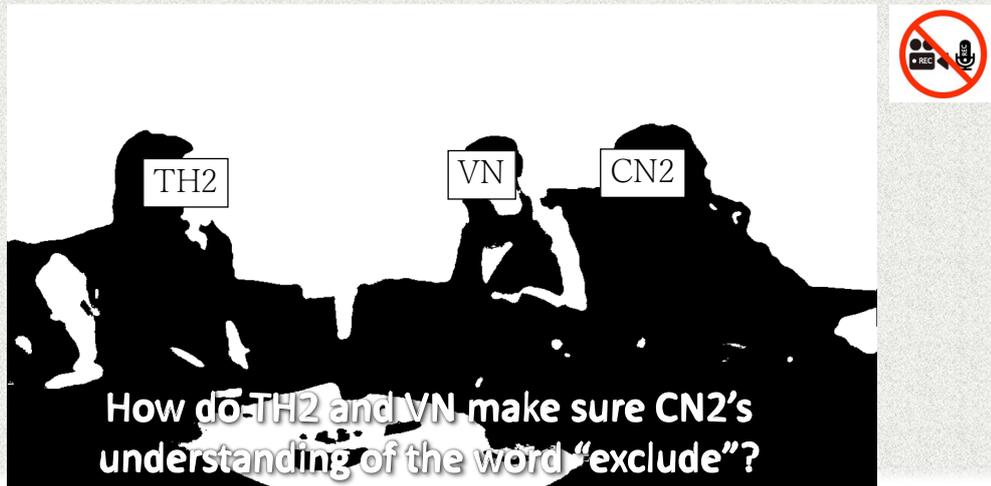
- The above resources can occur with overlapping
- Short comments and questions can occur with overlap

(Based on Bjørge, 2010; Cogo, 2009; Cogo & Dewey, 2012; Kordon, 2006; House, 2002; Meierkord, 1998, 2000)

50

Let's watch actual cases of ELF communication (2)

They are talking about the rental price of TH2's new house which she has just moved in.
CN2 wants to know whether the price covers heating and lightening expenses as well as internet connection fee.



51

Analysis of the video: To make sure CN's understanding

- CN2: include every bill, electricity, gas and..
- TH2: umm no
- VN: no exclude.
- TH2: exclude. not include. exclude
- CN2: exclude yeah
- TH2: yeah

52

Analysis of the video: To make sure CN's understanding

- CN2: include every bill, electricity, gas and..
 - TH2: umm no (1)
 - VN: no exclude. (2)
 - TH2: exclude. not include. exclude (3)
 - CN2: exclude yeah (4)
 - TH2: yeah (5)
- CN2, too, elicits this sequence of clarification by giving exemplification
- (1) Both TH2 and VN say “no” to CN2’s understanding
 - To correct her understanding,
 - (2) VN and TH2 **repeats the word**
 - (3) TH2 **emphasizes the sound of “ex-”**
 - (4) **adds a negative word “not” to the antonym “include”**
 - (5) **and repeats the word again**

58

Summary: Signaling and resolving strategy (1)

A person mainly playing a listener’s role

➔ **Signals communication problems**

By using resources like:

- **Clarification requests**

- Direct requests (e.g., *What is ...?*, *What does ...?*)
- Indirect requests (e.g., *mhm?*, *eh?*, *what?*)

- **Repetition and reformulation**

- Repeating problematic items with(out) rising intonation
- Reformulation with rising intonation (e.g., *they won't* → *they will not*)

(Cogo & Dewey, 2012; Mauranen, 2006)

59

Summary: Signaling and resolving strategy (2)

A person producing a trouble source

⇒ **Resolves communication problems**

By using resources like:

- (Self-)repetition (e.g., they want) & reformulation (e.g., they do want)
 - Exemplification, definition, description, comparison, contrast
 - Phonological adjustments
 - When having problems in understanding “non-standard” pronunciation
- adjust their pronunciation to what they understand as “standard” English pronunciation

(Jenkins, 2000, 2002; Kaur, 2009, 2010)

