

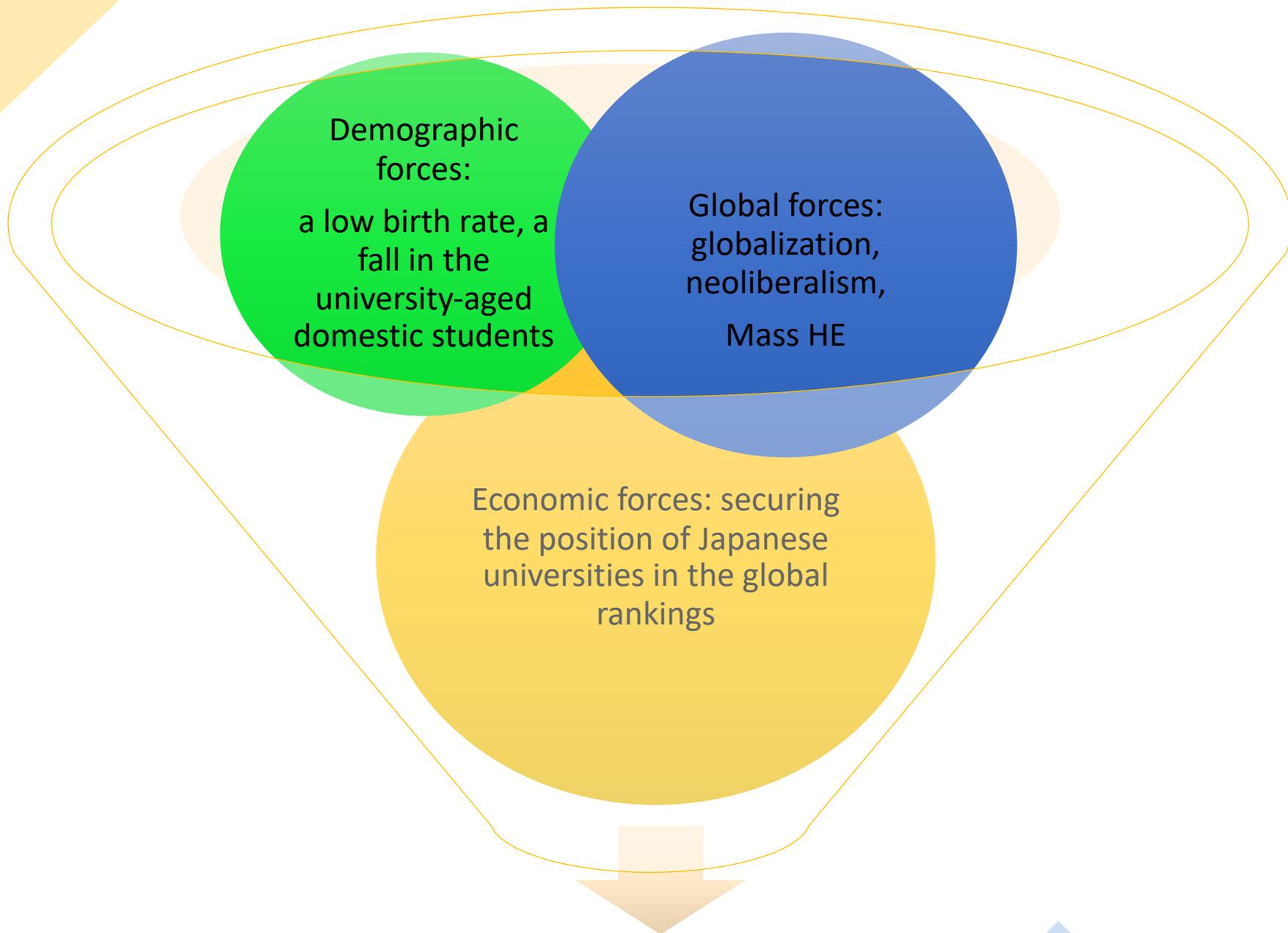


Revisiting Native- Speakerism: Internationalization Initiatives in Practice

Teaching Global Englishes
Kyoto JALT

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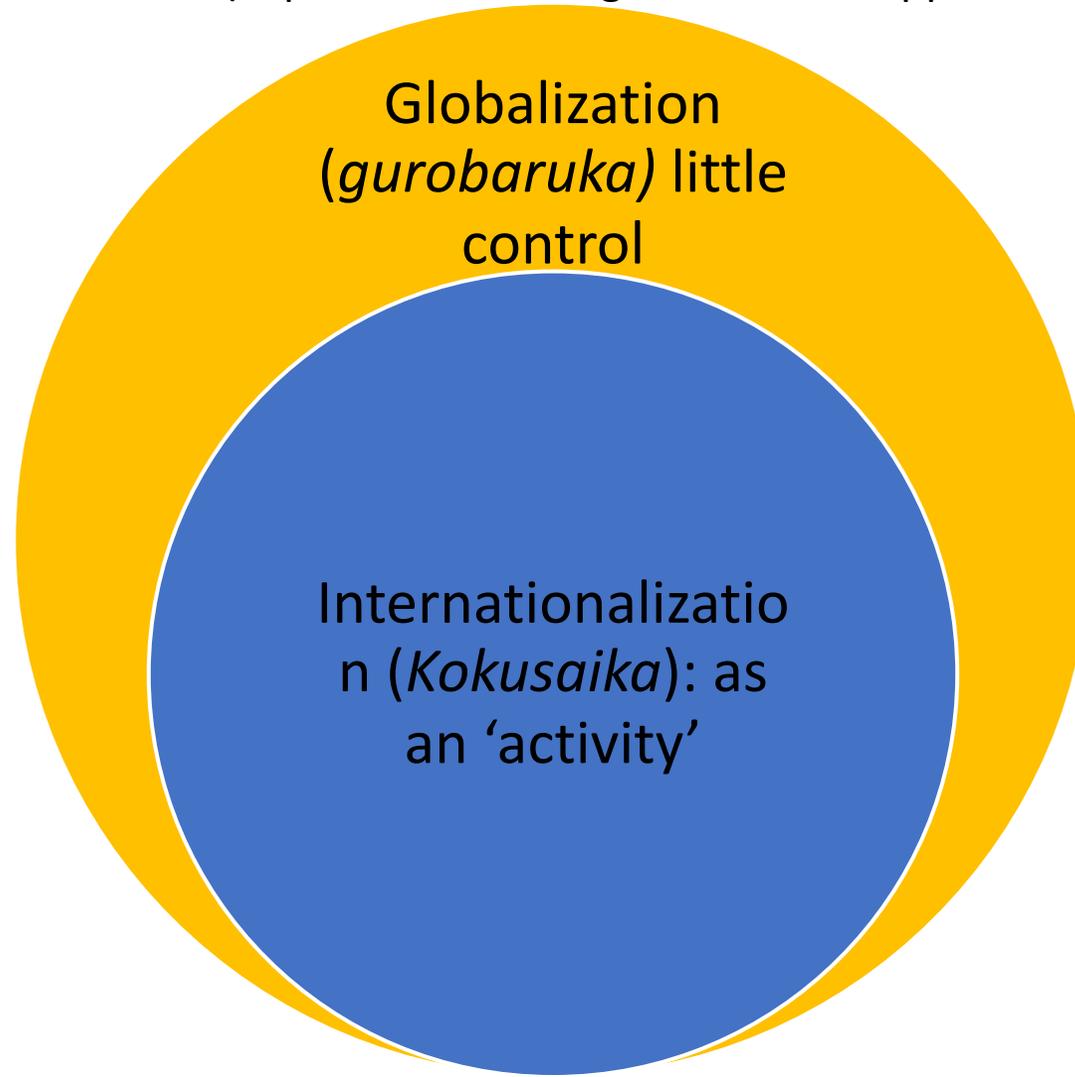


Internationalization (*kokusaika*) initiatives (from 1970-80s~)

Globalization ↔ Internationalization

Something outside Japan (foreign elements)

(Aspinall, 2010; Burgess, 2004; Chapple, 2014)



Japanese government's important internationalization projects

Japanese government as the main actor

Global 30 (G30),
2009-2013:
13 universities

Global 30 Plus
(Promotion of Global Human
Resource Development),
2012-2015:
42 universities

TGU
(Top Global University),
2014-2023:
37 universities

Kokusaika: An Inward-Looking Approach?