60

Actual Voices from the Student Informants

– During the Semester –

63

Through the instruction, the Ss' attitudes were transformed to more ELF-oriented (1)



- “The course **has broken my [image] of ‘native’ in a good way**” (2017A-UniA-SUB14)
- “[...] through the course, **my idea of native speakers has been shattered. I did not understand how [elusive] it is to define native speakers. I was shocked that I have kept running [meaning have learned English] without knowing the goal. I wish I could have taken the course like this in secondary school.**” (2017F-UniA-INF13)
- “**My view of English and NESs has changed after learning about the fact that NESs do not necessarily speak perfect English. [...] I think it is not possible to determine which English is better than others.**” (2017S-UniA-INF01)


Native, NESs, ENL
= Perfect, correct



All Englishes


64

Through the instruction, the Ss' attitudes were transformed to more ELF-oriented (2)



- “Having learned that **the majority of English users are NNEs and even ENL has variation in its grammar and pronunciation, I started to think it may not be necessary to aim at native-like English when speaking English.**” (2017S-UniA-INF09)
- “[...] I’ve become to question my view on English[, which was based on ENL,] after learning about **the diversity in English and the role of English in the globalised world** through the course. Also, **by accepting the diversity of English, I’ve started to feel a little confidence in my own Japanese English, which I used to see negatively and feel embarrassed about. Moreover, I’ve become able to listen to others’ English without bias.**” (2017S-UniB-INF01)

$NNEs > NESs$
The diversity of English
The role of English
in the globalized world



My English!



65

The Ss' understanding of the problematic nature of native-speakerism seems important to transform their attitudes

- “I’ve noticed that I discriminate NNESs unconsciously when judging their English negatively based on native-speakerism. This activity of critically looking at evidence of native-speakerism in society enables me to re-realise the status of English from a new, different angle.” (2017A-UniA-INF05)



→ The importance of raising Ss' critical awareness towards standard English ideology, which is usually taken for granted, at the level of linguistic discrimination as also suggested in the existing research (Holliday, 2006; Kubota, 2012; Sharifian & Marlina, 2012)

66

But is In-class Activity (2) enough to transform the Ss's attitudes to more ELF-oriented? – Not necessarily.

- “[...] I understand that native-like pronunciation is not necessarily required, but through my experience, I know that it is often difficult to make meaning across in Japanese-accented English. Therefore, when thinking about types of English [I should] aim at, I think GA [General American] and RP [Received Pronunciation] are the most efficient model (of course, some people may be placed in a situation where this does not apply).” (2017A-UniA-INF11)



→ The difficulty in communication is solely ascribed to lack of linguistic forms in ENL without directing attention to how communication can be achieved (cf. Ishikawa, 2017; Suzuki, 2011).

How to communicate
(Pragmatic strategies)



67

Their understanding of pragmatic strategies used in ELF communication seems important to transform their attitudes

- “[...] it is more valuable to have ability for adjusting language use for achieving mutual understanding rather than speaking ‘correct’ English.” (2017A-UniA-INF07)
- “[...] I use Korean if my Korean friends could not understand Japanese words, or a Korean friend, who mainly speaks English and Korean, sometimes use Japanese words so that we can communicate effectively.” (2017A-UniA-SUB08)

Adjusting language use
Accommodation



Mutual intelligibility

한글 A B C

Multilingual resources

Communicative effectiveness



- Expressed the importance of mutual intelligibility through accommodation
- Reflected on their English communication; a S (SUB08) realized the use of code-mixing in her (and her friend's) ELF communication and evaluated its use positively

68

However, their understanding of theoretical knowledge in ELF does not necessarily guarantee a positive evaluation of their communicative behavior

- “[...] I usually use a let-it-pass strategy and continue the talk. Yet, I simply keep nodding, missing the timing of stopping the use of the strategy. I thus cannot react to what my interlocutor has said. Why is it difficult to [signal non-understanding] in English although I can do so in Japanese?” (2017A-UniA-SUB07)

Let-it-pass strategy:
Let an unknown or unclear word/utterance pass, assuming that it will be clear or redundant later in the talk (see e.g., Firth, 1996)

- A student expressed a sense of frustration at the difficulty in signalling non-understanding in English. However, the sense of frustration she expressed is more concrete than a mere expression of linguistic insecurity.
- Explicit knowledge in pragmatic strategies, coupled with an analytical point of view, may be able to help the Ss learn from their ELF experience subsequently (i.e., a capability for further learning in Widdowson, 2003)

69

Actual Voices from the Student Informants

– After the Semester –

Yui and Chie's cases

70

Yui and Chie showed positive attitudes toward diverse English (1):
Priority put on whether English is intelligible and how mutual understanding is possible

Chie's reflection on her French friend's English:



Chie

“[...] she is French. She herself is aware of this, but I feel that her English is considerably influenced by French pronunciation. [...] **but I don't have trouble in understanding her pronunciation perhaps because the meaning is clear from the context.** (Chie, Diary 14, 2019.3.3)

L1 influence
→ Not problematized

Intelligible
from the context 

71

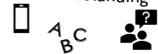
Yui and Chie showed positive attitudes toward diverse English (1):
Priority put on whether English is intelligible and how mutual understanding is possible

Yui's reflection on English pronunciation of one of her Indian friends at the university in Lithuania – “thick” produced as /tik/



“[...] When I gave a miso soup to the Indian friend, he commented on it, saying “tick”. I could not understand the meaning. Since I determine not to pretend to understand, I immediately asked “Tick? What does it mean?” He tried to search for the word with his smartphone, but the Internet connection was bad. I also searched for the word in a dictionary on my smartphone. [By looking into my phone,] he pointed out that the spelling was wrong, teaching me it should be t-h-i-c-k. Oh, that is the word I know! It was “th”! In this way, I could realize the pronunciation feature of [English spoken by] Indians, and I also understood that [he wanted to say] the soup was thick! I was glad I asked the question. (Yui, Diary 13, 2017.10.10)

Many linguistic and non-linguistic resources used as pragmatic strategies so that they can achieve mutual understanding



Positive evaluation of this experience – the chance to learn Indian English and to confirm the importance of clarification questions



72

Yui and Chie showed positive attitudes toward diverse English (2):
Expressed an increased familiarity with the diverse English over time



“[...] Although I had trouble understanding Indian English before, I have listened to their English many times and thus familiarized myself with it – I can now guess that a person is definitely from India [by listening her/his English]. (Yui, Diary 136, 2019.2.3)



“[...] I talked with a Malaysian [classmate] for the first time, taking part in the same group with her/him. Her/His accent is fairly difficult (laugh). But I've become to understand [what s/he said] around by the third time [of class]. [This experience makes me] think it is important to get used to diverse English. [...] (Chie, Diary 10, 2018.5.31)

→ Emphasized the importance of familiarizing themselves with diverse English, seeing it as a key to mutual understanding in ELF communication

73

Yui and Chie were convinced of the importance of message conveyance over correctness

Chie's reflection on her communicative behavior with her overseas friends at the university in the Netherlands – the use of repetition and paraphrasing

 Chie [...] I try to **spea**k without thinking about what grammar to use and how to say (laugh). This does not make sense sometimes, **but I communicate [with my friends] by repeating or paraphrasing what I said in that case.** Japanese people tend to worry too much about grammar, but I speak [English] without minding it. So, what often happens [to me] is that although I am aware of grammatical mistakes in my talk, **they are fine since [the interlocutor(s)] understood [what I said]** (laugh). (Chie, Diary 11, 2018.09.04)

Repetition and paraphrasing

Intelligibility over correctness ✨

→ although she was conscious of grammatical correctness, she did not necessarily problematize it because she could achieve mutual understanding through pragmatic strategies such as repetitions and paraphrasing

74

Yui and Chie were convinced of the importance of message conveyance over correctness

Yui's reflection on communication with her friends at a restaurant in Lithuania – the use of clarification question, repetition, and paraphrasing