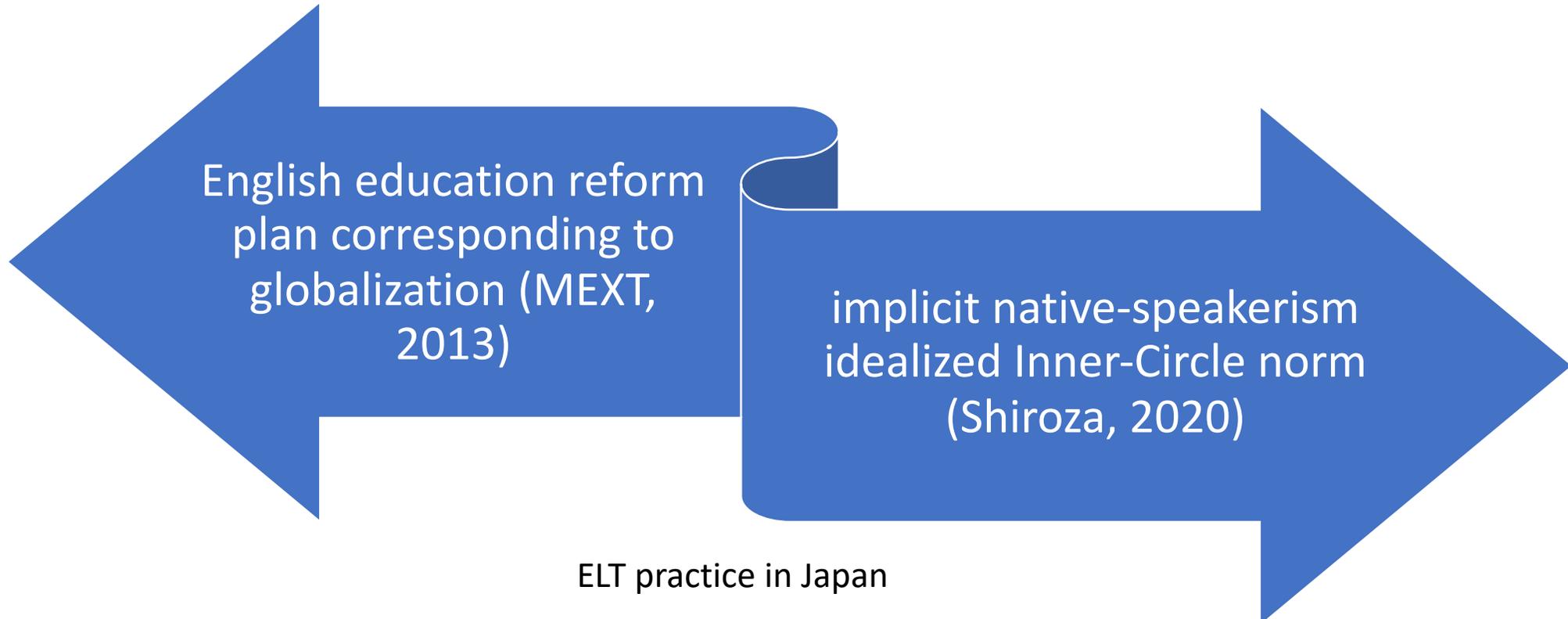
- A multivocal term (Goodman, 2007), can paradoxically promote **outward-looking (international)**, and **inward-looking (nationalist)** definitions
- 1980s: **Focusing on Japanese identity, required Japan to be promoted as a unique state to the international community** (Hashimoto, 2013).
- 2000: focuses on the **global competitiveness of Japan**, but maintaining a similar viewpoint (Aspinall, 2010; Ishikawa, 2011; Hashimoto, 2013).