 Yui [...] I could not understand the pronunciation of the word “wage” produced by the Azerbaijani friend. In response to **my clarification question, he repeated the word “wage”**. Observing my unsolved non-understanding, **the Japanese friend then put the word into “salary”**. Ah! Wage! **That [paraphrasing] helped me understand.** This incident reminded me of **the effectiveness of paraphrasing which I had learned in the course**, and I also felt that **it is good to take action in order to understand [what others said]**. [Through this incident,] I have been determined to ask questions as many as possible, not pretending to understand, [...] (Yui, Diary 7, 2017.9.14)

 Many resources, such as a clarification question, repetition, paraphrasing were used as pragmatic strategies to solve Yui's non-understanding

Communicative effectiveness ✨

Learned through the course

75

Yui and Chie disassociated themselves from native speakerism

Yui's reflection on her Korean friend's native-speakerist view of English

Yui What concerned me when I learned English vocabulary from [the Korean friend] was that **he strongly believes in native speakerism**. **"This is the word used by native speakers of American"**, "You will be viewed as a native English speaker if you use this word", "Only native speakers can understand [this word]; non-native speakers cannot understand it", **"I want to be seen as a native speaker"**, **"I wish others think I'm from America"**... His mind is directed straight toward native speakers of American. Although I used to have the same wish as his before taking the [ELF-informed course], **I don't have that now**. [...] **He recognizes being more native-like to be cool. I didn't express disagreement with his view. We are the same language learners although we have different goals**. I'd like to work together with him. (Yui, Diary 80, 2018.4.21)

→ Kept a neutral stance toward his native-speakerist attitude, not expressing disagreement with him



76

Yui and Chie disassociated themselves from native speakerism

Seven months later, Yui was frustrated by the Korean friend's native-speakerist communicative behavior when they had a text-based chat on Messenger

Yui He, who **wants to be seen as a native speaker**, was using difficult English vocabulary one after another [...] But while I kept checking the meanings of multiple words I could not understand, I got tired of it. I then **started to see his behavior negatively** and thought **"Why does he bother to use vocabulary like this? Boasting?"** [...] **What is on my mind as the biggest goal is having communication smoothly, the idea of which is based on what I learned through [the course]. [His] word choice can be thought a hindrance to communication**. [...] (Yui, Diary, 120, 2018.11.26)

→ Problematised the friend's native-speakerist behavior

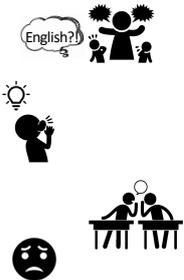


77

Yui and Chie disassociated themselves from native speakerism

Chie more explicitly problematized others' native-speakerist behavior

 Chie There are students from Bangladesh and Pakistan in my class. [My classmates] frequently talk about **the Bangladeshi student's English**. He expresses his opinions a lot in class [...] Thus, there are many chances to listen to his English. **Many of the classmates seem to feel uneasy about his pronunciation.** [...] **Although I don't mind his pronunciation that much because I can understand what he wants to say, other [classmates] do mind it somehow. They made fun of the English of the Bangladeshi classmate behind him, imitating his accent, or laughing at it. That made me sad.** (Chie, Diary 12, 2018.10.18)



→ the ELF-informed instruction seems effective in helping the informants to dissociate themselves from the native-speakerist view of English, even during their subsequent ELF experiences.

78

Conclusion  

79

Summary



- The ELF-informed instruction clearly **broadened the Ss' view of English and English communication**. Having **understood the sociolinguistic realities of English and English communication** as well as **the problematic nature of native-speakerism**, they expressed **the importance of ...**
 - **acknowledging diversity in English** and
 - **valuing mutual intelligibility through accommodation**

rather than correctness that they had consciously or subconsciously clung to.
- Also, **the qualitative analysis of the diary entries** revealed that **the ELF-informed instruction is at least partially effective in developing the two informants' ELF-oriented mindset even during the subsequent overseas experiences**. They ...
 - **at least partially cherished the diversity of English and put emphasis on message conveyance through pragmatic strategies/accommodation**.
 - **problematized the native-speakerist, monolingual view of English, disassociating themselves from such a view**.

80

Conclusion



Limitations...

- Only a **small amount of data** were examined → the findings **cannot be overgeneralised** to other contexts and other student populations
- **The influence of the instruction on their actual language use in interactions** has not been analysed (but see Konakahara, in preparation)

Despite the limitations...

- The present analysis of the Ss' language attitudinal transformation over time can shed light on **how ELF-informed instruction can be implemented and how ELF-awareness can be promoted in Japan and on a global scale hopefully in the near future**.
- The small but first attempt to show the post-instructional effect of ELF-informed instruction on the students' attitudes toward English (see Konakahara, in preparation for more details).

81

References (1)

- Bjørge, A. K. (2010). Conflict or cooperation: The use of backchannelling in ELF negotiations. *English for Specific Purposes*, 29(3), 191-203.
- Björkman, B. (2011). Pragmatic strategies in English as an academic lingua franca: Ways of achieving communicative effectiveness? *Journal of Pragmatics*, 43(4), 950-964.
- Chiba, R., Matsuura, H., & Yamamoto, A. (1995). Japanese attitudes toward English accents. *World Englishes*, 14(1), 77-86.
- Cogo, A. (2009). Accommodating difference in ELF conversations: A study of pragmatic strategies. In A. Mauranen & E. Ranta (Eds.), *English as a lingua franca: Studies and findings* (pp. 254-270). Newcastle: Cambridge Scholars Publishing.
- Cogo, A., & Dewey, M. (2012). *Analysing English as a lingua franca: Corpus-driven investigation*. London: Continuum.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge: Cambridge University Press.
- Firth, A. (1996). The discursive accomplishment of normality: On 'lingua franca' English and conversation analysis. *Journal of Pragmatics*, 26, 237-259.

82

References (2)

- House, J. (2002). Communicating in English as a lingua franca. *EUROSLA Yearbook*, 2, 243-261.
- Holliday, A. (2006). Native-speakerism. *ELT Journal*, 60(4), 385-387.
- Ishikawa, T. (2017). Japanese university students' attitudes towards their English and the possibility of ELF awareness. *Journal of English as a Lingua Franca*, 6(2), 237-263.
- Jenkins, J. (2000). *The phonology of English as an international language: New models, new norms, new goals*. Oxford: Oxford University Press.
- Jenkins, J. (2002). A Sociolinguistically based, empirically researched pronunciation syllabus for English as an international language. *Applied Linguistics*, 23(1), 83-103.
- Jenkins, J. (2015). *Global Englishes : a resource book for students* (3rd ed.). London ; New York, NY: Routledge.
- Kalocsai, K. (2011). The show of interpersonal involvement and the building of rapport in an ELF community of practice. In A. Archibald, A. Cogo, & J. Jenkins (Eds.), *Latest trends in ELF research* (pp. 113-137). Newcastle: Cambridge Scholars Publishing.
- Kaur, J. (2009). *English as a lingua franca: Co-constructing understanding*. Saarbrücken: VDM Verlag Dr. Meüller.

83

References (3)

- Kaur, J. (2010). Achieving mutual understanding in world Englishes. *World Englishes*, 29(2), 192-208.
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge, UK; New York: Cambridge University Press.
- Konakahara, M. (2015). *A reconsideration of communication strategies from the perspectives of English as a lingua franca: A qualitative analysis of interactional management of face-threatening acts*. Unpublished PhD thesis. Graduate School of Education, Waseda University.
- Konakahara, M. (2020). From “English as a native language” to English as a lingua franca: Instructional effects on Japanese university students’ attitudes towards English. In M. Konakahara & K. Tsuchiya (Eds.), *English as a lingua franca in Japan: Towards multilingual practice* (pp. 183-210). Switzerland: Palgrave.
- Kordon, K. (2006). "You are very good" – Establishing rapport in English as a lingua franca: The case of agreement tokens. *Vienna English Working Papers*, 15(2), 58-82.
- Kubota, R. (2012). The politics of EIL: Toward border-crossing communication in and beyond English. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language*. Bristol, UK: Multilingual Matters.