- *Uchi naru kokusaika* (internal internationalization) (Burgess, 2012)
- “Superficial” internationalization, “cosmetic surgery” type of internationalization (Kondo, 2014)
- Incoherent (Yonezawa, 2017)
- ‘opening up’ but actual ‘closing in’ (Breaden, 2012)
- marginal and ad hoc (Bradford and Brown, 2018)
- conservative (Hirasawa, 2009)

Kokusaika & ELT

uchi (Japanese teachers), *soto* (“native” teachers)

- The Japan English Teaching (JET) program (1987~), significant numbers of “native” American English teachers (Aspinall, 2012)



ELT practice in Japan

Inequality within Japan's English industry

*“They [Japanese employers] only want **white English speakers**. And they can't say that. . . . Of course if you're a black person from the U.S., of course they'll hire you. I mean, they'll hire you **because you're American**, basically. . . . [But] there's lots of Filipino teachers looking for work because Japanese will not hire them. But if I go to a Japanese person to say, “Listen, I know you think most Filipinos can't speak English, and maybe you're right, but for some fluke she's very good and **I recommend her.**” **And then they take her.** They will hire her” (Owens, 2017).*

Internationalization of Japanese Students

- Encourage **foreign (English) language** teaching
- Foster **global human capital (gurobaru jinzai)** to become “*kokusaijin*” (international people) (Huang 2006, 105)
- Promote short-term study abroad programs
- Increasing the number of international students and faculty
- Increasing the number of English-medium instructions (EMI)

Lack of English language skills

- Few opportunities for productive use of the English language (Pritchard & Maki, 2006), score badly on the TOEFL compared to other Asian countries (Pritchard & Maki, 2006)
- The traditional grammar-based teaching style of English with less focus on speaking (Koike & Tanaka, 1995)
- The cultural concept of shyness when speaking English, even if the Japanese students are fluent in English (Toh, 2016)
- One recommendation - promoting a “de-Anglo Americanized English as a means of expressing indigenous values in international communication” (Hino, 2009, p. 103).
- Hino (2009) argued that Japanese people would be able to communicate in English more proficiently if they were expressing their own values through a form of “Japanese English” (p. 116).

Lack of international mindedness

- Fostering the *gurōbaru jinzai* ↔ A lack of support to promote global citizenship (Chapple, 2014; Wang, 2017).
- courses in intercultural understanding for Japanese students to expand their worldviews (Kuwamura, 2009) and to enhance their understanding of other cultures (Brooks & Waters, 2011).
- to offer courses on intercultural communication that both domestic and international students can earn credits by taking, and supporting Japanese students to communicate in English in the class (Morita, 2013).

Native English- Speaking Teachers (NESTs)

- Native speakerism (2003, Adrian Holliday)
- A culturally “superior” model /label/ideology → English, pedagogy (Holliday, 2018).
- A form of discrimination, linguistic imperialism, racism

- Not one common definition of NESTs, but mostly as opposed to **Japanese teachers of English (JTEs)** (e.g., Matsuda, 2002; Sutherland, 2012; Yazawa, 2017)

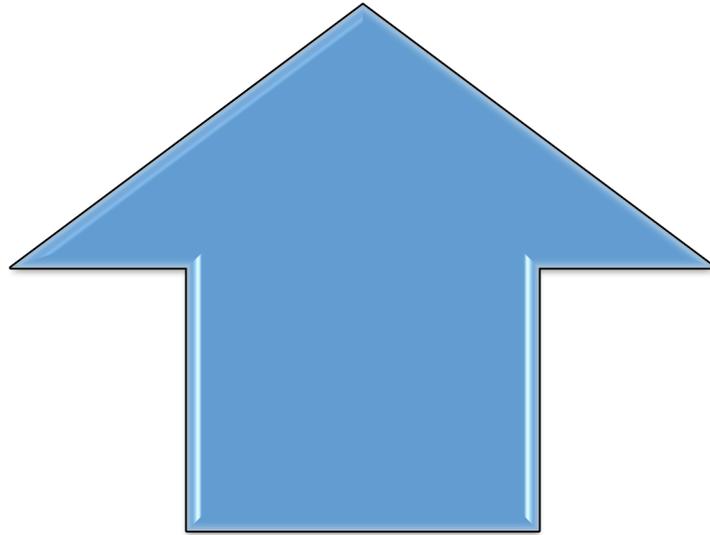


Native English-speaking
teachers (NESTs)

VS

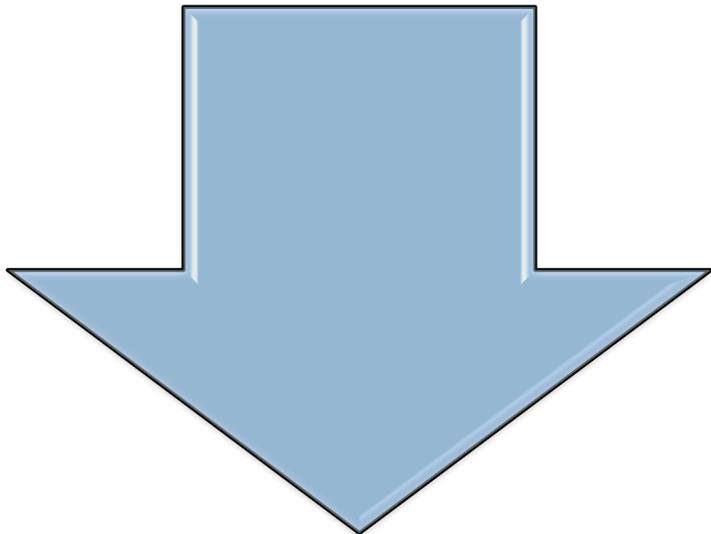
Japanese teachers of
English (JTEs)

A disparity between NESTS & JTEs



NESTs: **Role model** (especially in terms of **grammar**, **pronunciation**, **accent**, and knowledge about **foreign cultures**), The producers of “*real* English” **accuracy** or **authenticity**

Predominance of “**white**” English teachers, social media, *Eikaiwa*



JETs: **Tenure** positions , **team** teaching, **security** and **support** (classroom **interaction**), **grammar**

“**Non-linguistic cues** (e.g., pictures or knowledge about the speaker) **affect** listeners’ **perceptions** of both NSs and NNSs” (Ghanem & Kang, 2021).

Can affect students’:

- **attitudes** towards NNSTs
- class **performance**, retention of information

Whiteness → proficiency & skills (e.g., Kang & Rubin, 2009)

Reverse Linguistic Stereotyping (RLS)



A shortage of research from a bottom-up standpoint

- Research in Europe, the US, the United Kingdom: a greater value on qualities of a teacher (pedagogical, linguistic, and personal) rather than on a teacher's nationality and/or linguistic background (e.g., Walkinshaw & Oanh, 2014, p. 1), questioning native speakerism (e.g., Mahboob, 2004; Samimy & Brutt-Griffler, 1999)
- Better English proficiency → desire for having NET (Colmenero & Lasagabaster, 2020).
- A shortage of research in East and Southeast Asia, especially from a bottom-up standpoint
- In Japanese context:

A distinction between NESTs and JTEs (e.g., Yuzawa, 2017),

Negative attitudes towards Japanese students' own English: correctness (*real* English), favoring Anglo-American English (e.g., Ishikawa, 2016)

→ Moving forward: de-Anglo Americanized English for multicultural expression, Importance of Japanese values (e.g., Hino, 2018)

Three Phases

Main RQ: What are Japanese university students' attitudes towards NEST/NNEST status of their English language instructors?

Exploratory, qualitatively driven mixed-methods

NESTs vs JTEs

- Approximately 80% of the participants → Important to have NESTs, (though their definition: broad and sometimes vague)
- NETs: **Fluent** English, **Easy-to-hear** English, **Standard** English, Correct or right **pronunciation**, teach how to **convey the meaning, idioms,** and different **accents**
- Grammar was not raised as a factor.
- **More motivated** in class when having NESTs, have to use English all the time
- Me as a NET, even though they knew that I come from Iran.
“When I see people use phrases like “raining cats and dogs” like our teacher, I’m so impressed and think oh! She is a native speaker!”