84

References (4)

- Larsen-Freeman, D. (2019). On language learner agency: A complex dynamic systems theory perspective. *The Modern Language Journal*, 103, 61-79.
- Lowe, R. J., & Pinner, R. (2016). Finding the connections between native-speakerism and authenticity. *Applied Linguistics Review*, 7(1), 27-52.
- Nunan, D. (1992). *Research methods in language learning*. Cambridge; New York, NY, USA: Cambridge University Press.
- Mercer, S. (2012). The complexity of learner agency. *Apples-Journal of Applied Language Studies*, 6(2), 41-59
- Matsuda, A., & Duran, C. S. (2012). EIL activities and tasks for traditional English classrooms. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language* (pp. 201-237). Bristol, UK: Multilingual Matters.
- Mauranen, A. (2006). Signaling and preventing misunderstanding in English as lingua franca communication. *International Journal of the Sociology of Language*, 177, 123-150.
- Mauranen, A. (2007). Hybrid voices: English as the lingua franca of academics. In K. Flottum, T. Dahl, & T. Kinn (Eds.), *Language and discipline perspectives on academic discourse* (pp. 243-259). Newcastle upon Tyne: Cambridge Scholars.

85

References (5)

- Mauranen, A. (2011). English as the lingua franca of the academic world. In D. D. Belcher, A. M. Johns, & B. Paltridge (Eds.), *New directions in English for specific purposes research* (pp. 94-117). Ann Arbor, MI: University of Michigan Press.
- Meierkord, C. (1998). Lingua franca English: Characteristics of successful non-native-/non-native-speaker discourse. *Erfurt Electronic Studies in English (EESE)*. Retrieved from Retrieved 30th June 2014 <http://webdoc.sub.gwdg.de/edoc/ia/eese/eese.html>
- Meierkord, C. (2000). Interpreting successful lingua franca interaction. An analysis of non-native/non-native small talk conversations in English. *Linguistik Online*. Retrieved from http://www.linguistik-online.com/1_00/MEIERKOR.HTM
- Pinner, R. (2015). *Japanese students' reactions to international speakers of English: native-speakerism and authenticity*. Paper presented at the the 5th Waseda ELF International Workshop, Waseda, Tokyo, Japan.
- Schreier, M. (2012). *Qualitative content analysis in practice*. Los Angeles ; London: Sage. Bristol, UK: Multilingual Matters.

86

References (6)

- Sharifian, F., & Marlina, R. (2012). English as an international language (EIL): An innovative academic program. In A. Matsuda (Ed.), *Principles and practices of teaching English as an international language* (pp. 140-153).
- Seidlhofer, B. (2009). Accommodation and the idiom principle in English as a lingua franca. *Intercultural Pragmatics*, 6(2), 195-215.
- Seidlhofer, B. (2011). *Understanding English as a lingua franca*. Oxford: Oxford University Press.
- Sifakis, N. C. (2014). ELF awareness as an opportunity for change: a transformative perspective for ESOL teacher education. *Journal of English as a Lingua Franca*, 3(2), 317-335.
- Sifakis, N. C. (2017). ELF awareness in English language teaching: Principles and processes. *Applied Linguistics*, 40(2), 288-306.
- Suzuki, A. (2011). Introducing diversity of English into ELT: Student teachers' responses. *ELT Journal*, 65(2), 145-153.
- Terauchi, H. (2015). *Essential English for business meetings*. Tokyo: Asahi Shuppan.

87

References (7)

- Tokumoto, M., & Shibata, M. (2011). Asian varieties of English: Attitudes towards pronunciation. *World Englishes*, 30(3), 392-408.
- Wolfartsberger, A. (2011). ELF business/business ELF: Form and function in simultaneous speech. In A. Archibald, A. Cogo, & J. Jenkins (Eds.), *Latest trends in ELF research* (pp. 163-183). Newcastle upon Tyne: Cambridge Scholars Publishing.
- Widdowson, H. G. (1994). The ownership of English. *TESOL Quarterly*, 28(2), 377-389.
- Widdowson, H. (2003). *Defining issues in English language teaching*. Oxford: Oxford University Press.