Phase 3

EFL Students' Perceptions of Ideal Teacher of English (Rivers & Ross, 2013)

- White, Asian, and Black racial heritage teachers
- Strong preference for **white male** teachers aged **30 to 35**, originating from the **United States**, possessing **conversational Japanese** abilities, and having **5 to 10 years of teaching experience**.

When explicit attributes were **manipulated**, the implicit **influence of race was seemingly negated** (Rivers & Ross, 2013).

Phase 3

(5 M, 5 F)

- In line with (Rivers & Ross, 2013)
- 1) White, 2) Asian, and 3) Black (reason: more familiar or unfamiliar)
- male, have some years of teaching experience
- **Fun classes: the most important factor**
- → **smile, kind, experience, knowledge**
- Reverse Linguistic Stereotyping (RLS) → open to accept the diversity

American English

- **American English** as the **role model**, secondly British English, then English from a few other countries such as Canada, and New Zealand
- Why American English?

Having studied and used American English **since childhood**, and getting used to it.

American English **hegemony**

“I want to learn and use American English, because I’ve learned American English since I was a child and I don’t want to mix it”.

“American English is a universal language. It’s important to master American English to talk to people”.

Japanese English

- **Negative: pronunciation**, conveying the **meaning**, using textbooks with a focus on completing tasks and activities, less speaking opportunities
- Nevertheless: the importance of **TOEIC** (for about 70% of the participants), and an interest in TOEIC textbooks

Positive: Asking questions easily without stress (easy-to-talk), **support**, using **textbook** and Japanese language

“Japanese English is not good for Japanese people, because it is not native English. It would not make sense to English speakers abroad”.

“If my teacher is Japanese, my English will be Japanese English... Then, I can’t pronounce like a native”.

“Speaking with a native English teacher is sometimes so tough and I become anxious [compared to a JET]”.

Learning English from Diverse Backgrounds

- An interest in learning and using **different English varieties**
- But, **challenges** regarding understanding different **accents** and/or **pronunciations**

“Recently, I have a lot of time to talk to foreigners from non-English speaking countries who can speak English at my part-time job. English that they speak has an accent like their mother tongue. I think it’s natural, but ... sometimes it’s a little bit tough for me. So, in the future, it’s very important to get to use to it...”

Discussion

- A clear **distinction between NESTs and JETs**, instead of NNESTs (Matsuda, 2002; Sutherland, 2012; Yazawa, 2017)
 - Teachers who do not use English as their L1 as NESTs
- **NESTs**: who speak English **fluently, correct pronunciation**, Sources of **correct English**
- **JETs**: Support → **Team** work
- Grammar: not as an important factor, instead: **Conveying the meaning**
- Negative attitudes towards their own and/or JETs' Japanese English (Ishikawa, 2016)
 - Readiness to **accept varieties of English**, even though **American English** seems to be a **role model** for many (especially pronunciation), and tests like **TOEIC** has a huge influence
 - A need for **more speaking opportunities** and building **confidence**

Internationalization of Japanese students

Improve foreign language skills (equal to English)

Foster global human resources

Both at the policy level policy (Shiroza, 2020)

Some of the Study Limitations

Language

Gender
imbalance

Two university

Online

Required
English
Courses

Major

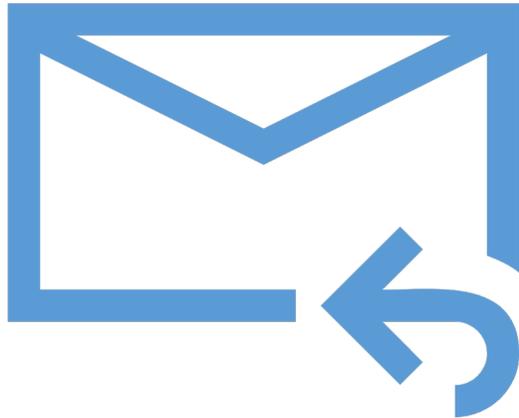
Exposure to diversity
(e.g., textbooks,
teachers)

Online Interaction (e.g.,
collaborative Online
International Learning
(COIL), MOOCs)

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ありがとうございました！



Thank you very much!

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